

Decision of the FIBAA Accreditation and Certification Committee



4th Meeting on November 26, 2021

PROGRAMME ACCREDITATION

Project Number:	20/055, Cluster 3
Higher Education Institution:	M. Narikbayev KAZGUU University, Higher School of Economics
Location	Nur-Sultan, Kazakhstan
Study Programme:	Bachelor of Business Administration in Accounting, Bachelor of Business Administration (BBA)
Type of Accreditation	re-accreditation

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

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

Period of Accreditation: October 1, 2021 till September 30, 2028

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

M. Narikbayev KAZGUU University, Higher School of
Economics

Bachelor study programme:

Bachelor of Business Administration (BBA)
in Accounting

Qualification awarded on completion:

Bachelor of Business Administration (BBA)

General Information on the study programme

Brief description of the study programme:

The study programme BBA in Accounting is aimed to base on the international educational standards with focus on the local content. It aims to teach the graduates in the core competencies of Corporate and Business Law, Management and Financial Accounting, Taxation in Kazakhstan, Financial and Tax Reporting, Audit, Corporate Finance and Financial Management.

Type of study programme:

Bachelor programme

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

4 years, 240 ECTS credits

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

optional

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 programme:

2004

Type of accreditation:

re-accreditation

For re-accreditation: last accreditation period:

30th September, 2016 to 30th September, 2021

Accreditation in one cluster (cluster 3) with:

Management (BBA)

Finance (BBA)

Finance (M.Sc.)

IT (BBA)

Procedure

A contract for the re-accreditation of the BBA in Management, Accounting, Finance, of Finance (M.Sc.) was made between FIBAA 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. Thomas Burkhardt

University of Koblenz-Landau, Germany
Professor of Financing, Financial Services & Electronic Finance
(Business Administration, Banking and Finance, Financing, Financial Services, eFinance, Management, Financial Mathematics)

Prof. Dr. Andree Elsner

Technische Hochschule Luebeck, University of Applied Sciences, Germany
Professor of General Business Administration
(Statistical Methodology, Accounting, Management Information Systems, Controlling, Capital Market Research, E-Learning)

Marie-Luise Meier

Hochschule fuer Wirtschaft und Recht Berlin, University of Applied Sciences, Germany
Student International Business Management (B.A.)

Dr. Meruyert Narenova

University of International Business, Kazakhstan
Academic Director of the MSc and PhD programs on Economics and Management
(Management & Economics in Emerging Countries, International Trade, National Economy Competitiveness, Expert for MBA programs)

Prof. Dr. Giselher Pankratz

Hochschule der Deutschen Bundesbank, University of Applied Sciences, Germany
Professor of Information Systems
(Information Systems, Digitalization, Process Management, Conceptual Modeling of Information Systems, Multi-objective Optimization, Multi-Agent Systems, Requirements Engineering)

Dr. Manfred Schmidt

Sikos GmbH, St. Ingbert, Germany
Chairman of the supervisory board
(Business Administration, Supply Chain Sustainability, Process Optimization, Integrated Management Systems, Information Technology, Internet of Things (IoT), Cyber Security, Management Systems, Quality management, Process- and Project management)

Prof. Dr. Kristina Steinbiß

ESB Business School Hochschule Reutlingen, University of Applied Sciences, Germany
Professor of General Business Administration with Focus on Marketing
(Marketing (B2B Marketing, Sustainability in Marketing), Procurement Marketing)

¹ The names are presented in alphabetical order.

Dr. Aida Yerimpasheva

Al-Farabi University, Kazakhstan

Ass. Professor at the Chair of Management and Marketing
(Project Management, Marketing Research, Management)

FIBAA project manager:

Nora Winckel

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference. The online conference took place on June 21st – June 23rd, 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, it has been taken into account in the report at hand.

Summary

The Bachelor of Business Administration in Accounting offered by M. Narikbayev KAZGUU University, Higher School of Economics fulfils the FIBAA quality requirements for bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on October 1st, 2021 and finishing on September 30th, 2028. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

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

- Methods and scientific practice (see Chapter 3.1.6.),
- Examination and final thesis (see Chapter 3.1.7)
- Course materials (see Chapter 3.3.2.),
- Structure and quantity of faculty (see Chapter 4.1.1),
- Academic qualification (see Chapter 4.1.2)

The measures that the HEI takes in order to implement the recommendations of the panel members are 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),
- Skills for employment (see Chapter 3.6)
- Practical Business Experience (see Chapter 4.1.)
- Student support by faculty (see Chapter 4.1),
- Programme director (see Chapter 4.2.1)
- Process organisation and administration support for students and faculty (see Chapter 4.2),
- Cooperation with business enterprises (see Chapter 4.3)
- Access to literature (see Chapter 4.4)
- 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.

From 2021 enrolment, the HSE will offer renewed undergraduate degrees:

- BBA in Finance (affiliated with the CFA Institute, ACCA, ICAEW, CIMA accredited)
- BBA in Accounting (ACCA, ICAEW, CIMA accredited)

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>

- BBA in Management (CIMA accredited) with one out of four concentrations (Human Resource Management (HRCI accredited), Entrepreneurship and Innovation, Supply Chain and Industrial Management and Marketing)
- BBA in Information Technology (joint programme with local IT company Alpha Design)
- BA in International Relations.

Further development of the programme, implementation of recommendations from previous accreditation [for re-accreditation] statistical data and evaluation results [for accreditation and re-accreditation]

The academic quality pursuing reforms of 2014-2020 have influenced the HSE perception on the market to the overall student number increase. The results by majors are summarized in the table below.

