

Decision of the FIBAA Accreditation and Certification Committee



Written procedure May 2022

PROGRAMME ACCREDITATION

Project Number:	21/050
Higher Education Institution:	Kenzhegall Sagadiyev University of International Business (UIB)
Location:	Almaty, Kasachstan
Study Programme:	1. 6B04115 Marketing in the Digital Economy (Bachelor of Business and Management) 2. 7M04106 Marketing (Master of Business and Management (specialised direction) / Master of Economic Sciences (scientific-pedagogical direction) 3. 7M04102 Management (Master of Business and Management (specialised direction) / Master of Economic Sciences (scientific-pedagogical direction)
Type of Accreditation:	Initial accreditation

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

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

Period of Accreditation: May 31, 2022 to May 30, 2027

Conditions:

6B04115 Marketing in the Digital Economy (Bachelor of Business and Management):

- **Condition 1** (see Chapter 3.1.): The University aligns the title and the content of the programme.
- **Condition 2** (see Chapter 3.1.): The University designs a syllabus for the Bachelor thesis.
- **Condition 3** (see Chapter 3.3): The University updates information in the syllabi provided on literature.
- **Condition 4** (see Chapter 3.4): The University anchors sufficient international or global content in the programme.
- **Condition 5** (see Chapter 5): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- **Condition 6** (see Chapter 5): The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.

7M04106 Marketing (Master of Economic Sciences)

- **Condition 1** (see Chapter 3.1.): The University includes sufficient marketing topics into the curriculum.
- **Condition 2** (see Chapter 3.1.): The University
 - a) reduces the number of Multiple Choice examinations in favour of other competence-based examinations;
 - b) designs a syllabus for the Master thesis.
- **Condition 3** (see Chapter 3.3): The University updates information in the syllabi provided on literature.
- **Condition 4** (see Chapter 3.4): The University anchors sufficient international or global content in the programme.
- **Condition 5** (see Chapter 5): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- **Condition 6** (see Chapter 5): The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.

7M04102 Management (Master of Economic Sciences):

- **Condition 1** (see Chapter 3.1.): The University includes sufficient advanced management topics into the curriculum.
- **Condition 2** (see Chapter 3.1.): The University
 - a) reduces the number of Multiple Choice examinations in favour of other competence-based examinations;
 - b) designs a syllabus for the Master thesis.
- **Condition 3** (see Chapter 3.3): The University updates information in the syllabi provided on literature.
- **Condition 4** (see Chapter 3.4): The University anchors sufficient international or global content in the programme.
- **Condition 5** (see Chapter 5): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- **Condition 6** (see Chapter 5): The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.

The conditions are fulfilled.

**The decision was made by the FIBAA Accreditation and Certification
Committee on June 21, 2023**

Proof of meeting these conditions is to be supplied by February 28, 2023

The FIBAA Quality Seal is awarded.

The panel's recommended condition in chapter 4.2 ("The University demonstrates an appropriate academic management of the programme") was not imposed by the FIBAA Accreditation and Certification Committee since it is not intended with regard to the FIBAA criteria. FIBAA criterion 4.2 states: "The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly." The report shows that the functions of the programme director are defined. The Head of Department has the final responsibility as "programme director" and is responsible for a total of 23 programmes; but there is still a process for academic management (among other things through the input of the academic programme developer with regard to content).

The fact that the fulfillment of the programme director functions with regard to the content of the programmes is not optimal, is already reflected in the other imposed conditions. However, criterion 4.2 in the narrower sense is fulfilled.

Therefore, the FIBAA Accreditation and Certification Committee recommends UIB reviewing whether assigning the programme director functions including the last decision-making authority to the Head of Department is the most efficient solution, since he is thus responsible for 23 programmes and is anyway dependent on academic input from other faculty members regarding the content of the study programmes.



Assessment Report

Higher Education Institution (HEI):

Kenzhegall Sagadiyev University of International Business¹ (UIB), Almaty, Kazakhstan

Bachelor/Master programme:

1. 6B04115 Marketing in the Digital Economy (Bachelor)
2. 7M04106 Marketing (Master)
3. 7M04102 Management (Master)

Qualification awarded on completion:

1. Bachelor of Business and Management
2. Master of Business and Management (specialised direction)/Master of Economic Sciences (scientific-pedagogical direction)
3. Master of Business and Management (specialised direction)/Master of Economic Sciences (scientific-pedagogical direction)

¹ FIBAA was informed about the change of the University name on March 31, 2022 (after the procedure has already been started; therefore in the following the old name “University of International Business” is still used.

General Information on the Study Programmes

Brief description of the study programmes:

Marketing in the Digital Economy (Bachelor)

The aim of the Bachelor programme 6B04115 Marketing in the Digital Economy is to train managers, researchers, analysts, and teachers in the field of digital marketing. Mastering the programme shall provide competitiveness in the labour market in accordance with the demand of modern enterprises in the conditions of the Kazakhstan market and globalization. Graduates shall possess knowledge and skills of professional and managerial activity in the digital economy and be capable to implement the acquired knowledge and skills in the context of globalisation.

Marketing (Master):

The aim of the Master programme 7M04106 Marketing is to train scientific and pedagogical personnel for research centers and structural divisions of enterprises, as well as for institutions of higher and postgraduate education. Mastering the programme shall provide competitiveness in the labour market in accordance with the demand of modern enterprises and market structures. Graduates shall possess knowledge and skills of professional and managerial activity and be capable to implement the acquired knowledge and skills in the professional field in order to meet the needs of consumers of goods and services in the domestic and foreign markets and maximize the profits of companies.

Management (Master):

The aim of the Master programme 7M04102 Management is to train managers, researchers, analysts, teachers in the field of management and business. Mastering the programme shall provide competitiveness in the labour market in accordance with the demand of modern enterprises and higher educational institutions. Graduates shall possess knowledge and skills of professional and managerial activity and be capable to implement the acquired knowledge and skills in the professional field.

Type of study programme:

Bachelor programmes

Master programmes

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

Bachelor programme: 4 years/8 semesters, 241 ECTS

Master programmes: 1 year/2 semesters, 60 ECTS (specialised direction)

2 years/4 semesters, 120 ECTS (scientific-pedagogical direction)

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

For all programmes: Optional

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

Bachelor programme: 12 groups (classes), 74 students per year

Master Marketing: 2 groups (classes), 10 students per year

Master Management: 2 groups (classes), 10 students per year

Programme cycle starts in:

For all programmes: winter semester

Initial start of the programme:

Marketing in the Digital Economy: 2019

Marketing (Master): 2003

Management (Master): 2003

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the study programmes Marketing in the Digital Economy (Bachelor), Marketing (Master) and Management (Master) was made between FIBAA and the University of International Business on June 23, 2021. On September 28, 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 panel consisted of:

Prof. Dr. Berthold Hass

Europa Universitaet Flensburg, Germany

Professor of General Business Administration, esp. Media Management and Marketing

Prof. Dr. Gabriele Mielke

VICTORIA - International University of Applied Sciences, Berlin, Germany

Vice President and Professor of Business Administration, esp. Sports and Event Management

Professor Dilbar Gimranova

Narxoz University, Almaty, Kazakhstan

Dean of School of Economics and Management

Dr. Ikboljon Qoraboyev

KAZGUU University, Nur Sultan, Kazakhstan

Higher School of Economics, Senior lecturer in International Relations;

Voting member of the Committee for Academic Quality of the Higher School of Economics

Dr. Julian Rossig

KPMG AG WPG | Global Strategy Group, Germany

Senior Manager

Stefanie Jezek

Hochschule Duesseldorf, University of Applied Sciences, Duesseldorf, Germany

Student of Digital Transformation (M.A.)

FIBAA project manager:

Michael Stephan

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online assessment conference. The online assessment conference took place on February 15th-16th 2022 via the video conferencing tool "Zoom". At the end of the conference the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on April 19, 2022. The statement on the report was given up on April 22, 2022; it has been taken into account in the report on hand.

Summary

The study programme **6B04115 Marketing in the Digital Economy (Bachelor of Business and Management)** offered by International University fulfils with several exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on May 31, 2022 and finishing on May 30, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects Rationale for Degree and Programme Name; Examination and Final Thesis; Feasibility of Study Workload; Course Materials; International Contents and Intercultural Aspects; Programme Description¹. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1 (see Chapter 3.1.): The University aligns the title and the content of the programme.
- Condition 2 (see Chapter 3.1.): The University designs a syllabus for the Bachelor thesis.
- Condition 3 (see Chapter 3.3): The University updates information in the syllabi provided on literature.
- Condition 4 (see Chapter 3.4): The University anchors sufficient international or global content in the programme.
- Condition 5 (see Chapter 4.2): The University demonstrates an appropriate academic management of the programme.
- Condition 6 (see Chapter 5): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- Condition 7 (see Chapter 5):
The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.

Proof of meeting these conditions is to be submitted by February 28, 2023.

Furthermore, the quality requirements that have not been fulfilled – Positioning of the study programme in the educational market, Positioning of the study programme on the job market for graduates, Positioning of the study programme within the HEI's overall strategic concept (all see Chapter 1.3), Ethical Aspects (see Chapter 3.1) and Internationality of the student body and Internationality of the faculty (see Chapter 3.4) – are not asterisk criteria and therefore do not lead to a condition.

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

- that uniformity of designations about curricula, contents, degrees or names of institutions is maintained in all documents (strong recommendation, see Chapter 1.1)

- appropriate adjustments within the programme objectives in terms of linking them to the target groups and comprehensive employability (see Chapter 1.1)
- to examine the regional, national and international educational market thoroughly on the basis of numbers, figures and facts (see Chapter 1.3)
- to examine the regional and national job market thoroughly in terms of quantitative numbers and qualitative graduate placement statistics (see Chapter 1.3)
- to link qualification objectives to appropriate jobs and job descriptions. (see Chapter 1.3)
- that the University puts more emphasis on linking the curriculum to the demand of the University for innovation. (see Chapter 1.3)
- to include at least one course on business ethics into the curriculum. (see Chapter 3.1)
- that the didactic concept should be written down. (see Chapter 3.3)
- to give teachers the authority to decide on invitations for guest lecturers. (see Chapter 3.3)
- to increase efforts on internationality of the student body. (see Chapter 3.4)
- to increase efforts on internationality of the faculty, especially with respect to native speakers in English. (see Chapter 3.4)
- to limit the teaching load to approximately 550 hours to increase research capacity. (see Chapter 4.1)
- that more attention be paid to additional academic qualifications of the faculty. (see Chapter 4.1)
- to increase the number of cooperations with HEIs and other academic institutions specifically for this programme. To facilitate this the panel suggests that informal cooperation should also be considered. (see Chapter 4.3)
- to the Career Center to consider an offer of workshops or services to assist students and graduates in writing motivational letters. (see Chapter 4.5)
- to draw a comprehensive quality assurance process which documents processes and responsibilities for data surveyance, data analysis and measures and actions taken. (strong recommendation, see Chapter 5)

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

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

The study programme **7M04106 Marketing (Master of Economic Sciences)** offered by International University fulfils with several exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on May 31, 2022 and finishing on May 30, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects Rationale for Degree and Programme Name; Examination and Final Thesis; Study and Exam Regulations; Feasibility of Study Workload; Course Materials; International Contents and Intercultural Aspects; Programme Description². They recommend the accreditation on condition of meeting the following requirements:

- Condition 1 (see Chapter 3.1.):
The University includes sufficient marketing topics into the curriculum.
- Condition 2 (see Chapter 3.1.):
The University
 - a) reduces the number of Multiple Choice examinations in favour of other competence-based examinations;
 - b) designs a syllabus for the Master thesis.
- Condition 3 (see Chapter 3.3): The University updates information in the syllabi provided on literature.
- Condition 4 (see Chapter 3.4): The University anchors sufficient international or global content in the programme.
- Condition 5 (see Chapter 4.2): The University demonstrates an appropriate academic management of the programme.
- Condition 6 (see Chapter 5): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- Condition 7 (see Chapter 5):
The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.

Proof of meeting these conditions is to be submitted by February 28, 2023.

Furthermore, the quality requirements that have not been fulfilled – Positioning of the study programme in the educational market, Positioning of the study programme on the job market for graduates, Positioning of the study programme within the HEI's overall strategic concept (all see Chapter 1.3), Ethical Aspects (see Chapter 3.1) and Internationality of the student body and Internationality of the faculty (see Chapter 3.4) – are not asterisk criteria and therefore do not lead to a condition.

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

- that uniformity of designations about curricula, contents, degrees or names of institutions is maintained in all documents. (strong recommendation, see Chapter 1.1)

- appropriate adjustments within the programme objectives in terms of linking them to the target groups and comprehensive employability. (see Chapter 1.1)
- that the University puts more emphasis on linking the curriculum to the demand of the University for innovation. (see Chapter 1.3)
- to include at least one course on business ethics into the curriculum. (see Chapter 3.1)
- to increase the number of credits for writing and defending the Master thesis to at least 20 ECTS. (see Chapter 3.1)
- that the didactic concept should be written down. (see Chapter 3.3)
- to give teachers the authority to decide on invitations for guest lecturers. (see Chapter 3.3)
- The panel recommends to increase efforts on internationality of the student body. (see Chapter 3.4)
- to increase efforts on internationality of the faculty, especially with respect to native speakers in English. (see Chapter 3.4)
- to limit the teaching load to approximately 550 hours to increase research capacity. (see Chapter 4.1)
- that more attention be paid to additional academic qualifications of the faculty. (see Chapter 4.1)
- to increase the number of cooperations with HEIs and other academic institutions specifically for this programme. To facilitate this the panel suggests that informal cooperation should also be considered. (see Chapter 4.3)
- to the Career Center to consider an offer of workshops or services to assist students and graduates in writing motivational letters. (see Chapter 4.5)
- to draw a comprehensive quality assurance process which documents processes and responsibilities for data surveyance, data analysis and measures and actions taken. (strong recommendation, see Chapter 5)

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

The study programme **7MO4102 Management (Master of Economic Sciences)** offered by International University fulfils with several exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on May 20, 2022 and finishing on May 19, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects Rationale for Degree and Programme Name; Examination and Final Thesis; Study and Exam Regulations; Feasibility of Study Workload; Course Materials; International Contents and Intercultural Aspects; Programme Description³. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1 (see Chapter 3.1.):
The University includes sufficient advanced management topics into the curriculum.
- Condition 2 (see Chapter 3.1.):
The University
 - a) reduces the number of Multiple Choice examinations in favour of other competence-based examinations;
 - b) designs a syllabus for the Master thesis.
- Condition 3 (see Chapter 3.3): The University updates information in the syllabi provided on literature.
- Condition 4 (see Chapter 3.4): The University anchors sufficient international or global content in the programme.
- Condition 5 (see Chapter 4.2): The University demonstrates an appropriate academic management of the programme.
- Condition 6 (see Chapter 5): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- Condition 7 (see Chapter 5):
The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.