Number of applicants by majors (2016-2020)

HSE Bachelor Programme		2016	2017	2018	2019	2020	2020/2019
1	Finance	47	21	36	22	56	2,5
2	Accounting	56	19	32	15	24	1,6
3	Management	60	37	68	56	180	3,2
4	IT	N/A	N/A	N/A	15	37	2,5
5	IR	N/A	N/A	N/A	N/A	99	N/A
HSE TOTAL		163	77	136	108	396	3,7

Number of first-year students by majors (2016-2020)

HSE Bachelor Programme		2016	2017	2018	2019	2020	2020/2019
1	Finance	41	19	30	18	48	2,7
2	Accounting	47	19	29	15	17	1,1
3	Management	50	33	62	50	156	3,1
4	IT	N/A	N/A	N/A	13	21	1,6
5	IR	N/A	N/A	N/A	N/A	93	N/A
HSE TOTAL		138	71	121	96	335	3,5

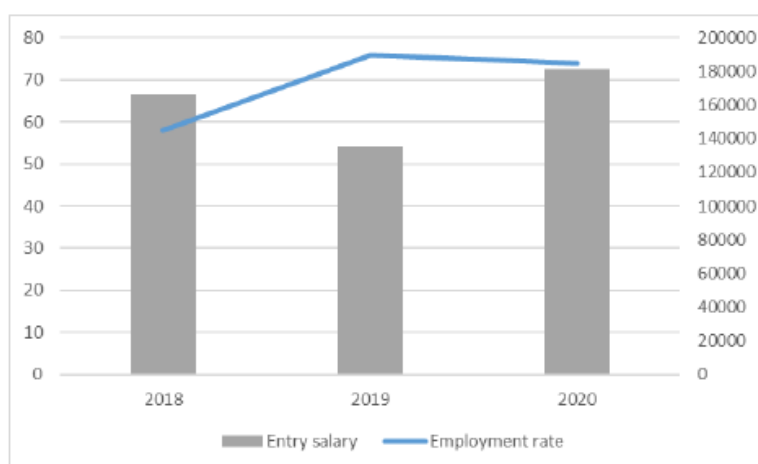
As of September 2020, the HSE international student population number is 18 and is represented by the students from the USA, Germany, China, Indonesia, Nigeria, Uzbekistan, Kyrgyzstan, Russia.

Graduates' Average GPA by Majors in 2016-2020

Bachelor Programme/Average grade of final degree (GPA)	Graduates-2016 (enrolment 2012)	Graduates-2017 (enrolment 2013)	Graduates-2018 (enrolment 2014)	Graduates-2019 (enrolment 2015)	Graduates-2020 (enrolment 2016)	2020/2019
Finance	2,75	2,88	3,19	3,14	2,87	0,9
Accounting	2,86	2,85	2,95	3,17	2,96	0,9
Management	2,84	2,77	2,79	2,8	2,87	1,0
IT	N/A	N/A	N/A	N/A	N/A	N/A
IR	N/A	N/A	N/A	N/A	N/A	N/A

According to the recent study by the National Chamber Of Entrepreneurs of the Republic of Kazakhstan "Atameken"⁵, on average, it took 1.79 months for a graduate of the management programme of the M. Narikbayev KAZGUU University to find a job.

Employment rate (% , left hand-side axis) and average monthly entry salaries (Kazakh tenge, right hand-side axis) of the KAZGUU Management graduates



A comparison of the rate of employment for the last three years reveals a positive trend – it increased from a 58% rate of 19 students in 2018 to a 74% employment rate for 29 students in 2020. The highest rate was detected in 2019 at the level of 76 %. This is probably explained by the pandemic consequences, as fresh graduates of 2020 have faced significant stagnancy in labour market in Kazakhstan.

Appraisal

The panel appreciates the efforts of the university further developing the programme and encourages the university with the following recommendations to keep on that path.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The study programme BBA in Accounting is aimed to base on the international educational standards with focus on the local content. It aims to teach the graduates in the core competencies of Corporate and Business Law, Management and Financial Accounting, Taxation in Kazakhstan, Financial and Tax Reporting, Audit, Corporate Finance and Financial Management.

Another major objective is to equip students with interdisciplinary skills, qualitative and quantitative analytical skills, and to allow them to explore more opportunities in economic and private sector in addition to traditional public service work opportunities.

In accordance with the State Compulsory Educational Standards of the Republic of Kazakhstan (SCES) requirements, the length of the programme is framed in four academic years. The programme of 240 ECTS credits consists of 180 required courses and 60 electives, business orientation week, internship and bachelor thesis (see also chapter 3.1). Its design and content are elaborated in line with the Level 6 Qualification of the National Qualification Framework and European Qualification Framework.

Appraisal:

The qualification objectives of the programme 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 Bachelor 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 holders, 13 instructors are the various international professional certifications holders. 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 COVID-19 crisis negatively affected international mobility. Starting from March 2020, the MES required to restrict academic mobility, and the number of HSE outgoing students dropped sharply during both Spring and Autumn terms. Nevertheless, HSE currently has the following dual-degree programmes available to apply for students majoring in Accounting:

- SolBridge International School of Business, Republic of Korea
- La Rochelle Business School, France
- HOF University of Applied Sciences, Germany

Appraisal:

International orientation of the programme is maintained and strengthened by fully English-language education, strong international partnership network of HSE and KAZGUU University which offers students and faculty members experience abroad as well as benefits of being located in capital city which hosts a great number of foreign embassies, international agencies and companies. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

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

1.3 Positioning of the study programme

There are 125 universities in Kazakhstan as of beginning of 2020 academic year, 15 of them are located in Nur-Sultan. Many of them deliver undergraduate programmes in Business. A brief outline of the admission requirements and tuition fees for the most popular universities in Kazakhstan to pursue degree in accounting are shown below:

#	HEI	ACCA accreditation [1]	City	Unified National Testing (UNT) Results[2]	English Requirements	Additional Requirements	Tuition Fee per Year, KZT [3]
1	Gumilev Eurasian National University	No exemptions from ACCA	Nur-Sultan	70 out of 140	No special requirements	No special requirements	1,150,000 (2,700 USD)

2	KAZGUU HSE	9 papers exempt out of 13	Nur-Sultan	50 out of 140	HSE English Placement Test or IELTS 3.0	UNT Mathematics Score -minimum 25 out of 40	1,000,000 (2,380 USD)
3	Turan Astana University	No exemptions from ACCA	Nur-Sultan	50 out of 140	No special requirements	Not less than 5 for every subject (5 subjects in total)	450,000 (1,070 USD)
4	KIMEP University	8 papers exempt out of 13	Almaty	50 out of 140	IELTS 5.5 (no score below 5.0 in the writing section) TOEFL IBT - 70 KIMEP English Placement Test - 80 out of 100	Not less than 5 for every subject (5 subjects in total)	2,900,000 (6,900 USD)
5	Kazakh British Technical University (KBTU)	7 papers exempt out of 13	Almaty	50 out of 140	IELTS 4.5 or KBTU internal test - KELET (3 out of 6)	Not less than 5 for every subject (5 subjects in total)	2,200,000 (5,200 USD)

The main advantage of the programme can be seen in teaching entirely in English, the high quality education in comparison to a relatively low tuition fee and the high employment rate based on a huge network with local business partners.

National recognition of HSE performance has been confirmed in national rankings during past years. Latest National Ranking Universities realised by the National Chamber of Entrepreneurs of Kazakhstan -ATAMEKEN- and which ranks Universities according to recent graduates' career perspectives (entry salaries, employment rate and job search duration, in addition to expert opinions on the curriculum) placed several KAZGUU degree programmes (finance, audit and taxing, management, law, international law, translation studies) at the top of the ranking. International recognition of KAZGUU degree programmes include official accreditation of the selected programmes by leading global professional associations like ACCA, GARP, CIMA, or CFA.

The BBA in Accounting at KAZGUU University holds the 1st place among 71 similar accounting programmes in Kazakhstan in 2020 according to National Chamber of Entrepreneurs of the Republic of Kazakhstan Atameken which conducts independent review of universities in Kazakhstan on an annual basis. (atameken.kz)

HSE aims to achieve 100% employment of the graduates and develops the business networking with leading employers in Kazakhstan. From 2015, at the HSE Internship, Career, and Employment Centre (ICEC) established. The Centre promotes student professional development and effective cooperation with employers and other stakeholders in order to prepare professionals with critical thinking and high academic level. ICEC is a resource for undergraduate and graduate students in all areas of career planning and professional development including exploring interests, applying to graduate or professional schools and pursuing employment, internships, fellowships and other experiential learning opportunities. It additionally promotes career and employment related opportunities among the HSE senior students and graduates via networking.

ICEC established set of following goals:

1. Creation of graduates' database, its annual monitoring and adjustment;
2. Facilitating trainings, non-graduate/graduate internship programmes;
3. Employment of graduates and career counselling;

4. Collaboration with HSE partners-employers;
5. Organisation of Job Fairs, Career Days, partner-companies' days, etc
6. Coordination of HSE Alumni Club and KAZGUU Alumni Association activities;
7. Organisation of internship and employment processes; Regularly inform students on labour market opportunities;
8. Collaboration with foreign universities;
9. Organization of workshops with potential employers;
10. Creation of employers' database;
11. Development of Business Council and organisation of its regular meetings.

The academic programme BBA in Accounting 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.

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.

During the online conference the University and the interview with the business partners have shown that KAZGUU steadily has taken into account the potential future fields of employment for graduates. They create an added value for the professional field and ensure the linkage between the qualification goal of the programme and future employers.

The smooth running programme is 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 accordance with the MES requirements, to be enrolled for the undergraduate programme a secondary school leaver must take the Unified National Test (UNT). The test consists of two blocks:

Block 1	Subjects	Number of MCQs	MCQ type
Block 1	Numeracy	20	One correct answer from five choices
	Literacy	20	One correct answer from five choices
	History of Kazakhstan	20	One correct answer from five choices
Block 2	First subject	20	One correct answer from five choices
		10	One or more correct answers from many choices
	Second subject	20	One correct answer from five choices
		10	One or more correct answers from many choices

Source: The National Testing Centre, <http://testcenter.kz/>

The admission policy and requirements for applicants are based on the HSE Academic Policy⁸ and the above mentioned Standards of the Ministry of Education and Science (MES) The admission requirements for BA in International Relations are published at the school webpage⁹ and in the HSE Catalogue¹⁰, 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.

First and second subjects and minimum test score to enter a HEI are defined by the state centralised regulations. For the HSE BBA programmes first and second subjects are Mathematics and Geography. Minimum UNT score is 50 out of 140. KAZGUU requires at least 27 points for English language and at least 5 points in World History.

From 2016 enrolment, the HSE fully switched to English as a mean of instruction and set minimum language requirements for applicants as follows:

- IELTS 3.0 or
- KEPT (KAZGUU English Placement Test) 40 points – equal to A2 of the CEFR level

KAZGUU English Placement Test (KEPT) is administered by the School of Liberal Arts to KAZGUU applicants during July 11th- July 16th. It includes listening, reading, writing and speaking sections. A minimum score of 40 generally corresponds with IELTS 3.0. If an applicant does not meet the required level of English, he or she can attend Intensive Classes (scheduled to July 18 – August 27) enabling to achieve required level up to the last enrolment date (August 29). In 2020, the preparatory English course took place online via Zoom.