Proof of meeting these conditions is to be submitted by February 28, 2023.

Furthermore, the quality requirements that have not been fulfilled – Positioning of the study programme in the educational market, Positioning of the study programme on the job market for graduates, Positioning of the study programme within the HEI's overall strategic concept (all see Chapter 1.3), Ethical Aspects (see Chapter 3.1) and Internationality of the student body and Internationality of the faculty (see Chapter 3.4) – are not asterisk criteria and therefore do not lead to a condition.

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

- that uniformity of designations about curricula, contents, degrees or names of institutions is maintained in all documents. (strong recommendation, see Chapter 1.1)

- appropriate adjustments within the programme objectives in terms of linking them to the target groups and comprehensive employability. (see Chapter 1.1)
- that the University puts more emphasis on linking the curriculum to the demand of the University for innovation. (see Chapter 1.3)
- to include at least one course on business ethics into the curriculum. (see Chapter 3.1)
- to increase the number of credits for writing and defending the Master thesis to at least 20 ECTS. (see Chapter 3.1)
- that the didactic concept should be written down. (see Chapter 3.3)
- to give teachers the authority to decide on invitations for guest lecturers. (see Chapter 3.3)
- to increase efforts on internationality of the student body. (see Chapter 3.4)
- to increase efforts on internationality of the faculty, especially with respect to native speakers in English. (see Chapter 3.4)
- to limit the teaching load to approximately 550 hours to increase research capacity. (see Chapter 4.1)
- that more attention be paid to additional academic qualifications of the faculty. (see Chapter 4.1)
- to increase the number of cooperations with HEIs and other academic institutions specifically for this programme. To facilitate this the panel suggests that informal cooperation should also be considered. (see Chapter 4.3)
- to the Career Center to consider an offer of workshops or services to assist students and graduates in writing motivational letters. (see Chapter 4.5)
- to draw a comprehensive quality assurance process which documents processes and responsibilities for data surveyance, data analysis and measures and actions taken. (strong recommendation, see Chapter 5)

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

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

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O.1 Information on the Institution

University of International Business (hereinafter “UIB”) is a private institution of higher education located in Almaty, Kazakhstan. It was founded in 1992 and currently has 4.194 students and 269 employees.

UIB forms an innovative scientific and educational environment with stable academic traditions to ensure the activities of a qualified team that carries out fundamental and applied research for the needs of society, as well as providing high-quality educational services for students in accordance with international standards.

The mission of UIB is to generate knowledge, train in-demand, successful specialists with modern competencies and actively influencing the socio-economic development of Kazakhstan in a changing world.

The values of the University are:

- Respect for an individual and equality
- Quality of graduate training
- Academic freedom and responsibility
- Reliability of scientific results
- Ethical behavior and zero tolerance for corruption
- Collegiality of decisions
- Openness
- Transparency and trust
- Social responsibility
- Flexibility and efficiency

The University of International Business has organised cooperation with various foreign and national partners. The University currently has about 61 memoranda and agreements with partner universities on the development of international cooperation. The academic exchange programmes include such countries as Poland, Slovakia, Hungary, South Korea, Spain, Italy, France, Bulgaria, China, Lithuania, Latvia, the Netherlands, Japan, the Czech Republic and a number of other countries. Graduates can participate in exchange and double-degree programmes. Foreign teachers are also invited to conduct lectures and practical classes; guest lectures are organized with invitation of successful practitioners from the business community. The University is also a member of the Erasmus+ programme.

The University implements double degree programmes with universities in Asia and Europe:

- Graduate School of Business, National-Louis University, Poland, Nowy Sonc
- University of Bedfordshire, United Kingdom, Bedfordshire
- Solbridge International School of Business, South Korea, Daejeon City
- Plekhanov Russian University of Economics, Russian Federation, Moscow

- Ningbo University, China, Ningbo city
- University of Cassino and Southern Lazio, Italy, Cassino city
- University of Dunaújváros (Hungary).

The Faculty of Basic Higher Education includes five departments:

1. Department of Social and Humanitarian Sciences
2. Department of Management and Business
3. Department of Finances and Accounting
4. Department of Business Informatics
5. Department of Tourism and Hospitality

The three study programmes of this accreditation belong to the Department of Management and Business. At the top of each department are the heads, who in turn report to the dean, then to the Vice-Rector for educational and methodological work. The Vice-Rector reports to the President of the University of International Business.

Statistical data

Table 1: Statistical Data 6B04115 Marketing in the Digital Economy (Bachelor)

		2019-2020		2020-2021
# Study Places offered by HEI		53		74
# Applicants	∑	75	∑	99
	f	42	f	59
	m	33	m	40
Application rate		141,51%		133,78%
# First-Year Students (accepted applicants)	∑	53	∑	74
	f	32	f	48
	m	21	m	26
Rate of female students		0,60		0,65
# Foreign Students	∑	0	∑	1
	f		f	1
	m		m	
Rate of foreign students		0		0,013513514
Percentage of occupied study places		100,0%		100,0%
# Graduates				
Success rate (students who finished their studies)				
Dropout rate (students who dropped their studies)				
Average duration of study				
Average grade of final degree				

Table 2: Statistical Data 7M04106 Marketing (Master)

		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021
# Study Places offered by HEI		14		19		7		9		10
# Applicants	∑	18	∑	25	∑	10	∑	12	∑	19
	f	12	f	18	f	6	f	7	f	8
	m	6	m	7	m	4	m	5	m	11
Application rate		128,57%		131,58%		142,86%		133,33%		190,00%
# First-Year Students (accepted applicants)	∑	14	∑	19	∑	7	∑	9	∑	10
	f	11	f	14	f	4	f	6	f	4
	m	3	m	5	m	3	m	3	m	6
Rate of female students		0,79		0,74		0,57		0,67		0,40
# Foreign Students	∑	0	∑	0	∑	0	∑	0	∑	0
	f		f		f		f		f	
	m		m		m		m		m	
Rate of foreign students		0		0		0		0		0
Percentage of occupied study places		100,0%		100,0%		100,0%		100,0%		100,0%
# Graduates	∑	10	∑	11	∑	10	∑	6	∑	8
	f	7	f	7	f	8	f	4	f	5
	m	3	m	4	m	0	m	2	m	3
Success rate (students who finished their studies)		90,00%		84,62%		83,33%		83,33%		88,8%
Dropout rate (students who dropped their studies)		10,00%		15,38%		16,67%		16,67%		11,20%
Average duration of study		1-2		1-2		1-2		1-2		1-2
Average grade of final degree		83		82		87		92		91,5

Table 3: Statistical Data 7M04102 Management (Master)

		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021
# Study Places offered by HEI		20		9		8		25		10
# Applicants	∑	32	∑	10	∑	10	∑	33	∑	21
	f	22	f	4	f	5	f	17	f	16
	m	10	m	6	m	5	m	16	m	5
Application rate		160,00%		111,11%		125,00%		132,00%		210,00%
# First-Year Students (accepted applicants)	∑	20	∑	9	∑	8	∑	25	∑	10
	f	14	f	3	f	4	f	15	f	6
	m	6	m	6	m	4	m	10	m	4
Rate of female students		0,70		0,33		0,50		0,60		0,60
# Foreign Students	∑	0	∑	0	∑	0	∑	0	∑	0
	f		f		f		f		f	
	m		m		m		m		m	
Rate of foreign students		0		0		0		0		0
Percentage of occupied study places		100,0%		100,0%		100,0%		100,0%		100,0%
# Graduates	∑	12	∑	15	∑	6	∑	8	∑	15
	f	9	f	10	f	3	f	5	f	4
	m	3	m	5	m	3	m	3	m	11
Success rate (students who finished their studies)		75,00%		100,00%		75,00%		100,00%		60%
Dropout rate (students who dropped their studies)		25,00%		0,00%		25,00%		0,00%		40,00%
Average duration of study		1-2		1-2		1-2		1-2		1-2
Average grade of final degree		83		82		87		92		80

Programme Description and Appraisal in Detail

1 Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

According to the Modular Education Program (MEPs), the purpose and objectives of all educational programmes are harmonized with the Dublin descriptors, the 2nd cycle of the Qualification Framework of the European Higher Education Area, the levels of the European Qualifications Framework for Lifelong Learning, the SSE (State Standard of Education) of the Ministry of Education and Science of the Republic of Kazakhstan (hereinafter MES RK) and the Development Strategy of the University of International Business.

The aim of the **Bachelor programme 6B04115 Marketing in the Digital Economy** is to educate managers, researchers, analysts, and teachers in the field of digital marketing. Graduates should

1. be competitive in the labour market, in demand by modern enterprises in the conditions of the Kazakhstani market and globalisation;
2. possess the knowledge, professional and managerial skills in the digital economy in terms of globalization;
3. be capable and ready to implement the acquired knowledge, skills and abilities in order to meet the needs of consumers of goods and services in the domestic and foreign markets; maximize the profit of enterprises/companies/institutions, taking into account the peculiarities of the environment of their functioning and development, including political, economic, legal, demographic, socio-cultural and digital environment.

The qualification goals and skills are described in the MEP as Learning outcomes/educational results. They include:

- **Result orientation.** Ability to set goals and formulate tasks related to the implementation of professional functions in the field of marketing, business and digital transformation, to be proactive and focused on the result declared by the management and / or owners (shareholders / founders) of the company.
- **Market orientation.** Ability to show readiness and skills, based on knowledge of market needs and customer experience, to make necessary and appropriate decisions and implement them; Predict external and internal factors affecting the activities of companies in the domestic and foreign markets using digital technologies; own a digital marketing research toolkit and use it in the implementation of business activities of companies / organisations and in assessing its effectiveness; understand the cultural environment.
- **Strategic orientation.** Ability to think strategically, set strategic and tactical goals and find opportunities and tools to achieve them, including in the context of digital transformation; have tools for long-term marketing planning and control; to constructively demonstrate erudition, communication skills, ability to work in a team, showing the best individual qualities, leadership qualities, initiative, responsibility, commitment to professional success.

- **Manufacturability and functionality.** Ability to apply modern information and Internet technologies of marketing research and analysis, marketing communications, and other marketing tools, including in the field of organizing and using database marketing, to own computer methods for collecting, registering, storing and processing information used in the field of marketing.
- **Innovation and professionalism.** Susceptibility to new methods, techniques and technologies; skills of using IT in professional activities in the field of marketing and business; ability to demonstrate mastery of analytical and critical thinking in solving assigned tasks.
- **Responsiveness.** The ability to generalize and adapt the advanced positive foreign experience of marketing activities to the conditions of the domestic and foreign markets; the ability to manage changes, respond flexibly and adequately to changing situations; the ability to identify and analyze problems, find and choose alternative solutions to solve them, implement and evaluate the results.
- **Integration.** Ability to use the knowledge gained in the course of studying various business disciplines in their professional activities to obtain a systematic understanding and improve the effectiveness of managerial impact; constantly apply interdisciplinary connections, primarily in product development, and independently form interdisciplinary thinking.
- **Communication and teamwork.** Possession of technologies and forms of communicative influence. Ability to build effective communications, maintain contacts, connections, relationships both inside and outside the company, use conflict management tools. Ability to organize the work of performers; show tolerance towards colleagues in professional activities. Use digital, communication technologies in professional activities; competently build communications, based on the goals and situation of communication, lead a healthy lifestyle.

The general purpose of the **Master programme 7M04106 Marketing** is education of highly qualified scientific and pedagogical personnel for research centers and structural divisions of enterprises, as well as for the higher system and postgraduate education. The programme will provide training of specialists and analysts in the field of marketing that are competitive in the labour market and demanded by modern enterprises and market structures. Graduates should possess knowledge, professional and managerial skills. They should also be capable to implement the acquired knowledge, skills and abilities for the needs of consumers of goods and services in the domestic and foreign markets maximizing the profit of companies.

The qualification goals and skills are described in the MEP as Learning outcomes/educational results. They include:

- **Result orientation.** Ability to set goals and formulate tasks related to implementing professional functions in marketing, business, scientific, and teaching activities, be proactive and focus on the result declared by the company's management and/or owners (shareholders/founders).
- **Market orientation.** Ability to use the tools of scientific and applied marketing research and analysis; the power, based on knowledge of market needs and customer experience,

to develop and make the necessary effective and appropriate decisions and implement these decisions in the field of marketing, business, science, and teaching; take into account the peculiarities of the culture of various client segments and countries in the context of globalisation.

- **Strategic orientation.** The ability to think strategically, setting strategic goals and find opportunities and tools to achieve them in the context of the local market and globalisation, constructively demonstrate erudition, communication skills, the capacity to work in a team, taking into account the requirements of culture and ethics of communication, showing the best individual qualities, leadership qualities, initiative, responsibility, commitment to professional success.
- **Manufacturability and functionality.** Ability to apply current information and Internet technologies of marketing research and analysis, marketing communications, and other marketing tools, including in the field of using database marketing, to own computer methods for collecting, registering, storing, and processing information used in the area of professional activities; own modern methods of marketing promotion in the Internet environment; own modern ways of managing the educational process.
- **Innovation and professionalism.** Susceptibility to new methods, techniques, and technologies. Using IT in the professional activities of a marketing manager, a teacher, and a researcher; the ability to show analytical and critical thinking skills in solving assigned tasks.
- **Adaptability.** Ability to generalize and adapt advanced positive foreign experience of marketing activities to the conditions of domestic and foreign markets; the ability to manage changes, respond flexibly and adequately to a changing situation; the ability to identify and analyse problems, find and select alternative solutions to solve them, implement and evaluate the results.
- **Communication and teamwork.** Proficiency in communication technologies. Ability to build effective communications, maintain contacts, connections, relationships both inside and outside the company; possession of various forms of communicative influence; the ability to organize the work of performers; manifestation of tolerance towards colleagues in professional activities taking into account the principles of intercultural communication; the ability to take responsibility for one's own decisions and actions.
- **Integration.** The ability to use the knowledge gained in the course of studying various business courses in their professional activities to obtain a systematic view and improve the effectiveness of managerial influence; develop interdisciplinary thinking independently.

The general purpose of the **Master programme 7M04102 Management** is to train managers, researchers, analysts, as well as teachers in the field of management and business. The graduates shall be competitive in the labour market, in demand by modern enterprises and higher educational institutions, and possess knowledge, skills of professional and managerial activity, as well as in the field of teaching. They shall be capable and ready to implement the acquired knowledge in the professional field.

The qualification goals and skills are described in the Modular Education Program (MEP) and correspond to the National Qualification System. They include:

- **Result oriented performance.** The ability to set goals and formulate tasks related to the implementation of professional functions, to be proactive and focused on the result declared by the management and / or owners (shareholders / founders) of the company.
- **Market orientation.** The ability to apply the tools of marketing research and analysis, the ability to develop necessary and appropriate solutions and implement these solutions based on knowledge of market needs and customer experience.
- **Strategic orientation.** The ability to think strategically, set goals and find opportunities and tools to achieve them, constructively demonstrate erudition, sociability, the ability to work in a team, showing the best individual qualities, leadership qualities, initiative, responsibility and purposefulness to professional success.
- **Adaptability and functionality.** The ability to apply modern information and Internet technologies of marketing research and analysis, marketing communications and other marketing tools including organisation and application of database marketing, acquiring computer methods of collecting, registering, storing and processing information used in the field of his/her professional activity.
- **Innovation and expertise.** Receptivity to new methods, techniques and technologies. Skills of using IT in the professional activity of a marketing manager. The ability to show the skill of analytical and critical thinking when solving tasks.
- **Adaptability.** The ability to generalize and adapt the advanced positive foreign experience of marketing activity to the conditions of domestic and foreign markets. The ability to manage changes, flexibly and adequately respond to a changing situation, the ability to identify and analyze problems, find and choose alternative solutions to them, implement and evaluate results.
- **Integration.** The ability to apply knowledge gained during the study of various business courses in their professional activity to obtain a systematic view and improve the effectiveness of managerial influence.
- **Communication and teamwork.** Knowledge of communication technologies. The ability to build effective communication, maintain contacts, connections both inside and outside the company. Possession of various forms of communicative influence. The ability to organize work of performers; to show tolerance towards colleagues in professional activity.

Appraisal:

The qualification objectives of each of the programmes are explained and sufficiently presented in relation to the targeted professional field and societal context of the related discipline. They embrace academic proficiency, employability, as well as the development of the individual student's personality. Therefore, the described objectives and skills to be acquired correspond with the aspired bachelor and master level at graduation. The panel notes room for improvement

as to linking the programme objectives to target groups and comprehensive employability and recommends appropriate adjustments.

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

It is important for the panel to point out that the Self Assessment Report (SAR) and the documents provided did not use coherent terminology to a considerable extent. Just to give three examples, the MEP of the Bachelor programme uses „Common modules“ as well as „General Modules“ for the same group of modules. The master degree names given in the SAR differed from the ones in the official MEPs („Master of Economics“/“Master of Economic Sciences“). The Center for Youth Policy is sometimes called the Youth Center. Inconsistencies like these may be subject to translation. However, they may make university administration processes on all levels prone to misunderstandings and inefficiencies, especially with regards to an international context. The panel strongly recommends that uniformity of designations about curricula, contents, degrees or names of institutions is maintained in all documents.

		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)

The international orientation of the study programme design is manifested through different channels.

UIB has entered into several agreements with foreign educational institutions to support academic mobility for students, as well as professional development and mobility for teachers. These agreements include academic exchange programmes, such as Erasmus+ programmes. The cooperation with Wyższa Szkoła Biznesu-National Louis University, Poland provides the basis for double-degree education. The double-degree option is open to students of all three study programmes.

Furthermore, the University provides an opportunity for students to take courses on Coursera and edX, which allows them to gain knowledge from teachers of international universities, to take part in forums with teachers and students of international programmes.

UIB states that during the development of the study programmes there is a continuous benchmarking against comparable leading international educational programmes in order to ensure the competitiveness of the programmes, to unify them with their international counterparts and to track the main trends and trajectories of in the areas of study in different countries.

All three study programmes contain mandatory courses in foreign languages. Languages of instruction in all programmes are English, Russian and Kazakh. Foreign lecturers are invited to

carry out educational programmes and to give lectures. In addition, the auxiliary materials of the course, such as situational tasks used by teachers, cover current international issues.

All programmes employ teachers with international education or experience working in international companies or projects, which allows them to give examples of communication in the international educational and business environment.

Appraisal:

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

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

1.3 Positioning of the study programme

As for the programmes **6B04115 Marketing in the Digital Economy (Bachelor)** and **7M04106-Marketing (Master)**, the University refers to the growing market of goods and services in Kazakhstan delivered by foreign and local companies and the development of new digital technologies and marketing tools in the Kazakhstani economic system.

As for the programme **7M04102 Management (Master)** the University refers to the high demand for professional managers explained by the fact that the specialty has an almost universal intersectoral character. Graduates of the relevant departments can work in all areas of business or public administration. According to the SAR (cf. page 6), the demand is so high that often managerial positions are occupied by people without knowledge of specific managerial and organisational courses.

With a growing demand for highly qualified personnel in the field of marketing and management, consequently, well-trained teachers are also needed. The University therefore positions the educational programmes of **7M04106 Marketing (Master)** and **7M04102 Management (Master)** as modern high-level education with the additional right to teach according to the scientific-pedagogical programme profile².

The University also points out for the programme **6B04115 Marketing in the Digital Economy (Bachelor)** that currently there is no other programme on the educational market in Kazakhstan for bachelors with direct indication of specialisation in the digital environment. Apart from “Social Media Marketing” and “Digital Marketing” no other courses that determine the specifics of the digital marketing programme are provided in other universities.

² Graduates of scientific-pedagogical Master’s programmes (120 ECTS) are eligible for lecturing at the academic institutions as well as for applying for PhD programmes.

According to UIB, its departments systematically adapt qualification goals taking into account the requirements of targeted students and employer groups, by constantly reviewing requirements for adequacy and relevance of qualification goals. UIB states that taking into account requests of the employers and demands of the labour market, annual adjustments of the study programmes are made. By this the University ensures that the study programmes cover important study fields in each of the areas of (Digital) Marketing and Management, and produce graduates who are compatible on related relevant markets.

Adaption of goals and adjustments of study programmes shall ensure that graduates of the programmes also possess cognitive and behavioural knowledge and skills that enable them to provide services in private, public and/or non-profit organisations or entrepreneurial activities on their own.

Within the "Program (Strategy) for the development of UIB for 2019–2023" UIB considers the strategic directions of development of the University and reflects the mission of the University. The strategic goals of the University are aimed at achieving high quality training of competitive personnel ensuring the integration of science, education and production and the formation of social responsibility among students and teachers. The mission includes the training of demanded and successful specialists with modern competencies and actively influencing the socio-economic development of Kazakhstan in a changing world.

Appraisal:

In the panel's opinion, the arguments in support of graduate employability on the basis of the stated qualification objectives are not fully plausible.³ Furthermore, programmes' qualification goals are in line with UIB's mission, but the study programme is not fully integrated into the HEI's overall strategic concept. The reasons given for the positioning in the educational market of these study programmes were not fully plausible to the panel.

In the panel's view, the information provided by the University in the SAR and during the online assessment conference lacked figure based analysis (e.g. on adequate job positions and career developments of graduates), fact-based information about positioning against competitors in the regional and national educational market and a concise description of the benchmarking against international programmes. UIB mainly described processes of analysis, but did not provide resilient information on the results of the processes. Furthermore, the panel missed innovative aspects in the curricula as to justify UIB's claim of innovativeness (see Chapter 0.1; for a detailed analysis of the curriculum of the unique Marketing in the Digital Economy programme see Chapter 3.2). Therefore, the panel recommends as for the positioning in the educational market to examine the regional, national and international educational market thoroughly on the basis of numbers, figures and facts. As for the positioning in the job market the panel recommends to examine the regional and national job market thoroughly in terms of quantitative numbers and qualitative graduate placement statistics. The panel recommends to link

³ However, there are good employability rates of graduates (see chapter 3.6): According to the State center for the payment of pensions, the percentage of employed graduates in 2020 was as the following: 1) Marketing and Management educational programme (Master's degree) - 100%; 2) Marketing (Bachelor's degree) - 94,28% 3) no graduates yet for the programme Marketing in the Digital Economy (Table Employment of Graduates 2019-2020)

qualification objectives to appropriate jobs and job descriptions. And finally, the panel recommends that the University puts more emphasis on innovative contents within the curricula.



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

Kazakhstan has a national system of admission to higher education. The admission to Bachelor and Master programmes at all HEIs of Kazakhstan is performed on a competitive basis taking into account the scores of applicants in two national tests - the Unified National Test (UNT, for bachelor programmes) and the Comprehensive Test (CT, for master programmes). The test scores are also crucial for the distribution of state educational grants, which allow students to study at HEIs free of charge. Thus, the decision on admission and awarding state educational grants is made at the state level by passing the National Testing UNT/CT, after which, in accordance with the passing scores and the selected subjects for the exam, a student chooses a higher educational institution and educational programme. The University itself does not select applicants for Bachelor and Master programmes.

Admission requirements Bachelor programme

As of 2021, the admission procedure for a Bachelor programme contains three steps:

1. passing exams established by the National Testing Center of the Republic of Kazakhstan (UNT)
2. applying to the preferred university (including for a state educational grant)
3. collection and submission of the established set of documents for admission (Advertising brochure about Bachelor's Degree programs for the 2021-2022 academic year)

For a Bachelor study programme in Kazakhstan, school graduates apply to e-government (www.egov.kz) and have to pass an exam within the UNT (Unified National Testing). The test, according to the state regulations from 2022, takes 240 minutes and contains five subjects, of which three are mandatory:

- Mathematics,
- Reading literacy (including ability to generalize, compare etc.) and
- History of Kazakhstan.

Another two profile subjects can be chosen by school graduates in view of the requirements of programmes they intend to study. Exam groups for a particular educational programme are determined by the National Testing Center of the Republic of Kazakhstan (RK), by order # 600 of the RK MES. The website of the National Testing Center of the Republic of Kazakhstan (www.testcenter.kz.) defines exam groups that should be passed by graduates in accordance with their intended field of study.

For the Bachelor programme Marketing in the Digital Economy the UIB accepts applicants for the exam group “Geography, Mathematics”.

The maximum UNT score in all five tests is 140 points. The minimum entrance requirement for enrolling at HEIs in Kazakhstan is 50 points. The score necessary for a granted tuition at UIB’s Bachelor programmes depends on results of the republican competition and the number of grants provided and varies from year to year.

Admission requirements Master programmes

Application for a Master programme is possible upon completion of an undergraduate degree. Until 2020, the selection of master students was carried out according to the following procedure: Applicants took English and a special exam set by the University.

As of 2021, the admission procedure for a Master´s programme contains three steps:

1. passing exams established by the National Testing Center of the Republic of Kazakhstan (CT)
2. applying to the preferred university (including for a state educational grant)
3. collection and submission of the established set of documents for admission (Booklet "12 Reasons to Choose a master´s degree at UIB")

The CT is carried out in accordance with the Rules for the comprehensive testing, approved by order of Minister of education and science of the Republic of Kazakhstan dated by May 8, 2019 # 190 (registered in the Register of state registration of regulatory legal acts under # 18657). The CT is set and conducted by the National Testing Center (NTC) of the MES RK.

For a Master study programme in Kazakhstan, undergraduates apply to e-government (www.egov.kz) and have to pass an exam within the CT (Unified National Testing). The CT includes a test in a foreign language test and a profile test depending on the intended field of study. For both master programmes Management and Marketing, the CT includes:

- Economic Theory
- Macroeconomics
- English
- Analytical and Critical Thinking

The test, according to the state regulations from 2022, takes 235 minutes.

Alternatively to the standardized test in foreign languages, applicants may present language certificates with the certain minimum amount of points/ minimal level requirements:

- for English: TOEFL ITP (at least 543 points), TOEFL IBT (at least 60 points), TOEFL PBT (498 points), IELTS (at least 6.0), Duolingo English Test (at least 95 points), CEFR (B2)

After submitting the relevant language certificate, applicants are exempt from taking a language proficiency test and are awarded 100 points out of the maximum of 200 points for both exams.

This procedure guarantees the admission of qualified students (master´s students), as it includes taking an entrance test, proving the availability of knowledge necessary for mastering this educational programme.

For all programmes

Foreign citizens are generally admitted to the studies at UIB on a fee basis, with the exception of the students enrolled within the framework of bilateral or multilateral agreements of Kazakhstan. Foreign citizens that apply for bachelor and master programmes at UIB have to provide all documents with a notarized translation into Kazakh and Russian and to pass an interview (cf.

Interview guidelines). The interview is conducted by the Admission Commission, consisting of the President of the UIB, vice-rectors, heads of structural divisions and representatives of the teaching staff of the University. The University has an Appeals Commission to which applicants can turn if they are not satisfied with the decision on admission.

On the website of UIB, most of the information is presented in four languages (Kazakh, Russian, English, Chinese). There is an admission section for future students, where applicants can find necessary information about the admission rules and requirements for Bachelor and Master programmes (<https://uib.edu.kz/en/>).

Consulting services for applicants offered in the context of admission to the UIB are provided by the Department of Promotion of Educational Services throughout the year. Applicants can apply for a consultation by specifying their full name, phone number, e-mail (<http://uib.edu.kz/bachelor/>). In the same online source applicants can find information about state grants and its rules to apply for the grant competition. Admission of perspective and master students to the UIB is carried out in offline and online modes.

A personal dialogue between an applicant and the Admission Committee of the University is possible for three months between May and August (exact dates given on <https://uib.edu.kz/bachelor/>) on six days a week. In the admission committee, applicants in any mode (off- and online) can get full information about educational programmes and training trajectories, learn about the prospects of career growth and other useful information. Registration is possible via e-mail, social networks, website and telephone.

A guided tour of the University is provided for applicants. A nine-minute video “UIB Guide” can be accessed directly via the central website and gives some idea about the city, the University, educational programmes, the teaching staff, international programmes, departments, University events, student organisations, library, UIB museum, availability of multimedia and IT equipment, recreation zones, food, accommodation for nonresident and international students.

Professional experience of applicants is not required, neither on the Bachelor nor on the Master level.

Once Bachelor students are enrolled, the University conducts an English language test to determine the students' proficiency level. This test takes place at the end of August and has become necessary due to the implementation of the principles of multilingual education at the universities of Kazakhstan. Testing is conducted online at www.uib.test.kz (www.moodle.uib.kz). One hour is given for 50 questions from Grammar, Vocabulary and Reading section allocated for the test. Based on the placement test results students are placed in groups according to five different levels of English: Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced. Students in levels from Elementary to Upper-Intermediate learn General English according to the Standard Curriculum. Transference from one level of English to another is possible by initiative of a teacher and a student. Students with Advanced level have the opportunity to study a second foreign language (Chinese, French, Korean, German, Turkish, Spanish, Italian languages are available to choose). In the second year of study students of the "Marketing in the Digital Economy" programme study the discipline "Business English". In the third year of study students learn "Professional English" according to their educational program.