In the first year 20 ECTS credits (General English and Academic English) are allocated in order to improve students’ English language proficiency by one CEFR level. In their second

⁸ <https://hse.kazguu.kz/en/politiki-i-rukovodstva/>

⁹ <https://hse.kazguu.kz/en/bakalavriat-obrazovatelnye-programmy/>

¹⁰ <https://hse.kazguu.kz/en/katalog-2/>

year of study 5 more credits are allocated to Professional English course to improve their language skills further for successful submission of their written assignments and oral presentations. In addition, all students can request individual consultations with their English language instructors if they have additional queries during office hours outlined in the course syllabus.

The eligible candidate must apply directly to the University Admission Office and submit required paper documents (including the UNT certificate); the list of them is available at the HSE website.

Foreigners wishing to apply to an undergraduate academic programme at KAZGUU according to the MES requirements must present their secondary school completion documents and have an interview with the Admission Committee appointed by the HSE comprising of the HSE academics and administrators. The criteria of selection via interview are established as follows:

- Motivation
- Critical thinking and openness
- Readiness for academic study.

Additionally, the website reveals all information for applicants along with an opportunity to gain the university scholarship. The latter information is updated annually. For example, in 2020, there were 30 scholarships available in addition to the scholarships for vulnerable students distributed by the Corporate Fund “KAZGUU Endowment” . These additional scholarships called M. Narikbayev Scholarship were awarded based on applicants’ academic and extra-curricular performance. Since the tuition fee is credit (ECTS) based, and it differs slightly across majors, the scholarship amount is calculated based on ECTS. For example, in 2020, 7440 ECTS were granted to the most talented applicants, particularly, 15 scholarships (3720 ECTS) were granted to the applicants from the Bilim Innovation lyceums (<https://bil.edu.kz/en/>), 5 scholarships (1240 ECTS) were granted to the applicants from other secondary schools, 10 scholarships (2480 ECTS) were granted to the applicants from Uzbekistan. The decision to grant the scholarship based on the criteria set is annually taken by the KAZGUU Management Board.

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 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

The learning outcomes of the academic programme BBA in Accounting are formulated as follows:

Graduates of the programme will be able to:

- Demonstrate written and verbal communication skills and IT skills;
- Demonstrate presentation skills, leadership and effective teamwork;
- Understand and follow principles of business ethics;
- Understand and be able to apply research methodology;
- Understand and be able to articulate key concepts of economics, finance, accounting, management and marketing for subject-specific problem solving;
- Demonstrate awareness of the economic and business environment within both global and national contexts;
- Analyse various business challenges and develop relevant recommendations;
- Correctly apply knowledge of international financial and reporting standards (IFRS) and managerial accounting theories to business organizations operating in different industries;
- Generate standalone and consolidated financial statements in accordance with IFRS;
- Analyse financial statements based on different financial and non-financial criteria;
- Demonstrate an understanding of major Kazakhstan taxes and have an idea of the practical application of tax law in professional activities;
- Have an understanding of major International Standards on Auditing (ISAs) and be able to apply them appropriately to financial statements elements;
- Develop knowledge and skills in understanding of the general legal framework, and of specific legal areas relating to business world, understanding the legal implications of business activities;
- Understand real world problems that a financial manager has to cope with, and the decisions that the manager has to make in the field of investment, financing and dividends.

The curriculum of the BBA in Accounting is as follows:

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
1st Semester														
General Education Courses - Required - 30 ECTS														
GED1101	Contemporary History of Kazakhstan	5								45	105	L/S	Exam Paper (180 min)	40/100
GED1102	Cambridge English (B1)	10								90	210	T	Exam Paper (180 min)	40/100
GED1103	Kazakh/Russian (B1)	5								45	105	T	Exam Paper (180 min)	40/100
GED1104	Global Perspectives and Identity-1	3								27	63	L/S	Exam Paper (120 min)	40/100
GED1105	General Psychology (2)	2								18	42	L/S	Exam Paper (120 min)	40/100
GED1106	Philosophy	5								45	105	L/S	Exam Paper (120 min)	40/100
	Total	30								270	630			
2nd Semester														
General Education Courses - Required - 23 ECTS														
GED1107	Cambridge English (B2)		10							90	210	T	Exam Paper (180 min)	40/100
GED1108	Kazakh/Russian (B2)		5							45	105	T	Exam Paper (180 min)	40/100
GED1109	Critical Thinking		5							45	105	L/S	Exam Paper (120 min)	40/100
GED1110	Global Perspectives and Identity-2		3							27	63	L/S	Exam Paper (120 min)	40/100
Mathematics and Economics Required Courses - 10 ECTS														
ECN1201	Mathematics - 1/ Calculus - 1		5							45	105	L/S	Exam Paper (120 Min)	40/100
ECN1202	Introduction to Economics		5							45	105	L/S	Exam Paper (120 Min)	40/100
	Total		33							297	693			