As for master students, testing of language proficiency is part of the CT (see above).

Beyond the obligatory modules in “Foreign Language” and “Professional Foreign Language” taught in the first two study years of all Bachelor programmes, students can improve their language skills independently in UIB’s language center. There are three clubs for additional study of French and Chinese, and preparation for TOEFL.

The procedure for selecting students for the programme is based on the requirements of the MES RK (Standard Rules for Admission in Educational Organisations, Order # 600 of the Minister of Education and Science of the Republic of Kazakhstan dated by October 31, 2018; Order # 237 of June 08, 2020 "On amendments and additions to the order of the Minister of Education and Science of the Republic of Kazakhstan), the National Testing Center of the Republic of Kazakhstan (NTC). These requirements are publicly available in Internet sources (<https://adilet.zan.kz/>); (www.testcenter.kz).

Information in the current admission rules is provided through the e-government web portal www.egov.kz. The receipt of the UNT/CT certificate by perspective students is equal to the receipt of the decision on admission to the university. After this the students choose the university and the educational programme in accordance with the passed exams results. As a result of the national testing and the submission of the documents, a contract is signed between an applicant and the university. The results of admission are included in the order on enrollment of future students and brought to the attention of students through the Bitrix24 CRM system, WhatsApp messengers and e-mail. If the information has not reached the addressee, then a call is made.

Appraisal:

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

The panel members find that UIB’s counselling processes and offerings meet the needs of applicants. Potential students can directly turn to the Call Center for Admission for clarification of specific admission-related questions or questions e.g. on career perspectives after the graduation which is important for selecting the right study programme. Telephone and eMail contacts are prominently displayed on the website. Personal dialogue between applicants and the University is ensured.

UIB does not select its domestic students. Selection and registration procedure is defined and conducted by governmental regulations. These regulations ensure that for both levels of study qualified students are admitted and that the selection procedures are transparent.

As for international students, the HEI has set up a personal interview with applicants by the admission Commission. The interview manual has been provided by the University and the process is documented in writing.

Due to the fact that some of the modules are conducted in English, the English language test is organised by the University shortly after the admission to the Bachelor programmes in order to ensure that students are able to successfully complete these modules. The language centre of UIB offers English courses for students to improve their English proficiency towards the next levels. For the master programmes, English proficiency is part of the Comprehensive test set up for master applicants by the MES RK.

		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 documents “Modular Educational Program” (MEP) for each study programme describe the curriculum and the learning objectives and learning outcomes for each course and link each course to the overall qualification objectives of the respective study programme. Each study programme is supported by module descriptions (“syllabi” in UIB’s terminology) which contain the goals, objectives, characteristics and summary of each course, assessment policy, a list of lecture topics and the distribution of hours between topics, the most suitable teaching methods and the application of computer technologies.

The curricula of the study programmes are set out in the Annex because of their extent and in order to ensure better legibility.

Contents of the Bachelor Programme 6B04115 Marketing in the Digital Economy

The concrete design of a particular programme represents a mixture between state-prescribed elements and those elaborated by UIB independently. Approximately 27 % (56 ECTS) of the teaching programme content are state-prescribed elements which are called „Compulsory Component Basic Discipline (CoC BD)” in the curriculum. The Bachelor study programme contains three groups of modules: General modules, Speciality Modules and the Final Certification Module (Bachelor thesis).

The group of General Modules (114 ECTS) includes four “modules” that consist of the following courses:

1. Social and Humanitarian Module (27 ECTS): Modern History of Kazakhstan (CoC BD); Psychology (CoC BD); Philosophy (CoC BD); Fundamentals of Sociology and Political Science (CoC BD); Fundamentals of Law and Anti-Corruption Culture; Culturology (CoC BD); Psychology of business relationships
2. Information and Mathematical Module (18 ECTS, including CoC BD): Information and Communication Technologies (CoC BD); Mathematics in Economics; Econometrics; Business Information Management
3. Language Module (48 ECTS): Kazakh (Russian) language; Foreign Language; Academic Writing. Basic language courses are CoC BD.
4. Personal Development Module (21 ECTS): Leadership; Public Speaking (in English); Critical Thinking in business; Physical Education (CoC BD)

The group of Speciality modules includes six teaching modules and a “practices” module:

- Economic Module (9 ECTS): Economic Theory, Macroeconomics
- Accounting Module (9 ECTS): Accounting and Auditing; Statistics
- Entrepreneurial Module (10 ECTS): Two Courses on Business Practices

- Management Module (16 ECTS): Management; Sales Management, E-Commerce and Modern Contact Centers; Project Management
- Professional by Speciality Module (35 ECTS): Marketing; Marketing Research; Strategic Marketing; Branding; Product Development; Customer Focus in the Digital Economy; Market Research and Analysis; Methods for Collecting, Processing and Analyzing Data in a Digital Environment
- Speciality Development Module: (15 ECTS): Digital Marketing; Social Media Marketing; Digital Image Processing and Analysis; Innovative Marketing
- Practices Module (21 ECTS): Educational Practice, two Production Practices; Undergraduate Practice
- The Final Certification Module (12 ECTS) consists of writing and defending the bachelor thesis (70-80 pages incl. appendices)

The Bachelor study programme contains four internships: the „educational practice“, two „production practices“ and one pre-diploma „Undergraduate Practice“ in the 2nd, 4th, 6th and 8th semester, with a total of 21 ECTS credit points.

The educational practice (2nd semester, 1 ECTS) and the graduate practice (8th semester, 12 ECTS) can be carried out in a department of UIB, in enterprises, organisations as well as district, city and regional administrations. The University Career Center may be of assistance for the graduate practice. The production practices (4th and 6th semesters, 3 and 5 ECTS) are to be carried out in enterprises.

The purpose of the educational practice is the study of the practical experience of the organisation and the conduct of marketing activities in the conditions of a particular company/organisation. The purpose of the production practices is the consolidation of theoretical knowledge gained in the process of training and the acquisition of practical skills in the field of marketing and sales. The purpose of the Undergraduate Practice is the acquisition of a complex representation of the work of the organisation (enterprise) as a whole system, the acquisition of deepened practical skills of work in one of the selected student subdivisions and to carry out the implementation of marketing functions as well as to collect and analyse practical material for the bachelor thesis.

Additionally, in order to strengthen the processes of integration of theory and practice, reports on results of internships and related materials are used within the educational processes.

Upon completion of the Bachelor Programme, UIB awards the title “Bachelor of Business and Management”.

The curriculum of the study programme is set out in the Annex in order to ensure better legibility.

Master programmes 7M04106 Marketing and 7M04102 Management:

UIB offers the Master programmes 7M04106 Marketing and 7M04102 Management in two versions: a “Scientific-Pedagogical Master” for theoretical training that lasts for four semesters

and a “Profile Master” that includes just two semesters for theoretical training.⁴ For both versions, same learning outcomes are defined in the first two semesters. While the “Profile Master” is completed after this time, the “Scientific and Pedagogical Master” shall provide additional knowledge in scientific research and teaching methodologies.

The aim of the “Profile Master” is to educate high professional staff for the labour market and to provide them with in-depth subject knowledge as well as practical and managerial skills. The “Scientific and Pedagogical Master” is aimed to educate professionals with additional in-depth knowledge in the field of university pedagogy and psychology, and additional skills of organising and conducting research.

Both Master study programmes contain four different modules (group of courses): Basic Module, Professional Module, Research Work Module and Final Assessment Module (Master thesis). As in the Bachelor programme, the Master programmes contain state-prescribed elements as mandatory courses which - in combination with the course Design Thinking – form the Basic Module.

In both programmes the following modules are structured in the same way (although the courses slightly differ in names in the respective MEPs):

- The Basic Module (33 ECTS) in both programmes consists of the following courses: History and Philosophy of Science (3 ECTS), Higher Education Pedagogy/ Higher School Pedagogy (5 ECTS); Management Psychology (4 ECTS); Foreign Language (2 ECTS); Design Thinking (3 ECTS); two Speciality Course Business Practices (5 ECTS each) and Teaching practice/Pedagogical Internship (6 ECTS)
- The Research Module (24 ECTS) in both programmes consists of student’s research work ROS (Research-Oriented Studies, Marketing programme)/ SRWM (Scientific and Research Work, Management programme) (23 ECTS) and Scientific internship (1 ECTS)
- The Final Assessment Module (12 ECTS) consists of writing and defending the master thesis (60-80 pages excl. appendices)

Within the Marketing master programme

- The Professional Module (51 ECTS) consists of the following courses: Strategic Management (5 ECTS), Corporate Governance (4 ECTS); HR Management (5 ECTS); Sustainable Marketing Management (5 ECTS); Big Data Analytics for Marketing Insight (5 ECTS); Advanced Marketing Analysis (5 ECTS); Brand and Product Management (5 ECTS); Strategic Marketing and Globalization (5 ECTS); Research Practice (12 ECTS);

Within the Management master programme

- The Professional Module (51 ECTS) consists of the following courses: Strategy formulation and execution in a company (5 ECTS); Leadership in Business and Management (5 ECTS);

⁴ The MES defines two types of Master’s programmes: “profile” - it might be compared to a practice-oriented postgraduate degree (60 and 90 ECTS workload) and “scientific-pedagogical” - it might be compared to research postgraduate degree (120 ECTS workload). Graduates of scientific Master’s programmes are eligible for lecturing at the academic institutions as well as for applying for PhD programmes. Meanwhile, profile Master’s programme’s graduates have to earn sufficient number of credits to demonstrate equivalent to 120 ECTS of Master’s degree to become a subject for PhD programme. Only students enrolled in the 120 ECTS Master’s degree are subject to state funding via scholarships.

HR Management (5 ECTS); Sustainable Marketing Management (5 ECTS); Consulting and business process management (5 ECTS); Advanced Marketing Analysis (5 ECTS); Brand and Product Management (5 ECTS); Risk and Crisis Management (4 ECTS); Research internship (12 ECTS);

Both Master study programmes contain three internships/practices: the „pedagogical internship/teaching practice“ (2nd semester), the research practice/internship and the Scientific intership (both in 4th semester), with a total of 19 ECTS credit points.

Along with the formation of theoretical knowledge and practical skills, the development of competences in the field of research activities shall be provided. Thus, (23 ECTS credit points are awarded for student’s research work (SRWM/ROS).

The master's research work is carried out in accordance with an individual working plan in order to gain knowledge about innovative technologies and new types of production in scientific organisations or organisations of relevant industries or activities. Scientific training is carried out in partner universities, in scientific organisations or organisations of relevant industries or activities.

Integration of theory and practice shall be carried out by studies on the specifics of modern research methods and applying them in the framework of their Master thesis.

In addition, there is a discipline "Pedagogy" which is aimed for students to develop pedagogical skills, and, to transform into pedagogical practice with students conducting seminars and laboratory classes.

Upon completion of both master programmes, UIB awards the title “Master of Economic Sciences“ in the scientific-pedagogical direction. The specialised directions are awarded with the “Master of Business and Management”.

The curricula of the master programmes are set out in the Annex in order to ensure better legibility.

All study programmes

Electives in the strict sense are not part of the curricula. Upon initiative of the students, teachers can organize and conduct additional classes (electives) during the office hours or tutorials (free of charge). As part of the elective the students of the Management study programme have the opportunity to participate in the UIB Startup LAB, where they can attend guest and visiting lectures.

The formal system of examination is clearly defined in the programmes (see also Chapter 3.2). Bachelor students need to pass a State Examination on the history of Kazakhstan in the first year of study. For finishing their programme, in all programmes students need to have completed all courses and successfully defend a thesis.

The study of general education disciplines allows enhancing interdisciplinary thinking through developing general professional and universal competencies. According to UIB, the basic courses such as „Modern History of Kazakhstan“, „Psychology“, „Philosophy“ provide theoretical knowledge and practice of applying facts and laws in the general humanitarian and natural sciences as well as in professional fields. Also, as a part of preparation of interdisciplinary

knowledge within the framework of the programme there are contents and courses covering "Legal aspects of business", "Management Psychology" or "Leadership in business". UIB also states that courses like "Leadership" or "Critical Thinking in Business" do play a role in interdisciplinary thinking as they turn attention towards aspects of behavior-skills, emotions, feelings, the ways of performing mental operations, the ability to apply them in various conditions and the importance of argumentation and proof.

In order to integrate theory and practice the educational programme involves using of the following methods: examples, exercises, participation in classes of practitioners from operating companies (guest lectures, field classes, invitation to work in the programme of practitioners to conduct classes in some courses), case studies, works on projects and empirical research. The choice of the most suitable method of integrating theory and practice is carried out by the teacher. To ensure combination of theory and practice in the curricula and the syllabi, employers are actively involved in the development of the study programme (see Chapter 4.2). Furthermore, according to the self-evaluation report, practices and internships create a comprehensive view of the problems of the real sector and ways to solve them.

In order to cultivate the ethics necessary for professional growth, the **Bachelor programme** includes the mandatory module „Fundamentals of Law and Anti-Corruption Culture“. Research ethics and academic integrity as crucial ethical aspects are addressed in the Academic policy of the University. UIB is member of the League of Academic Integrity, a voluntary Association of universities in Kazakhstan which currently consists of twelve universities. The main goal of the League is to improve the quality of education by implementing and promoting ten fundamental principles of academic integrity. According to these all written works of students should be checked for plagiarism. The University operates automated information systems “Anti-Plagiarism” and “Strike Plagiarism” to check research work of students and scientific papers for plagiarism.

The procedure for conducting scientific works is regulated by the regulation of "Conducting research-oriented studies of students" (ROS), edition 1, 2019. The main goals and objectives of ROS are:

- 1) involvement of students in independent research activity;
- 2) formation of independent thinking of students;
- 3) identification of the most talented and gifted students;
- 4) assistance in the formation of the intellectual potential of the UIB.

Students of all levels perform ROS (Research Oriented Study) tasks in mini groups of up to 4 people or individually within all courses. To do this, students can independently choose a research topic within the general framework defined by the University for the academic year. The purpose of performing ROS tasks is to attract students to participate in research activities, train them to conduct high-quality scientific research using the knowledge gained during the training period. Students must complete all ROS and Independent work tasks to get a positive rating for the course.

The preferred type of the course exams in all study programmes is written exam. Among written exams the University consistently increases the share of “blind check”, where the name of the student is not revealed to the examiner. The application of written exams meets the requirements

of the League of Academic Integrity. Internship/practices are examined with reports, the theses are examined in a “defense”.

In the **Bachelor programme**, the final certification is regulated by the State Educational Standard (item 14). In the **Master programmes**, the final certification is regulated by the State Educational Standard (item 39). The theses are evaluated on the basis of UIB’s Regulations on the implementation and defense of the theses, edition 5, 2020; Regulations on the implementation and defense of Master's theses, edition 6, 2020; Regulations on monitoring the progress of intermediate and final certification, edition 8, 2020).

In addition, each department has an internal document that defines the requirements for the form and content of the student's scientific work (Methodological guidelines for writing a thesis (dissertation) on the implementation and procedure for defending a thesis/diploma project, updated annually at the department).

To achieve the qualification goals of the master programme curricula, the HEI compiles a list of topics for research for the theses. Students may choose a topic for research from this list. Students may also suggest their own topic, and its validity is checked by the supervisor for compliance with the qualification goals of the curriculum.

By defending their thesis, students prove their ability to perform scientific work. The presentation is expected to include the goals and objectives of the study, applied research methods, hypotheses, cases, statistics, literature review, conclusion and recommendations.

Appraisal:

The panel finds that the curricula of all Bachelor and Master programmes generally reflect the qualification objectives of the study programmes.

The panel does not agree that the programme names and/or the degree titles of the programmes reflect the content and the objectives of the programme adequately.

In the **Bachelor Programme Marketing in the Digital Economy** the panel recognises a lack of distinctively digital contents. The panel acknowledges that the curriculum has to integrate mandatory courses on the basis of state regulations and that UIB did not neglect the introduction into basics of business administration and classical marketing. However, courses that can be attributed to the Digital Economy (Courses E-commerce and modern contact centers (4 ECTS), Customer focus in the digital economy (4 ECTS), Methods for collecting, processing and analyzing data in a digital environment (3 ECTS) and the Specialty Development Module (15 ECTS)) end up with 26 ECTS out of 208 ECTS for all courses (12.4 %). Including the undergraduate practice and the thesis, the proportion of relevant ECTS is 20 % (50 ECTS out of 241 ECTS). According to the panel’s estimate, a proportion of about 50 % (including practices and thesis) of the ECTS would be appropriate to justify the programme name. The HEI could reach this e.g. by implementing additional courses (e.g. Mobile Technologies and Commerce; Mobile Enterprises; E- Business; Multi Channel and Online Marketing; Content Marketing; Data Science and Management; Business Analytics and Intelligence; IT Security and Law; Digital Media; Digital Technologies; Fundamentals of Coding; Management of Information Systems) and/or by revising the ECTS distribution among the different courses. Therefore, the panel recommends the following condition:

For the Bachelor programme:

The University aligns the title and the content of the programme.

For the **Master programmes**, both scientific-pedagogical directions are awarded with the degree title “Master of Economic Sciences”. The panel finds that in each of the programmes the degree titles are not compatible with the curricula because the curricula correctly do not contain substantial economic science content. In its statement, the University agreed that the degree may not precisely reflect the study area. However the University explained that the Kazakh educational system is strictly regulated by the Ministry of Education, and all procedures and rules for degree awarding are prescribed in the State Mandatory Standards of Education. The University also provided supporting documents (State Mandatory Standards of Education), after which the graduates of 2-year study programme are awarded the degree of Master of Economic sciences, while 1-year study programme graduates are awarded degree of Master of Business and Management. The University pointed out that these rules are strictly regulated and controlled by the Ministry of Educational of Kazakhstan and cannot be changed by a University. The University also outlined that these differences in degree names can be helpful for graduates in their further academic path. The graduates of 2-year study programme have privileges to continue the study in doctoral programme. Thanks to the broader name of the awarding degree, the graduates have a chance to choose any PhD programme related to Economics, Business and Management. With these deliberations, the panel approved the degree titles.

Within the **Marketing Master programme**, the panel also states that important Marketing topics are not represented adequately in the curriculum, e.g. on B-to-B Marketing, customer behaviour or service marketing. On the other side, the panel regards courses like Corporate Governance and HR Management not to be essential in a marketing programme. The panel also suggests to implement a variety of electives for the students to choose from.

Within the **Management Master programme**, the panel notes that the curriculum lacks a focus on Advanced Management content, e.g. courses like Advanced Strategic Management; Econometrics; Leadership for Transformation; Controlling and Taxation; Advanced Economics; Corporate Finance. Therefore, the panel recommends the following conditions:

For the Marketing Master programme:

The University includes sufficient marketing topics into the curriculum.

For the Management Master programme:

The University includes sufficient advanced management topics into the curriculum.

In general, the panel considers the mandatory internships as very helpful to promote students’ employability and their individual and professional development. The internships help the students to get familiar with the nature and demands of the related professional field. Bachelor and Master thesis can be written about issues identified during the internships.

The programmes ensure that graduates have methodological competence, are empowered to conduct academic work and can understand and assimilate specialist literature. Methodological competences are described as learning outcomes in the curricula of all study programmes. The students are made familiar with relevant scientific methods on both the Bachelor and the Master level. This is ensured by specific seminars such as Pre-diploma Research Internships in the Bachelor programmes and research internships in the Master programmes.

The governmental framework in the Republic of Kazakhstan stipulates the teaching of a range of interdisciplinary courses within the bunch of general education courses. Interdisciplinary thinking is ensured, if only because of mandatory courses. The panel suggests to enrich the curriculum by a course where students have greater freedom to design interdisciplinary content themselves.

The programmes contain few distinctively ethical aspects. There is a state-prescribed course “Fundamentals of Law and Anti-Corruption Culture” in the curriculum of the **Bachelor programme**. However, in order to limit business-related ethics not only to anti-corruption, but also to a broader range of ethical topics, the panel recommends to include at least one course on business ethics into the curricula.

In the panel’s opinion the level of performance in examinations are not fully aligned with the learning outcomes of the courses in terms of form and content. The requirements are not fully in line with the level necessary to attain the desired qualification level. The exams are characterised by a narrow range of test formats. In all courses the form of control is a written exam. The panel acknowledges that the University thereby ensures objectivity according to the principles of the League of Academic Integrity. However, during the online assessment conference, the panel learned that a considerable number of the written examinations are Multiple Choice tests. The panel does not regard these tests to be sufficiently competence-based on master’s level. In the panel’s opinion, a transparent definition of evaluation criteria should allow sufficient objectivity in written exams with open questions and tasks, which would allow a stronger promotion of analytical competences and skills rather than testing knowledge.

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 process of writing and defending, and the workload of the theses is described in detail in the relevant regulations. The panel also had access to exemplary final theses, but lacked the opportunity for a comprehensive evaluation of the final theses as there are no syllabi for the theses. Furthermore, the panel recommends to increase the number of credits of the Master theses to at least 20 ECTS. Therefore, the panel recommends the following conditions:

For the Bachelor programme:

The University designs a syllabus for the Bachelor thesis

For the Master programmes:

The University

- a) reduces the number of Multiple Choice examinations in favour of other competence-based examinations;
- b) designs a syllabus for the Master thesis.

	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)			Condition	
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)			Condition	

3.2 Structure

The Bachelor programme has the following structure:

Bachelor	
Projected study time	4 years
Number of Credit Points (CP)	241 (ECTS)
Workload per CP	1 ECTS = 30 hours
Number of modules	Overall 12 modules with 47 disciplines
Time required for processing the final thesis and awarded CP	Pre-Diploma internship - 12 ECTS Writing and defending bachelor thesis - 12 ECTS
Number of contact hours	Contact hours: at least 30% of the total hours

The Master programme in Marketing is carried out as follows:

Master scientific-pedagogical direction	
Projected study time	2 years
Number of Credit Points (CP)	120 (ECTS)
Workload per CP	1 ECTS = 30 hours
Number of modules	Overall 4 modules with 20 disciplines
Time required for processing the final thesis and awarded CP	Scientific-research work of master student 36 ECTS are divided into 4 semesters. Research Oriented study (ROS) – 23 ECTS Scientific internship - 1 ECTS Writing and defending master thesis – 12 ECTS

Number of contact hours	Contact hours: at least 30% of the total hours
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Master specialised direction	
Projected study time	1 year
Number of Credit Points (CP)	60 (ECTS)
Workload per CP	1 ECTS = 30 hours
Number of modules	Overall 4 modules with 12 disciplines
Time required for processing the final thesis and awarded CP	Scientific-research work of master student 25 ECTS are divided into 2 semesters. Research Oriented study (ROS) – 12 ECTS Scientific internship - 1 ECTS Writing and defending master thesis – 12 ECTS
Number of contact hours	Contact hours: at least 30% of the total hours

The Master programme in Management is carried out as follows:

Master scientific-pedagogical direction	
Projected study time	2 years
Number of Credit Points (CP)	120 (ECTS)
Workload per CP	1 ECTS = 30 hours
Number of modules	Overall 4 modules with 18 disciplines
Time required for processing the final thesis and awarded CP	Scientific-research work of master student 36 ECTS are divided into 4 semesters. Scientific and Research Work (SRWM) – 23 ECTS Scientific internship - 1 ECTS Writing and defending master thesis – 12 ECTS
Number of contact hours	Contact hours: at least 30% of the total hours

Master specialised direction	
Projected study time	1 year
Number of Credit Points (CP)	60 (ECTS)
Workload per CP	1 ECTS = 30 hours
Number of modules	Overall 4 modules with 11 disciplines
Time required for processing the final thesis and awarded CP	Scientific-research work of master student 25 ECTS are divided into 2 semesters. Scientific and Research Work (SRWM) – 12 ECTS

	Scientific internship - 1 ECTS Writing and defending master thesis – 12 ECTS
Number of contact hours	Contact hours: at least 30% of the total hours

Within the master programmes, a student can choose a “scientific and pedagogical” or a “specialised” direction. In the first direction the students master 120 ECTS credits in two years, in the second direction it is 60 ECTS credits in one year.

- 4 years (241 ECTS credits) for the Bachelor programmes;
- 1 year (60 ECTS credits) for the Master programmes of the profile direction;
- 2 years (120 ECTS credits) for the Master programmes of the scientific and pedagogical direction.

The Modular Educational Programme (MEP) is the main document defining the structure of each of the study programmes. It contains:

- Passport of the programme including code and name of the programme, the relevant legal base as well as its goals and objectives;
- Overall Learning Outcomes for the respective study programme
- Curricular overview of the related programme for all semesters, including names of the modules and subjects taught, language of instruction, workload in ECTS credits, forms of examination
- Brief description of the courses of the educational programme: a table combining the content and the learning outcomes of the respective subjects professional standards issued by employers’ associations, intended learning outcomes of the study programme as well as the corresponding subjects in which these overall learning outcomes are to be achieved

Registration of each course in the UIB Training Portal begins with the download of the Syllabus, which is a detailed description of the course. In the Syllabus, teachers share information among others on prerequisites and post-requisites, number of hours per semester, volume of hours for different types of study activities, description of the course and learning objectives, learning outcomes with correspondence to the required skill level, assessment policy, methods of teaching and supervision, references and content of the course as well as the responsible teacher.

Students, assisted by their advisors, compile their individual curriculum (Individual Educational Plan). The choice of modules and subjects shall be carried out in consideration of the obligatory sequence of study. A student may not be registered for a module if he or she had not mastered the prerequisites in the previous semester. Advisors provide the functions of an academic mentor for a group of students. They assist in forming an individual curriculum and carry out organisational, methodological and consulting work to students. Advisors also determine the direction of the student’s scientific research and choice of scientific supervisors for diploma thesis / projects.

The rules of study and examinations at the University are regulated by the following documents:

- Academic Policy of the UIB (Protocol 2 of 25.09.2020, edition 7)
- Training Process Organisation on Credit Teaching Technology (Attachment Credit Teaching Technology)
- Regulations on Conducting Current Monitoring of Academic Performance Intermediate and Final Certification of Students (Attachment Rules Current Monitoring of Academic Performance)

Furthermore, UIB has issued Rules of Practice to regulate practices/internships in the bachelors´ and masters´ programmes:

- Regulations on Bachelor´s degree internship
- Regulations on Master´s degree internship

The terms of organisation of all periods of study of an academic year are specified in the academic calendar, which is approved by the Academic Council of the University. The academic calendar reflects the periods of training sessions, intermediate and final attestation, professional practices and other types of academic work during the academic year as well as vacations and holidays. An academic year consists of two semesters, the winter and the summer semester, each has an academic period of 15 weeks. Each academic period ends with a period of intermediate certification of students. The intermediate certification period has a duration of at least 1 week.

UIB is involved in academic mobility programmes with partner universities; students are recommended to participate in these programmes during their studies. The UIB recognizes degrees and periods of study at other universities in accordance with the Lisbon Recognition Convention; The issues of academic mobility and the recognition of periods of study at other (including foreign) HEIs are laid down in UIB´s „Regulations on Academic Mobility“. According to this regulation, for mobility students Learning Agreements are signed beforehand with partner universities. Academic periods spent abroad are recognised on the basis of transcripts of records within the programmes of academic mobility with the partner HEIs.

For the purposes of academic mobility and international accreditation, UIB uses the ECTS system with one ECTS credit point corresponding to 30 academic hours. The University also states that it uses the results of the students´ surveys as the basis for the analysis of the real student workload.

The design of all programmes is based on a modular system of studying. One module can comprise one or more subjects and end with a final control (see below). The duration of most subjects is limited to one academic semester. Exceptions are the subjects Physical education, which stretches over the first four semesters of the bachelor programme and the subjects SRWM/ROS in the Master programmes. The University uses a national relative grading system, which is comparable to the ECTS grading scale. The Grade Point Average (GPA, the average value of educational achievements of students) is calculated for each student for every academic year.

Table 4: Grading system

Alphabetic grade	Digital equivalent of points	% content	Assessment according to the traditional system
A	4,0	95-100	Excellent
A-	3,67	90-94	
B+	3,33	85-89	Good
B	3,0	80-84	
B-	2,67	75-79	
C+	2,33	70-74	Satisfactory
C	2,0	65-69	
C-	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
F	0	0-49	Unsatisfactory

For the bachelor graduates, the University issues a Diploma Supplement according to the EHEA principles. For the master graduates, the University issues the Diploma Supplement in the national format. During the accreditation process the University provided documents to prove that UIB also issues Diploma Supplements for the Master programmes according to EHEA standards.

Each academic course is studied in one academic period and ends with a final exam (intermediate certification). Intermediate certification is carried out in the form of passing exams or defending reports on all types of practices. In order to monitor the academic performance of students, two intra-semester controls (ISC) are carried out: Midterm 1 and Midterm 2, which are held at the 7th and 15th weeks of each semester respectively. The terms, number and order of intra-semester control is determined at the beginning of the academic year and reflected in the Academic Calendar, which is approved annually. Forms of intra-semester control are determined by the teacher. The average score of Midterm 1 and Midterm 2 serves as admission to the intermediate certification (course exam). A student has admission to the exam if the average score of two ISCs is equal to or higher than 50 points.