3^d Semester														
General Education Courses - Required - 5 ECTS														
GED2111	Information and Communication Technologies			5						45	105	L/S/Lab	Computer Based Exam (120 min)	40/100
School Required - 10 ECTS														
BUS2201	Business Communications			5						45	105	L/S	Exam Paper (120 Min)	40/100
RES2201	Academic Writing			5						45	105	T	Exam Paper (120 Min)	30/100
Mathematics and Economics Required Courses - 10 ECTS														
ECN2203	Statistics			5						45	105	L/S	Exam Paper (120 Min)	40/100
ECN2204	Mathematics - 2/ Linear Algebra			5						45	105	L/S	Exam Paper (120 Min)	40/100
Business Core Required Courses - 5 ECTS														
ACC2201	Principles of Accounting			5						45	105	L/S	Exam Paper (130 Min)	40/100
				Total						270	630			
4th Semester														
School Required - 10 ECTS														
RES2202	Introduction to Research Methods			5						45	105	L/S	Final Paper (120 Min)	30/100
IT2202	Data Analysis - I			5						45	105	L/S/Lab	Computer Based Exam (120 min)	40/100
Mathematics and Economics Required Courses - 10 ECTS														
ECN2205	Microeconomics - 1			5						45	105	L/S	Exam Paper (120 Min)	40/100
ECN2206	Macroeconomics - 1			5						45	105	L/S	Exam Paper (120 Min)	40/100
Business Core Required Courses - 30 ECTS														
MGT2201	Principles of Management			5						45	105	L/S	Project Defence (60 min)	40/100
FIN2201	Principles of Finance			5						45	105	L/S	Exam Paper (120 Min)	33/100
				Total						270	630			

5th Semester														
School Required - 10 ECTS														
FIN3203	Ethics and Professional Standards					5				45	105	L/S	Exam Paper (120 Min)	40/100
BUS3202	Organizational Behavior					5				45	105	L/S	Exam Paper (120 Min)	40/100
Business Core Required Courses - 15 ECTS														
MGT MKT3201	Principles of Marketing					5				45	105	L/S	Project Defence (60 min)	40/100
FIN2202	Corporate Finance					5				45	105	L/S	Exam Paper (180 Min)	40/100
FIN3204	Financial Statement Analysis					5				45	105	L/S	Exam Paper (120 Min)	40/100
Major Required - 5 ECTS														
ACC3302	Financial Accounting -1					5				45	105	L/S	Exam Paper (180 Min)	40/100
Total						30				270	630			
6th Semester														
Major Required - 30 ECTS														
CBL3301	Corporate and Business Law (ACCA)					5				45	105	L/S	Exam Paper (180 Min)	40/100
ACC3304	Taxation					5				45	105	L/S	Exam Paper (180 Min)	40/100
ACC3305	Managerial Accounting - 1					5				45	105	L/S	Exam Paper (180 Min)	40/100
ACC3303	Financial Accounting - 2					5				45	105	L/S	Exam Paper (180 Min)	40/100
ACC3306	Audit					5				45	105	L/S	Exam Paper (180 Min)	40/100
FIN3308	Financial Management					5				45	105	L/S	Exam Paper (180 Min)	40/100
Total						30				270	630			

7th Semester															
Business Core Required Courses - 5 ECTS															
MGT4306	Strategic Management								5		45	105	L/S	Project Defence (60 min)	40/100
Major Required - 5 ECTS															
ACC4307	Financial and Tax Reporting								5		45	105	L/S	Exam Paper (180 Min)	40/100
Minor in Finance (Elective) -20 ECTS															
FIN4309	Investment Management								20		45	105	L/S	Exam Paper (120 Min)	30/100
FIN4310	Bloomberg Market Concepts (BMC)										45	105	L/S	Computer Based Test	100/100
FIN4312	Financial Risk Management										45	105	L/S	Exam Paper (120 Min)	50/100
FIN	Elective from Finance List										45	105	defined by course syllabus		
Minor in Economics (Elective) - 20 ECTS															
ECN4308	Microeconomics-II								20		45	105	L/S	Exam Paper (120 Min)	40/100
ECN4309	Macroeconomics-II										45	105	L/S	Exam Paper (120 Min)	40/100
ECN4310	Econometrics										45	105	L/S	Exam Paper (120 Min)	35/100
ECN	Elective from Economics List										45	105	defined by course syllabus		
Any Electives/HSE Minors - 20 ECTS															
	Total								20				defined by course syllabus		
	Total								30		270	630	defined by course syllabus		
8th Semester															
BUS 4206	A Step to Graduate									3	27	63		Report	100/100
BUS4307	Internship									12		360		Report	100/100
BUS4308	Bachelor's Thesis									12	120	240		Thesis Defence	100/100
	Total									27	147	663			
	Total	30	33	30	30	30	30	30		27	2064	5136			
GED1112	Physical Training (ECTS not counted towards degree)									8				Pass/Fail	
L:	Lecture														
S:	Seminar														
T:	Tutorial														
TOTAL		240													

Currently, the Ministry requirements are determined by the State Compulsory Educational Standards of the Republic of Kazakhstan (SCES)¹¹. They mandate not less than 240 ECTS to be completed for a Bachelor degree. SCES requirements include 56 ECTS of the general education courses covered mostly during the first year of study identical for all HSE programmes: Contemporary History of Kazakhstan (5 ECTS), Kazakh-1,2 or Russian-1,2 (10 ECTS), Cambridge English (10 ECTS), ICT (5 ECTS), Global Perspectives and Identity (6 ECTS), General Psychology (2 ECTS), Philosophy (5 ECTS). Physical Training (8 ECTS) is required by the SCES and should be accounted for within the programme ECTS, that along with one 5 ECTS general education elective course makes 56 ECTS. However, according to the HSE decision, Physical Training is not included in 240 ECTS but considered as a compulsory extra-curriculum activity.

Additionally, within the general education courses, the HSE requires another 10 ECTS of Cambridge English (further level) and 5 ECTS of Critical Thinking. The applicants with the sufficient language proficiency are exempted from taking Cambridge English courses: IELTS score 5.0 (with Reading and Speaking of not less than 5.0) confirmed by the official certificate or another recognised language test provides a waiver from taking 10 ECTS, IELTS score 7.0 – from 20 ECTS.