The final certification of students is conducted in the form of writing and defending a thesis or diploma project. The defense of the thesis (project) includes the writing of the thesis (project) and the defense procedure. At the same time the thesis (project) is aimed at identifying and evaluating the analytical and research abilities of the graduate. Students' theses (projects) are subject to a two-step check for plagiarism through UIB programmes Anti-Plagiarism and Strike Plagiarism.

The number of credits in the bachelor programme is from 24 to 36 ECTS for each semester, in most cases 30 ECTS. The number of credits in the master programmes is distributed evenly, 30

credits for each semester. Master programme classes are held in the evening, which allows them to study and work freely. Students of all programmes are notified of the exam form and exam schedule no later than two weeks before the semester starts.

To meet the needs for additional training, eliminate academic debt or differences in curricula, study academic courses and master's degree credits in other universities with their mandatory transfer to their university, increase the average academic performance score (GPA), a summer semester is organized. Registration for courses and completion of training in summer semester are described in UIB documented procedure.

The Department of Administrative Affairs (DAA) and the Center for Information Technology (CIT) staff are responsible for preparing the schedule of classes and exams and providing technical support for the conduct of classes and exams in full and in such a way that all plans are provided on time and without failures.

Teachers and students are notified in advance about all key events of the academic year and their start and completion dates via the academic calendar in www.moodle.uib.kz.

UIB provides equal opportunities and gender equality for its students and staff following the State Law „On state guarantees of equal rights and equal opportunities for men and women”. During the online assessment conference, the panel noted that a significant proportion of the academic and administrative staff as well as the University and Faculty Management are female. The proportion of female students in the degree programmes is between 40 and 65 percent.

As part of the social policy of Kazakhstan, a wide range of instruments is in place to support socially disadvantaged students. The Regulatory legal acts of the MES RK are periodically updated and the internal regulations of the University regarding students with disabilities or in special circumstances are updated accordingly. These changes are accordingly reflected in the internal regulations of the University (Rules for Admission to study at the UIB for Educational programs of higher and Postgraduate education, edition 5, 2020).

UIB offers barrier-free access via ramps, elevators, a special bathroom with an emergency button and special handrails, path signs, tactile tiles, a call button at the porch for using the lift. Features of the software in use are widely applied to disabled students, most computer classes are located on the 1st floor for accessibility.

UIB has also regulations in place for discounts on tuition (e.g. Regulation on the system of payment and discounts for education, 11 edition, 2021). The main goals of providing discounts are social support for students, providing additional social guarantees established by the University, as well as encouraging students for excellent.

The student survey (Questionnaire "Equality of opportunities") allows identifying achievements and problems in order to ensure equal learning conditions for all categories of students.

Appraisal:

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

The Curricula and the Module descriptions („Syllabi“ in UIB’s terminology) provided by the University for each programme show how the curricula are constructed and how the modules are grouped. The syllabi provide detailed descriptions of intended learning outcomes and the

information defined in the ECTS Users' Guide. For the missing syllabi of the theses, see appraisal and condition in chapter 3.1.

The programme assigns ECTS credits per course. The practical components, such as internships, are designed and integrated in such a way that ECTS credits can be acquired. The panel sees that the structure of the programmes generally supports the smooth implementation of the curricula and contributes towards achieving the defined learning outcomes.

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

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

Within the master programmes, courses take place in the evening and on Saturdays as most master students have a fulltime job. Although the panel emphasizes that full-time study and full-time work are very difficult to accomplish at the same time, the panel learned that this is quite common in Kazakhstan. UIB also pointed out during the online assessment conference, that students can interrupt their studies for up to one year.

However, by studying the documents provided and during the online assessment conference, the panel learned that the actual workload of the students is not monitored by a figure based survey (see condition in chapter 5).

UIB ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programmes and examinations. Students in special circumstances 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 teaching methodology varies between the Bachelor and Master level. At Bachelor level, students first gain theoretical knowledge and have more practical classes in their further studies.

At Master level, students are required to conduct more individual scientific research. Thus, teaching material at Bachelor level is mostly descriptive, whereas at Master level, teaching material reflects the results of scientific analysis based on the use of various research methods.

The students independently build their own educational path in the form of an individual curriculum. It is formed for each academic period with the help of an advisor whose main task is to assist in the choice of a learning path. The position of advisor is assigned to teachers (senior teachers, assistant professors, professors) of graduating departments, who know the structure of the curriculum for this specialty and the features of the educational process on the credit system.

The didactic concept of the study programmes consists of various teaching and learning methods. Case studies and practical projects are an integral part of the educational process at the University of International Business. Courses include methods of conducting business games, simulations, discussions, homework/assignments as well as presentations. Typical formats of examination used at UIB are traditional written exam (written work) and reports (see Chapter 3.1). Students are required to attend and to actively participate in classes.

Lectures are conducted in classrooms equipped with multimedia technologies, allowing to increase the level of interactivity in class and the level of absorption of the presented material. In order to achieve qualification goals, teachers include the most appropriate types of lectures:

- 1) Introductory lecture (the first holistic view of the content of the course and orientation for students in the work on the course);
- 2) Lecture-conversation and lecture-discussion ("dialogue with the audience", a form of active involvement of students in the educational process);
- 3) Methodological lecture (the teacher reveals the nature, structure and methods of scientific knowledge);
- 4) Generalizing lecture (held at the end of studying a section or topic to consolidate the knowledge gained by students).

Video lectures are also available, which allow students to always have access to these lectures and view them repeatedly, if necessary.

Within the foreign language courses which count up to 30 ECTS in the Bachelor programme, teachers use textbooks, articles, audio and video materials in English. Learning formats include group work, team work, pair work and individual training methods, role-playing and discussions.

Teachers are free to choose adequate teaching methods and apply them. The departments stated that they use up-to-date teaching methods and that the content is conducted on the basis of modern achievements of science and practice in corresponding field.

Registration of each course in the UIB Training Portal begins with the download of the Syllabus (see chapter 3.2.) This document also shares methods of teaching and supervision. The course requirements include completing tasks like IWS (Independent Work of Students), IWST (Independent Work of Students under Teacher's guide) and ROS (Research Oriented Study). ROS tasks involve uploading material that is checked for anti-plagiarism (Strike Plagiarism). The distance learning format takes into account students' didactic preferences. For example, the tasks of the IWS and ROS can be presented in the form of a presentation, an oral report with a demonstration of video material, a business game etc. Updating of course materials is monitored through mutual visits to classes, monitoring by the Quality Assurance Center.

Students take an active part in creating the learning process: for example, teachers conduct surveys of students about what courses they are interested in studying with a reasoned opinion; when choosing ROS topics, students suggest research directions; students take part in the formation of an individual student plan (ISP).

At the beginning of the period of work on final theses (final work), students are offered a list of topics of final works, while students are invited to formulate their own topic and justify its relevance; students also have the right to choose the format of the final work (thesis or diploma project) and create a group for the implementation of the diploma project.

Distance learning at the UIB is not provided, but the distance learning methodology was introduced on time to ensure a smooth educational process during the quarantine period in 2020. For these purposes along with Moodle, MS Teams programme is used. To organize distance learning, teachers use video lectures, Trello and Miro resources, test tasks of various formats and so on. During the quarantine period students were offered to take short courses on the Coursera platform free of charge.

The contribution of guest lecturers is an integral part of the didactic concept of the curriculum. One of the goals of inviting lecturers from other countries is to study the experience of foreign countries and use it in the conditions of Kazakhstan. To improve students' theoretical and practical competence, visiting professors from other Kazakh and foreign universities, as well as representatives of cooperating organisations and experienced professionals are invited to conduct lectures, seminars and workshops. In the self-report, UIB provided a list of national and international sample guest lecturers in 2019-2021.

Appraisal:

The didactical concept of each of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. The taken measures and the conceptual structure of knowledge transfer are suitable to encourage students' to take part actively within their own educational development.

The panel team has been informed during the online assessment conference that the course materials are available on the moodle platform. They have no doubt that they are digitally accessible for the students.

As for the course materials the panel noted that literature in the syllabi is missing (e.g. Legal Support of Buisness, The Practice of Doing Business) or outdated (e.g. Strategic Management (Basic Literature), Higher Education Pedagogy (Compulsory Literature)). From the panel´s point of view, the literature references should be updated in total that are older than five years, since they are usually textbooks. If necessary, it would also make sense to add current journal publications, especially with regard to the master's level. Some of the literature links could not be reproduced (e.g. HR Management, Professional Management). Therefore, the panel recommends the following condition:

The University updates information in the syllabi provided on literature.

During the interviews, the panel noted that the programme managers as well as lecturers found it difficult to name uniform didactic principles of the university. The panel therefore recommends that the didactic concept should be written down.

Guest lecturers are partly involved in the teaching of the programmes. They come from Higher Education Institutions as well as from companies. This helps to promote students' employability and to develop their scientific and practical skills. The panel noted that inviting the guest lecturers is decided on department level and recommends giving teachers the authority to decide on invitations for guest lecturers. The panel also noted that UIB's teachers do not work as guest lecturers at other HEIs regularly and recommends to implement a policy or strategy to increase the demand of guest lecturers from UIB.

		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)				Condition	
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors			x		

3.4 Internationality

The main student body consists of Kazakhstani students. But UIB takes measures to foster an international composition of the student body. One of the prospects for the development of the programmes is the expansion of international cooperation and mobility of students to the EU countries.

The University's website has been modified, English and Chinese languages have been added, which also expands the audience and distribution regions of the programmes.

UIB is confident that increasing the number of subjects and tasks in English, the expansion of the number and geography of partner programmes, the uniqueness of the educational programme "Marketing in the Digital Economy" and intended increase of uniqueness in the Marketing Master programme, the opportunities to attract students from other regions will grow.

Marketing in the Digital Economy

In the Marketing in the Digital Economy Bachelor programme, cross-cultural aspects and aspects of international relations, international law are explicitly content in the courses „Culturology“, „Philosophy“, „Fundamentals of Sociology and Political Science“ and „Fundamentals of Law and Anti-Corruption Culture“. Within the core curriculum looking beyond borders and incorporating international and global aspects is explicitly part of courses like “Marketing”, “Digital Marketing”, “Finance”, “Management” and “Electronic commerce and modern contact centers“.

The Bachelor programme contains courses in foreign language for professional purposes as state compulsory modules in the first year (Foreign Language, ten ECTS). In the second year of study students of the "Marketing in the Digital Economy" programme study the discipline "Business English" (ten ECTS). In the third year of study students learn "Professional English" (ten ECTS) according to their educational programme.

Additionally, courses like “Event-marketing” in the 3rd year and “Public Speaking” in the 4th year) are conducted in English. Both courses involve preparation of a project in English. As part of the course "Customer Orientation in the Digital Economy", a task is provided involving the study of the content of interviews of European experts in English on customer orientation and omni channel. In addition, within the framework of "Product development" the teacher encourages training in the profile of the course on Coursera, where interaction with foreign students is expected.

Bachelor students (after English test) with Advanced level have the opportunity to study a second foreign language (Chinese, French, Korean, German, Turkish, Spanish, Italian languages are available to choose).

According to the SAR (p. 68), the proportion of foreign teachers among the faculty employed in the 6B04115 Marketing in the Digital Economy study programme is 65 %. However, this also includes Russians that live in Kazakhstan. There are three teachers in the programme with diplomas from foreign universities (France, UK, Russia). The membership of the UIB student body in the programme includes 45 % (p. 68 SAR) representatives of other nationalities including Russians who live in Kazakhstan. The number of foreign students is one.

Marketing (Master)

The students in the Master programme Marketing take a course of a foreign language (professional) during the first semester, with a total volume of two ECTS, in the second semester of the scientific and pedagogical direction the two courses, "Design thinking" and "Corporate Governance" are taught in English language. Both courses involve the preparation of a project in English.

The University indicates in its self report that international competence and skills are provided in the goals of the programme and reflected in the syllabus of courses like: Corporate Governance, Sustainable Marketing Management, Design Thinking, Foreign language (professional). The goals and objectives of these courses are aimed at developing skills for working in international environment taking into account its characteristics and challenges. International contents and the development of international skills are explicitly part of courses like "Strategic marketing and globalization" and "Research Practice".

Besides, within the framework of "Advanced Marketing Analysis" the teacher encourages training in the profile of the course on Coursera, where interaction with foreign students is expected. Within the framework of other courses, students are offered a glossary of professional terms;

According to the SAR (p. 69), the proportion of foreign teachers among the faculty employed in the 7M04106 Marketing study programme is 34 %. However, this also includes Russians that live in Kazakhstan. There are three teachers in the programme with diplomas from foreign universities (France, UK, Russia), one of them with working experience in Malaysia. The membership of the UIB student body in the programme includes 50 % (p. 68 SAR) representatives of other nationalities including Russians that live in Kazakhstan. There are no foreign students in the programme.

Management (Master)

In the Management Master programme, cross-cultural aspects and aspects of globalisation and internatl science are explicitly content in the courses „History and Philosophy of Science“, „Sustainable Marketing Management“ and „Consulting and Business Process Management“ and the Research Internship.

The students in the Master programme Management take a course of a foreign language (professional) during the first semester, with a total volume of two ECTS, in the second semester of the scientific and pedagogical direction the course "Design thinking" is taught in English language.

According to the SAR (p. 69), the proportion of foreign teachers among the faculty employed in the 7M04102 Management study programme is 35 %. However, this also includes Russians that live in Kazakhstan. There are no foreign teachers in the programme and no teachers with working or educational experience abroad. The membership of the UIB student body in the programme includes 25 % (p. 67 SAR) representatives of other nationalities including Russians that live in Kazakhstan. There are no foreign students in the programme.

Appraisal:

Within the online assessment conference, the panel came to the conclusion that there is a consciousness for international content among the teachers. However, in the panel's opinion, the implementation of the topic is left to the teachers' initiative in shaping the syllabus and the topic is not sufficiently anchored in the UIB's official documents. In the panel's opinion, international or global aspects are not sufficiently part of the module/course description (MEPs), especially when looking at the core curriculum of the respective speciality. The panel also states that in none of the degree programmes there is a course that focuses on international or global aspects in its name. Therefore, the panel recommends the following condition:

The University anchors sufficient international or global content in the programmes.

In the opinion of the panel, this will also be an important contribution to ensure the employability of the graduates in the future and support them to find a job in an international environment.

According to the panel, the university should take measures to attract international students. The University's first steps could be suitable, however, the panel recommends UIB to increase efforts on internationality of the student body.

Additionally, the international composition of the faculty staff could be strengthened as well. The cooperation with foreign universities helps to receive international competences and skills with lectures by foreign professors. However, the panel sees room for a significant increase of lecturers with international experience and for teaching international and intercultural skills and contents compared with other HEIs. Therefore, the panel recommends UIB to increase efforts on internationality of the faculty, especially with respect to native speakers in English. The panel also suggests to collect further ideas to encourage HEI faculty members to go abroad for some time or to attract HEI faculty members to other universities.

Required foreign language materials correspond with the qualification objectives of each of the study programmes. UIB offers mandatory foreign language course in all of the programmes. The committee expressly emphasises that the Bachelor programme contains mandatory courses in three languages (Kazakh, Russian, English)

	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)					Condition
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 curricula of all study programmes promote broad additional knowledge through the State Compulsory Modules. Bachelor students are required to take courses such as the Modern history of Kazakhstan, Kazakh (Russian) language, Foreign language, Culturology, Information and

Communication technologies Psychology and Philosophy. UIB additionally offers courses on Fundamentals of Law and Anti-Corruption Culture, Leadership, Critical thinking in Business and Public Speaking as part of general education to broaden the students' understanding of life, society and the world during the first two years of their studies.

They are also required to take programme foundation courses from other study programmes. Attending such courses from different disciplinary backgrounds improves the students' multi-skilling competencies to deal with complex business decisions. Master students are required to attend core and programme foundation courses like History and philosophy of Science; Management psychology and Design thinking before attending the courses related to their specialised professional domain.

The module descriptions of all of the Bachelor and Master programmes provide generic learning outcomes. Amongst others, these are soft skills, analytical and problem-solving skills.

According to UIB, the content of the study programmes also provides for formation of students' knowledge and skills in the fields of communication, public speaking, team work, as well as analysis of personality and behavior. These skills shall mostly be formed in practical and seminar classes, where the students shall learn to independently set and solve educational and practical tasks and case studies as well as to present them, express and argue their point of view and to prove or disprove various arguments. The curriculum of each of the Master programmes includes research seminars where Master students present the results of their scientific work and have an opportunity to improve their communication skills.

Furthermore, students at the University are given the opportunity to choose and participate in any of the many clubs (e.g. Marketing club; UIB Investment club) and more than twenty student organisations at UIB that carry out their activities in various areas and interests. The University also encourages students to actively participate in conferences, round tables and workshops which are regularly carried out at UIB.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The Bachelor and Master's study programmes were developed and are being developed with taking into account the requirements of the modern labour market. The University has a close

relationship with employers and companies. In each study programme UIB and employers meet annually in order to discuss whether changes have to be made in the curriculum and if the students gain the skills they need for future employments.

The Bachelor programme is designed for comprehensive training in various disciplines. The programmes consist of mandatory courses and elective courses, which allow the students to gain a deeper understanding in the areas of their individual interests. Apart from the fact that „Marketing in the Digital Economy“ is the only study programme for the specialty in the Republic of Kazakhstan, the employability of graduates of the programme is based on the following elements: linkage between theory and practice, promotion of self-dependent work, and training of social skills. In addition, Bachelor students undertake professional internships in public and private organisations at enterprises on national and regional levels.

The Master programmes facilitate graduate employability by providing students with both general skills and specific qualifications of their specific study field. This should be promoted through a strong relation to the particular occupational field. The Master graduates shall possess among others the following competences: professional competencies, general cultural competencies, organisational competencies, and analytical/research skills. In the Master programmes, a pedagogical internship is obligatory and serves as a preparation for careers in the education system. When choosing a research topic in the framework of SRWM/ROS and graduation (master's) thesis student's needs are considered, monitoring of the place of educational and industrial internship is carried out after each course.

According to the State center for the payment of pensions, the percentage of employed graduates in 2020 was as the following: 1) Marketing and Management educational programme (Master's degree) - 100%; 2) Marketing (Bachelor's degree) - 94,28% 3. no graduates yet for the programme Marketing in the Digital Economy (Table Employment of Graduates 2019-2020)

Appraisal:

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

The University has convincingly stated that graduates of the programmes find a profession shortly after graduation of the programme. UIB states that one reason of the high employability rate is the fact that many students get a profession in the company/organisation where they are doing their internship. They have the possibility to establish contacts with companies during their studies.

		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

The UIB personnel policy is based both on the requirements of the MES RK and the internal requirements of the University. At the state level, personnel policy is determined by the norms of the SCES (State Compulsory Education Standards), paragraph 30 including the Model Rules for the Activities of an Educational Organization, paragraph 16. This is also regulated by internal regulations (Qualification Requirements): paragraphs 64, 74, 83, 89.

The number of teachers teaching the courses that determine specialisation of the **bachelor programme "Marketing in the Digital Economy"** is eleven, while five of them work full-time and six teachers are external or internal part-time⁵. The share of practitioners or internal teachers with significant practical experience is approximately 50 %. The number of teachers with PhD degree in the 2020-2021 academic year is two, holding the position as Associate Professors.

The number of teachers teaching the courses that determine specialisation of **the master programme "Marketing"** is nine, while six of them work full-time and three teachers are external part-timers. The share of practitioners or internal teachers with significant practical experience is more than 50 %. The number of teachers with PhD degree in the 2020-2021 academic year is three, two holding the position as Professors, one as Associate Professor.

The number of teachers teaching the courses that determine specialisation of the **master programme "Management"** is 14, while nine of them work full-time and five teachers are external or internal part-timers. The number of internal teachers with significant practical experience is six (three full-timers and three part-timers). The number of teachers with PhD degree in the 2020-2021 academic year is five, one holding the position as Professor, three as Associate Professors.

For professional development of the teaching staff both practical and academic, the University organises winter and summer schools with a volume of 72 academic hours every year. Both domestic and foreign specialists are invited to carry out these trainings. Topics of recent summer and winter schools covered e.g.:

- Issues of scientific research;
- educational information technologies;
- applying for grant funding from the MES RK;
- writing and publishing articles in rating journals included in the Scopus and Web of Science databases;
- improving the efficiency of the implementation of educational services in universities (Methodology, LMS, significance in communication and teaching, syllabus).

The steps of developing and updating the study programmes (see chapter 4.2.) is carried out within the framework of cooperation of teachers. Teachers are certified on Coursera and edX platforms increasing their level of competence in teaching courses. Also, the cooperation of the teaching staff can be traced in such projects as Erasmus+ ("Development of skills and teacher training for leadership" "Development Skills and Teacher Training for Leadership (DeSTT)", 2020-2022 "Pilot Courses in Practice Enterprise to Implement the University-Enterprise Cooperation for

⁵ Lecturers working at UIB but at other departments are called internal part-timers.

the Development of Caspian Area ”, 2021-2023), Jean Monnet (“ Diversification of EU Energy Supply: Challenges and Opportunities for CA ”, 2018-2020;“ Entrepreneurship Development in European Union: An Integrated Market for a Better Business ”, 2018 -2020).

Co-writing of scientific articles includes articles reflected in the Scopus database. Authorship and co-authorship are financially encouraged by the University administration.

Teachers provide timely setting of assignments in the moodle, attach presentations with lectures in the course accounts, set up tests, ensure the upload of textbooks, articles related to the course being studied. During the training period the teaching staff provides constant communication with students. To achieve this purpose each teacher provides office hours (which are included in the teacher's workload and class schedule). In addition to office hours the teachers are available to students by telephone and usually organize chats for a definite course.

All teachers (full-time and part-time) are always ready to provide students with advice and assistance in the educational process. At the beginning of each semester instructors must provide students with Syllabus for the chosen course. One of the points of Syllabus provides contact information such as email address and mobile phone number. Besides, teachers provide information on weekly office hours, when students can get additional advice on the course, process and other additional issues. Information about weekly office hours and contact details of teachers is also posted on the informational stand of the department. Also, if necessary and if there are additional questions, teachers can meet with students by appointment outside office hours.

In addition to their main obligations, some teachers also act as Bachelor students’ advisors and scientific supervisors for Master students. Advisors provide the functions of an academic mentor for a group of students. They assist in choosing a learning path (forming an individual curriculum) and carry out organisational, methodological and consulting work during the registration procedure for students to study courses and help students determine individual areas of study during the annual formation of an individual curriculum, determine the direction of their scientific research and choice of scientific supervisors for diploma thesis / projects, assist in finding an internship etc. The list of advisors is approved by the dean of the faculty.

If students have questions regarding the educational and methodological process, students can also seek advice from the Registrar's Office.

During the Covid-19 pandemic the University used a distance learning format at all levels (online classes). To ensure the quality of the process all students have access to Microsoft Teams software, through which all classes are conducted according to the schedule. Active participation of students is achieved by conducting oral surveys, multiple choice test questions based on the Moodle educational platform and interactive questioning/answering. All training materials are available on the Moodle training portal (www.moodle.uib.kz).

Appraisal:

UIB generally defines the structure and number as well as the necessary qualification of teaching staff in accordance with the state requirements. Thus, even when professional activities of teachers in other organisations are taken into account, the structure and number of the faculty correspond to the programmes’ requirements and are suitable to ensure that the students reach the intended qualification objectives. The faculty’s composition, consisting of the permanent full-time and external teachers, is formally sufficient, i.e. master students are taught by teachers with

master degrees. However, the fact that just five lectures hold a Ph.D. indicates that the average academic qualification of the academic staff is rather low.

During the online assessment conference, the panel noted that the teachers have a teaching load of 700 hours per year. The panel regards this to be challenging and recommends to limit the teaching load to approximately 550 hours to increase research capacity.

The academic qualification of the faculty also corresponds with the objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of faculty members are implemented. The pedagogical and didactic qualification of the teaching staff is in line with teachers' tasks in the programmes. UIB ensures that assessors are familiar with existing testing and examination methods and receive support in developing their skills in this field.

UIB claims to be more strict about the academic qualifications of the faculty than most Kazakhstani universities. In comparison with international standards, the average academic qualification is substandard. Many lecturers and even some professors have not yet completed their Ph.Ds., even in the UIB's master programmes.

The panel is confident that the faculty members have professional and business experience and use it in their teaching activities.

Faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives and introducing modern teaching methods. Meetings of all those teaching in the programmes, both at the level of the Chairs and the Faculty, take place regularly. Scientific projects are conducted cooperatively by groups of teachers.

Student support and coaching are an integral part of the services provided by the academic staff of the faculty. The committee expressly emphasises the commitment of the lecturers in teaching and supporting the students. During the online assessment conference, students reported that they are content with the support they receive.

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

4.2 Programme management

The director of the programme is the head of the department. The functions and tasks of the programme director in relation to the implementation of the educational programme are determined by the job descriptions of the head of the department (5 edition, 2020, paragraph 4). In particular, they are responsible for the:

- definition of the content of the study programme in accordance with state educational standards;
- determination of didactical methods to ensure the quality of the educational process;
- selection of methods and means of conducting scientific research;
- submission of issues related to improving the quality of the programme to the faculty council.

The programme director also coordinates the activities of the programme developers, invites employers and representatives of students to adjust the programme (Protocols of Round tables). The programme director's initiative to systematically develop the programme and reach all relevant groups includes:

- Formation of the Academic Committee;
- creation of working groups, appointment of group coordinators;
- holding meetings of the department;
- conducting the Educational and Methodological Council;
- assistance to the Department of Academic Affairs in the preparation of working curricula.

Developing and updating educational programmes is carried out within the framework of cooperation of teachers according to the established plan of events:

- 1) Analysis of the Educational programme (October);
- 2) Discussion of the Educational programme at the department (November);
- 3) Discussion of the Educational programme at the Scientific-Methodological Council (December);
- 4) Discussion of the Educational programme with employers at Round tables (January-February);
- 5) Approval of the Educational programme at the Academic Council

In the process of organising the educational processes teachers and students receive support from the structural units.

For first semester students, an orientation week is held annually, which is aimed at familiarising students with the organisation of educational process at the University and its structural units, which are directly involved in ensuring accessibility, transparency and openness of educational services. Training on working with the DLS (distance learning system), the video-conferencing system and other systems is also part of the orientation week.

The Academic Support Center provides consulting services to students on academic issues throughout the entire period of study. Support and counseling is also provided at the Registrar office and the Center for Youth Policy.

The University is equipped with a learning management system based on moodle, through which:

- Students are provided with information and methodological materials: syllabi in relevant disciplines, educational and methodical complexes of disciplines, etc.;
- students have the opportunity to choose disciplines and form learning paths online;
- students have access to learning materials.

Professional development of the administrative personnel is provided through an agreement between UIB and the Institute for Advanced Studies of Al-Farabi Kazakh National University in Almaty (KazNU). Administrative staff have an opportunity to improve their qualification and receive a certificate on "Management in Education" (72 hours), which is valid for 5 years.

Technical support is available via the www.support.uib.kz helpline that offers advice or troubleshooting support for students and staff. Offline answers are available via office # 114.

Appraisal:

Through discussions during the online assessment conference with the Deans and Vice Deans as well as the programme developers, teachers and administrative staff, the panel has concluded that there is a process of organizing the programmes which ensures that the programmes run appropriately. The departments successfully take initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups. The panel considers the regular updates of the contents as well as the involvement of employers as helpful to promote students' employability.

However, in the panel's opinion, the university did not demonstrate that an academic management of the programmes is in place. The panel members got this impression for the first time when they noted that there was a lack of coherence of information in the self assessment report (see also appraisal Chapter 1.1). During the online assessment conference, the panel noted that it is difficult to differentiate responsibilities and concluded that the process described by HEI is inappropriate. On the one hand, the UIB Programme developer is competent to continuously develop the programme. On the other hand, the authority to coordinate the activities of everyone involved in the programme, to ensure that the programme runs smoothly and to sign module content is placed at the Head of Department, who is in charge for 23 study programmes. In the panel's opinion, unifying decision-making authority and academic knowledge about the specific study programme into one position ("programme director") will enable the University to more efficiently run, manage and develop the study programmes. It will also enable the University to react more swiftly to changes e.g. in government regulations, content updates and didactical innovations. Therefore, the panel recommends the following condition:

The University demonstrates an appropriate academic management of the programme.

Through the learning management system based on moodle, the Academic Support Center, the Registrar office and the Center for Youth Policy, UIB adequately demonstrates that the students

are supported well. The panel expressly highlights the establishment of the Center for Youth Policy to support student service.

The opportunities of electronic and personal service-support are used. The administrative staff acts as a service provider for students and faculty.

		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)				Condition	
4.2.2	Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

The International Department of UIB's activity is aimed at expanding relations with foreign universities in the range of the University's activity. The department organizes the training of students, teachers and staff abroad. The work of the department helps students to carry out academic mobility to acquire additional experience and competencies in the form of loans in universities of the near and far abroad, as well as within Kazakhstan. The main activities of the department are informing and consulting of students, teachers and university staff, promoting the establishment of partnerships, fundraising, and developing and systematising of data on existing and potential international partners.