The following School required courses have been introduced for all HSE majors:

1. Business Communications, 5 ECTS
2. Organizational Behaviour, 5 ECTS
3. Business Ethics, 5 ECTS
4. Research Methods, 5 ECTS (from 2018)
5. Academic English, 5 ECTS (from 2020)
6. Data Analysis-I, 5 ECTS (from 2021).

These courses are keen to shape an HSE graduate's profile, develop their soft and hard skills in accord with the employers' expectations, and enhance their employability. They have been offered in discussions with the teaching staff and business partners. For example, Academic English was suggested to improve students writing and speaking skills and ability to articulate their ideas in both academic and professional English. The Research Methods course is aimed at improving students' research capacity, ability to critically analyse information; it is only taught by the senior and academically experienced staff. Finally, starting from the 2021-2022 academic year, the Data Analysis-I course will be offered, that should increase students' technical and problem-solving skills important to succeed in the technology-rich environment.

The Major Required and Elective courses represent the programme-specific knowledge and skills. The curriculum contains 60 ECTS (12 courses) major required courses and 60 ECTS for major elective courses.

In addition, the HSE programme includes a course for the students approaching their graduation "A-Step to Graduate" (3 ECTS). The programme launched in 2015 has been specifically designed to equip graduates with skills and competencies needed to succeed in the job-hunting process. The programme also helps students to develop skills in personal positioning, time and stress management and being interviewed. The A-Step to Graduate programme is a required part of the Internship.

There are two internships incorporated into the academic programme according to the SCES requirements. The first is the short-term (2 weeks) business orientation week offered after the second year of study over the summer. It helps students to get some understanding on how the real-world business operates and orient them in making their professional choice

¹¹ <http://adilet.zan.kz/eng/docs/V1800017669>

where appropriate. The second internship lasts for ten weeks during the eighth semester. It allows consolidating and applying obtained knowledge and skills to real business conditions. The Internship Curriculum is developed by the HSE Centre of Corporate and Career Development in line with the HSE Internship Policy¹². Both internships are organised by this Centre in partnership with the HSE partner companies.

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 Business Orientation Week and the Internship;
- organising the Job Fairs, employer-companies' presentation days;
- inviting guest lecturers within the Leadership Development Programme.

The ethical aspect is one of the most challenging as well as required part of business and marketing theory and practice. Business Ethics course is the required course for all BBA in Management students. They are also discussing marketing ethics and sustainable marketing issues within Principles of Marketing course.

The programme includes an Introduction to Research Methods course in order to help them to acquire methodological and analytical skills necessary to work on international relations topics. These courses will prepare students to successfully realise their Thesis projects.

Additionally, from 2020 the Academic Writing course was introduced as another school requirement by the AQC decision. The course is designed to provide students with an introduction to academic writing skills that will be necessary for university study and a career in development. The main emphasis is on improving students' confidence and competence in using English in these contexts. The course involves helping students build proficiency and confidence as a writer of Academic English, to improve reading, critical reasoning, and research skills. The course offers various tasks, which will allow students to develop critical thinking, practice to plan and organize essays and avoid plagiarism.

Along with this, the Bachelor Thesis requires the use of research and analytical skills and methodology and evaluates the ability to apply these skills. The HSE Bachelor Thesis/Project Guidance gives directions on how to develop research and issue the thesis. At the beginning of the eighth semester, the faculty members organise the Research Orientation Workshop for all students to introduce supervisors, the HSE Bachelor Thesis/Project Guidance, and provide preliminary consultancy. The following three months, thesis writing students meet with their supervisors on a regular basis to discuss the thesis related issues.

Theses can be carried out in groups (up to five students). Implementation of a graduate project in groups shall enable to assess such additional skills as teamwork, ability to manage group work, ability to define and to use their strengths to achieve common goals, etc. Students working in groups are expected to allocate duties and responsibilities of each participant in achieving the aim of a project and to clearly state the contribution of each participant to the project (see HSE Bachelor Thesis/Project Guidance p. 34).

The State Exam is conducted in a form of case studies and evaluated by the independent State Exam Board that includes invited professionals from the business and/or faculty members, according to criteria allowing assessing professional knowledge, preparedness to solve real-world problems applying gained skills (analytical skills, ethical considerations, etc.), teamwork, oral and presentation skills. The main results of the thesis must be

¹² <https://hse.kazguu.kz/en/politiki-i-rukovodstva/>

presented to the State Examiners Board as well. The Board reserves a right to take a final decision to award or not to award the Bachelor degree.

The exams are usually conducted in a written form. For the courses like Microeconomics-1, Macroeconomics-1, Principles of Finance, Principles of Accounting, Statistics normally the combined exam including MCQs, problem-solving or/and short case-study are elaborated. Some next-level courses (such as Strategic Management) are run in a form of case reports, case presentations, etc. For the most of Management and Business courses focused on the soft skills competencies (Principles of Management, Business Communications, General Psychology) students are often orally evaluated based on their projects done during the semester, while part of IT courses require computer-based exams. Courses on international relations also include written and oral exam methods like analysing foreign policy discourse of world leaders, country case studies, or writing research papers.

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 (Bachelor) 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.

Currently, the degree award process is regulated by the State Classifier of the Specialties of Higher and Postgraduate Education of the Republic of Kazakhstan (13/10/2018, # 569). The current version suggests more academic freedom granted to the HEIs. From 2021, the universities are given a right to choose an awarded degree.

Appraisal:

The panel formed the view that 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 major 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.

Integration of theory and practice is ensured through both internships as well as the use of practical examples in classes and during guest lectures. Ethical implications are appropriately communicated in several courses.

The content of the curriculum, which combines Accounting, political science, history, economics as well as different multidisciplinary skills reveals the promotion of students' interdisciplinary thinking.

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. Moreover, the panel recommends to teach courses like scientific work earlier.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The panel appreciate the assessed theses and the possibility to do a group thesis improving the student's additional skills. However, they encourage the university to develop further the thesis guideline even more oriented on the international standards in terms of length (characters) and in order to set out the individual contribution of each student to the group thesis. This recommendation goes along with the university's transformation goal. The university stated that, so far, the contribution of each student to the group project is assessed by a supervisor and reported in his/her review.

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

3.2 Structure

Projected study time	4 years
Number of Credit Points (CP)	240
Workload per CP	30h per ECTS
Number of modules	15 modules (excluding internship and thesis)
Time required for processing the final thesis and awarded CP	360 hours or 12 credits
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	2064 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. This is, for example, the block of courses called "Mathematics for Business and Economics" that might be considered as a module since they cover common learning outcomes. The "Business" block includes different courses with different learning outcomes, however, combined due to a common goal

- to develop an understanding of the world of business-relevant for a major. The structure of the modules within the Accounting programme is shown by the table below:

BBA in Accounting: Modules	# of courses
General Education	8
Business Ethics and Communications	3
Research Methods	2
Business	9
Mathematics for Business and Economics	6
Accounting (ACCA, ICAEW, CIMA Track)	7
Corporate and Business Law	1
Economics (minor)	4
Finance (minor)	4
Management (minor)	4
IT (minor)	4
International Relations (minor)	4
Psychology (minor)	4
Business and Law (minor)	4
Data Analysis (minor)	4

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 webpage. 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 MES:

		(%)		
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.
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	-	-		

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.

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. In tis programme, Guest Lecturers mostly represent employers. By bringing fresh and first-hand cases to the class, they enhance students’ industry insights and increase their employability.

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 programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or 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 mainly up to date and digitally accessible for the students. However, some materials and course descriptions are outdated regarding literature, the panel recommends to revise them and, moreover, recommends applying international experience to the national market by using international case studies in a local context. The panel recommends HSE to take attention to this and ensure that all course descriptions contain information on required literature with strong focus on latest international releases.

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

Beside teaching entirely in English, students are offered in the first year 20 ECTS credits (General English and Academic English) in order to improve students' English language proficiency by one CEFR level (from A2 to B1). In their second year of study 5 more credits are allocated to Professional English course to improve their language skills further for successful submission of their written assignments and oral presentations. In addition, courses such as Global Entrepreneurship, International Trade, Minor in International Relations. Intercultural communication competencies shall enable students to have necessary knowledge and skills to work abroad or in international companies in Kazakhstan.

Starting from enrolment-2016, the HSE fully switched to English as a means of instruction. This potentially allows attracting students from abroad. However, since Kazakhstan is not yet recognized as an attractive destination, the number of foreign students is still very low, though demonstrates an increasing trend from 2019 (see self-evaluation report p. 57). There are 18 international students from Indonesia, Nigeria, Germany, the U.S., Russia, Uzbekistan, China studying currently at the HSE, two of them in Accounting.

To promote internationalization, the HSE actively develops cooperation and academic mobility programmes with partner institutions. Statistics on the HSE outgoing student mobility is shown by the table below:

Academic Term	Number of HSE Outgoing Students	Number of Partner Universities – Mobility Destinations
Autumn semester 2016/17	18	6
Spring semester 2016/17	17	8
Autumn semester 2017/18	30	13
Spring semester 2017/18	25	12
Autumn semester 2018/19	29	14
Spring semester 2018/19	29	14
Autumn semester 2019/20	33	15
Spring semester 2019/20	35	13
Autumn semester 2020/21	1	1

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 Dubrovnic, 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 the International Relations 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. Thus, it still might develop in the right direction.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The blocks of School required and Business Core required courses are introduced to enhance multidisciplinary through shaping students' communication, public speaking, teamwork, conflict handling, research and data analysis skills and equip them with a broad general understanding of the world of business. These courses are offered to all HSE students at the earlier stage of their studies to allow them to grasp the differences between various business fields and subjects.

Additionally, courses include individual and group assignments, discussions, case studies, and field activities promoting students to prepare for the future activity in a diversified multidisciplinary environment, respect each other and learn from each other. The programme administration and faculty manage the communication process to guide students towards better understanding and recognising human and business values.

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.

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.

The Business Orientation internship provides the first glance on the industry and orients students toward a clearer insight for more deliberate choice among offered electives during the third and fourth years of study. The Internship creates a better understanding of the industry and facilitates the transition from academic study to a professional career.

In addition to the academic programme, the specific “A-Step to Graduate” Programme is compulsory for all HSE students approaching their graduation and integrated into their curricula. Within one-week training programme students attend the workshops/seminars delivered by the industry representatives and faculty members aimed to developing skills of successful positioning and promoting in a labour market. The programme helps students to prepare for the job-hunting process and develops necessary skills such as time management, interview preparation, CV/cover letter writing tips, presentations, etc. Participants of the programme receive three ECTS credits upon passing the Pass/Fail exam.

Appraisal:

The panel welcomes the two internships integrated in the curriculum as well as the “A-Step to Graduate” Programme and considers it as beneficial for students’ professional orientation. HSE has a strong focus on employability and its programmes are oriented towards developing working skills for students to strengthen their employability. The programme is strong-linked to the cooperating companies by providing internship places, developing further programme’s content, especially the electives. The high employability rate of the graduates shows that the focus of the university pays off in a long run.

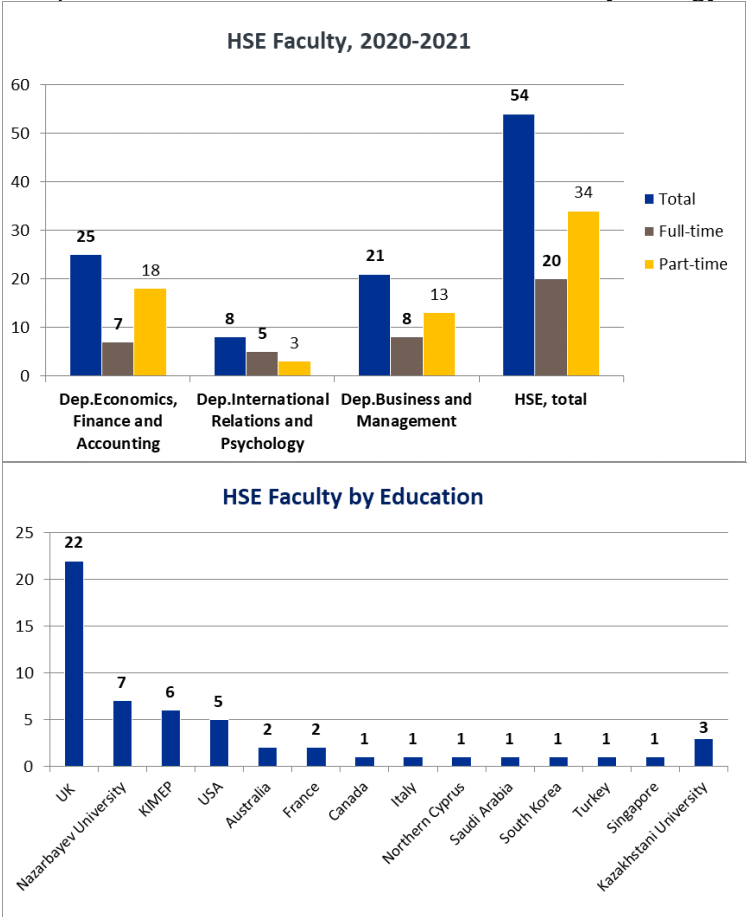
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)		x			

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.



Among them, 25 instructors are the Bolashak International Scholarship holders (<https://bolashak.gov.kz/en>), 14 instructors are the various international professional certifications holders.



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.

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.

More than half of the HSE faculty has advanced practical experience, formerly and currently being closely affiliated with the industry. Some examples of the HSE part-time instructors currently occupying positions in public companies and businesses are shown in the table below:

Accounting:		
Aigerim Baitugayeva, ACCA	Lead Manager in Reporting, Baiterek National Management Holding JSC, Accounting Department	Managerial Accounting
Leila Ospanova, ACCA Candidate, CIA Level 1	Head of IFRS Reporting Department, Global build LLP, BI Group	Financial Accounting 2
Zhansulu Mukhamejanova, ACCA, CFA Candidate	Internal Audit Officer, AIX – Astana International Exchange	Professional English
Zaura Junissbekova, ACCA	Internal Auditor, Aitas KZ JSC	Audit
Sholpan Kerimbayeva	Tax Director, ADD Capital	Taxation

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

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

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		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The 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.

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.

Out of the online conference- especially in the interviews with students, teaching and administrative staff and the business partners- the panel was impressed by the whole management of the programme`s daily business which leads to a full- service provision for the students.

		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 has become a high-profile issue engaging an increasing number of students and staff. KAZGUU and HSE have signed several partnership agreements with HEIs abroad. Some of them gave grounding to develop dual degree and academic mobility.

Students in Accounting can strive for a dual degree with

- the Heriot-Watt University,
- the SolBridge International School of Business, Republic of Korea and
- the Excelia Group La Rochelle, France.

All partnerships are based on detailed contracts and brought to life by the collegial cooperation between the HSE programme manager and the corresponding responsible of the university abroad as well as between the teaching staff. HSE and the universities compared their syllabi and chose several courses to complete the prerequisites for their degree. When students chose one cooperation partners and fulfil the necessary admission requirements of the university abroad, the proven competencies will be recognized based on the Lisboa convention. In each cooperation contract, admission requirements, fees, accommodations and counselling/ support of the students are defined and legally binding. The contracts are made with the goal of a long-term cooperation.

KAZGUU agreed upon different models of dual degrees. In the cooperation with the Herriot-Watt University, students may choose a dual-degree option after completing their third year, it`s a 3+1 model.

With the SolBridge International School of Business, Republic of Korea, the cooperation foresees a 2+2- model: students pass 4 semesters at KAZGUU and then move to Korea for their last 4 semesters. During their studies in Korea, they follow the rules of the SolBridge International School of Business.

In France, students can earn a dual degree by studying in the 2+2 or 1+3 model, starting after their first or second year at KAZGUU, depending on their choice and the fulfilling of the requirements (for example sufficient English skills).

After completing their studies, the students receive the degree both of KAZGUU and the partner university.

Moreover, KAZGUU has signed several partnership agreements for academic mobility (students, teachers, administrative staff, joint projects, R&D purpose) with a notable number of HEIs abroad.

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. It is clearly to be seen, how the huge network contributes to the development of qualifications and skills of the students. During the interviews with business partners and programme management, the panel could state the great interest and commitment of the employers in the study programme.

The panel appreciates the big efforts of KAZGUU in developing and fostering cooperations with HEIs abroad. The interview partners from each cooperation were apparently very engaged, few graduates of and students in the dual degree programme served the panel with an insight into their study journey and the close contact to both universities during their time abroad. The panel hopes, that KAZGUU will increase the number of foreign students after the Covid pandemic

	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 website.

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 channel.

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.

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

4.5 Additional services

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*			X		
	Financing of the study programme (Asterisk Criterion)				

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=1sxr9nsyzwd6). The other relevant to the Committees' work information is published on the Canvas and announcements are made via corporative 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

Bachelor programme: BBA in Accounting

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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			