The University has implemented six double degree programmes for Bachelor's programmes with universities in Asia and Europe, one of these programmes is also available to the students of Marketing in the Digital Economy: Wyższa Szkoła Biznesu - National-Louis University (WSB-NLU), Poland, the city of Nowy Sacz.

Upon completion of the 3rd year, students submit documents, they are interviewed for this programme, in the 4th year they go to the partner university for education, after graduation they write their thesis and defend it in two universities. Over the past three years 33 students have studied under this programme, application for the Marketing in the Digital Economy programme is possible from 2022 onwards.

At present the University has cooperations with 13 national and 19 foreign universities that are open to the students of the programmes to be accredited. Among these institutions are Woosong University (South Korea); Groupe ESC Clermont (France); University of Dunaújváros (Hungary) and the University of Cadiz (Spain). Coordination and monitoring of academic mobility at UIB are carried out by the International Department. Cooperations are based on inter-university agreements. The partner university and its educational programmes must be accredited in their country and included in the Register of Accredited Educational Organizations and accredited educational programmes.

Over the past three years in various programmes of academic mobility (double diploma, academic mobility, Erasmus +) 125 UIB students went abroad. Today 58 foreign students from Uzbekistan, Kyrgyzstan, Tajikistan, Azerbaijan, Ukraine, Turkey, Germany, Israel, Afghanistan, China study at UIB.

During the quarantine period students had an opportunity to study on the Coursera platform. These courses allow them to gain experience in education and communication in intercultural environment, such training is encouraged by teachers (for example, additional bonuses to the assessment for the course if a student independently acquired knowledge, skills and abilities within the course).

Currently, the University has more than 500 permanent business contacts with leading state, financial, scientific and private institutions, organisations, companies and firms, with whom agreements on cooperation have been concluded for a long term (Annual report of the Career Center, 2019). In addition, business meetings and workshops are constantly held and the University annually discusses draft programmes and programme developments with employers in a round table format (see chapter 4.2.) to receive feedback from the market and to conclude memoranda for the implementation of various joint projects.

Appraisal:

The scope and nature of cooperation with HEIs, networks, business and organisations relevant for the programmes are plausibly presented. Agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the students' studies (exchange possibilities, double degree options) and on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. The panel recommends increasing the number of cooperations specifically for the three programmes. To facilitate this, the panel suggests that informal cooperation should also be considered.

		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

The academic buildings dispose inter alia 52 lecture halls and seminar rooms with audiovisual equipment. The University of International Business has 14 computer labs equipped with HP, Dell and Lenovo personal computers, an average of 20 in each room. Across the University, 450 computers are available to students. Throughout the building of the University there are 27 WIFI points that provide wireless Internet access. Preparations have begun to increase WIFI points to 97. Internet is provided at speed up to 200 Mbit/s free of charge. The presence of a fiber-optic connection makes it possible to organize online scientific conferences with all regions of Kazakhstan, as well as with other cities of the world. Updating and support of the technical equipment is provided by the information technology department.

Windows 10 is used as operation system on all computers. Programmes such as Mathcad, STATGRAPHICS, SPSS, IBM SPSS Statistics, Smart Pls, Nvivo, Wix site builders, Tilda, Microsoft Office 365 are used in the learning process. Some of the listed programmes are provided in the form of virtual applications based on VMware Horizon, which allows students and teaching staff to use all the productivity of UIB server equipment without loading the processors and memory of their own PCs and laptops.

Students and teachers always have access to the learning management system based on the Moodle platform. The main functions are the storage and processing of information about the course of the educational process and its participants and the automation of interaction between administration, teachers and student. A mobile application for students has also been launched on Android and iOS operating systems. The system also issues the current curriculum of the university on televisions located on all floors of the building.

Currently, the total library fund including electronic editions is 317,905 units of storage, 95,385 units are in state language, 63,581 units in English, 158,939 units in Russian.

Applications of departments for the purchase of educational and additional literature are formed according to the list of recommended literature for a particular course, research topics specified in the Syllabus teaching staff. The University annually allocates funds for the purchase of new literature, subscription to periodicals, subscription to electronic resources. On the website of the library there is an opportunity at any time to get acquainted with new acquisitions of literature and periodicals.

The library fund is updated annually, it contains editions of the basic educational and scientific literature on courses of the social and humanitarian profile over the past five years, within natural, technical courses over the past ten years. Renewability of educational and educational-methodical literature is 3.1 % of the total fund.

The library annually subscribes to periodicals of Kazakhstan and foreign publications, 19 newspaper titles and 21 magazine titles were signed in 2021.

The content of the library fund is disclosed through the Electronic Catalog and the Electronic Library of the University (<https://lib.uib.kz>). There is access to the electronic databases Scopus, Web of Science, Science Direct through the national subscription of the MES RK.

According to the annual subscription of UIB, access to the resources of RMEB (**The Republican Interuniversity Electronic library**), EBSCO, IS "Best Profi", "Yurklub", Read.kz (electronic library system of Kazakh National University) is provided. Along with this, the library website also presents electronic resources, including international ones, to which test access is periodically opened. Among them: EBS Polpred (periodicals), EBS "Yurayt", "Lan", "Znaniy", "IPR Books".

Library offline hours are from Monday to Saturday from 08:00 to 20:00. All Educational materials and electronic resources are available around the clock on the website of the library (www.lib.uib.kz) to registered students, doctoral students, and teaching staff of UIB.

Currently, 2,839 readers are registered in the library. This number includes 2,339 undergraduate students, 289 postgraduate students, 15 doctoral students, 129 faculty members, 67 university employees.

The staff of the library during working hours provides advice for students on the use of library resources. In addition, on the library website there is a section where instructions are given on use of library resources and textbooks in electronic format for freshmen.

Appraisal:

In preparation of the online assessment conference, the panel has viewed the introductory video „UIB Guide“ which also provides information about the infrastructure of the University and general facilities of the University. In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are appropriate to the needs for conducting the programmes. The buildings are properly equipped with modern information technology. Access to the internet through laptops in classrooms and, in general, via wireless LAN is provided free of charge.

During the online assessment conference members of the university mentioned the lack of licences for statistics programmes. As the University has pointed out in the self assessment report, programmes like SPSS and STATGRAPHICS are available, so the panel suggests to evaluate the number of licences and the effectiveness of the communication about the access to the programmes to students and teachers.

The library offers opening hours convenient to the needs of the students. Access to literature and journals is adequate and usability of digital media (e.g. electronic media, databases) is properly ensured. Literature, media and data are regularly kept up to date, according to the SAR (see p. 92 et seq.) and the interviews during the online assessment conference.

	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

To promote employment and adaptation to the job market for graduates, the University has created the UIB Career Center. The staff consists of three employees and provides counselling on internship opportunities and internship opportunities through employer cooperation.

Furthermore, the Career Center organises two annual job fairs with leading companies about intership and job vacancies. The fairs and job interviews are carried out offline and online. The website of the University also contains information about more than 500 organisations enterprises with whom agreements on cooperation have been concluded for a long term (Annual report of the Career Center, 2019). The staff also helps students to prepare their curriculum vitae and provides information on potential employers and vacancies that match students' profiles. Information about vacancies, internships and up-coming events are additionally posted on the social network such as Instagram.

Information by the Career Center is provided on the moodle platform, via mobile push notifications or corporate outlook mails. Students may also visit and meet the Center's staff personally to get an advice on-site.

The Altyn Otau Alumni Association of UIB is a voluntary public association created on the basis of joint activity of graduates, students, teachers and UIB administration. It is supported by the university staff of the Career Center and the marketing department.

The UIB Alumni Association has created a database on UIB alumni to ensure constant communication between graduates and the university. The main goals of UIB Alumni Association are strengthening the corporate spirit among students and graduates of the University and increasing the potential of graduates' opportunities on the labour market. This is done by providing all kinds of support and career development of graduates and by assisting in the implementation of initiatives by students and graduates as well as organizing joint projects with the University. The work of the Alumni organisation is communicated via Instagram.

Appraisal:

During the online assessment conference the panel had the opportunity to talk to the staff of the Career Center. The panel appreciates the range of services that UIB offers to the students and graduates and the dedication and motivation of the staff. Students can approach the Career and Employment Services and receive counselling on an individual basis. Students have access to the HEI-wide corporate network. UIB also brings its graduates in contact with representatives from business and industry at regular events. The panel is convinced that the services help to promote employability. The support provided is comprehensive, although during the online assessment conference students mentioned that they would appreciate assistance in writing motivational letters to prospective employers. Therefore, the panel recommends to the Career Center to consider an offer of workshops or services to assist students and graduates in writing motivational letters.

An alumni organisation has been set up with the aim of developing a more extended alumni network. The panel is convinced that the unit will help to develop the university's alumni efforts systematically and on a long term. In order to do so, the panel suggests activities like creating an International Alumni Network; promoting a lifelong affiliation among its alumni/ae and other stakeholders; delivering tangible benefits to alumni/ae and actively involving them in university life as well as providing networking events.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

As part of the Kazakh national university system, UIB is mainly state-funded. The student body of UIB is financed through the placement of the state educational order for the training of specialists (educational grants – Bachelor level), the placement of the state order for the training of specialists in science and pedagogy (educational grants – Master level) as well as tuition fees

from applicants' own funds and other sources. Those applicants who have not passed or participated in the selection for budget places as well as foreign students can apply for programme places on a commercial basis. They sign a contract with the University and take the responsibility to pay tuition fees.

Before the start of the academic year, prices for educational services are determined, incomes are forecast by specialty (Figure Budget). The financial condition of the University and possible financial risks are assessed. A draft budget of the expenditure part is made. The University annually approves the budget for the current academic year. Financial resources are allocated within the budget planned for the academic year. A weekly control of expenses in the context of budget items and budgets of divisions is carried out and a control of receipt of payment from students in accordance with the Regulations on payment for tuition.

Appraisal:

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

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

5 Quality assurance and documentation

The quality assurance and development procedure are based on the University's internal document: Quality Assurance Policy and Standards (1 edition, 2019). The University's quality assurance policy reflects the link between research, teaching and learning. The policy can be revised in case of changes in the regulations governing educational activity in the Republic of Kazakhstan, the Charter of the University and its development strategy, revision of the requirements of educational programmes.

The entry of the Republic of Kazakhstan into the European educational space imposes certain requirements both on the national quality assurance system and on the mechanisms of intra-university systems. The University's quality assurance plan is a dynamic and continuous process, which implies the consistency of the quality assurance process in the form of a continuous repetition of the PDCC cycle (Plan-Do-Check-Correct or PDCA, Plan-Do-Check-Act).

The Quality Assurance Center (QAC) is in charge of UIB's quality control policy and responsible for the development of quality assurance policies and standards that meet international standards (ESG) and the internal documentation governing the activities of the University. The QAC monitors the quality and implementation of strategic documents and develops measures to improve the internal quality system. The internal system for ensuring the quality of education at the University is formed considering the principles of consistency, comprehensiveness, and adaptability. The QAC conducts regular monitoring of the implementation of programmes through the control of training sessions and student surveys.

In 2020 the Commission for Quality (CQ) was created.⁶

Evaluation of examinations

The procedure for ensuring and developing quality also includes the activity of the Monitoring and Appeal Commissions. Its task is the control of the results of mastering the educational programme during the examination sessions. The Monitoring Commission consists of the Vice-Rector, Director of HR Department and Career Development, Director of Department of Academic Affairs, Head of the Center for Academic Support of Students, Head of IT department, President of the Student Government of UIB, Deputy / Chairman of the Public Foundation: League of Volunteers of Kazakhstan.

The Appeal Commission includes the Chairman of the Commission (President), Deputy Chairman of the Commission (Head of the QAC), Heads of Departments (supervising the programme), Deputy Dean, Head of the Information Technology Department, Representative of the Academic Support Center (student representative).

⁶ The Committee includes by official position: Chairman of the Commission (President), Vice-Rector for Educational and Methodological Work (EMW), Vice-Rector for Strategy and Innovation (SI), Vice-Rector for Digitalization; Director of the Department of Academic Affairs; Head of the Quality Assurance Center (Executive Secretary); Dean of the Faculty of Basic Higher Education; Director of the Center for Youth Policy; President of the Student Government. Appointed members of the commission (appointed by the President) and nominated for a period not exceeding one year are four members of the teaching staff; a bachelor student; a master student; a doctoral student; at least two graduates, employer representative. The commission revises and adapts fundamental documents (Policy and standards for quality assurance, Regulation on the Quality Commission) in accordance with changing conditions.

Based on the results of the work of both commissions an analysis is carried out by the Vice-Rectors, Quality Assurance Center to further improve the quality of the programme

Evaluation of study programmes

Each study programme is reviewed annually and updated at meetings and Round tables with the consistent participation of developers, employers and marketers (see process described in Chapter 4.2).

Based on the results of the meeting, protocols are made indicating the positive positions and parts of the programme that need to be updated, excluded, combined, as well as indicating the method of updating, e.g.:

- Changes of the sequence of courses or by combining courses
- Changes on the number of allocated credits
- Replacement or optimisation of qualification goals
- Replacement or optimisation of the compilation of courses
- Replacement or optimisation of the internal content of the courses

All protocols are subject to storage at the department or in the dean's office.

A continuous benchmarking of leading international educational programme is carried out to ensure the competitiveness of the national training programme, to unify educational programmes with their international counterparts and to track the main trends and trajectories of training specialists in these areas in different countries.

Evaluation by students

Apart from the participation of the student representatives in the respective Commissions (see above), the assessment by students is carried out through two different instruments by the Center for Quality Assurance and the Marketing Department:

- At the end of the courses the students fill out the questionnaire "Teacher estimated by a student" (an electronic survey in Moodle). It contains questions about the quality of teaching, competence and experience of teaching staff. Along with this, questions are raised regarding the clarity of the formation of goals and the plan of educational work by teachers in accordance with the curriculum of the course, the relevance of the educational material.

The survey results are made available to the programme developers, the Department of Management and Business and the QAC. Special attention is paid by the QAC staff to the type of question and course that received the lowest rating in order to make adjustments to the educational process (familiarizing the teacher with the results of the assessment, discussion, correction).

The results of the questionnaires are also considered when certifying teachers for a new working period (Contract Competition Commission), as well as in the process of working on updating the educational programme (meetings of Departments and the AMC (Academic and Methodological Council)).

- Students are surveyed on a regular basis (two times a year) on “Students’ satisfaction with the quality of educational services”. The data from the questionnaires are processed by the Marketing Department and the Quality Assurance Center. The results of assessment are posted on the UIB training portal (<http://moodle.uib.kz>).

Evaluation by teachers

Apart from the participation of teacher representatives in the respective Commissions (see above), evaluation by teachers is carried out by two ways:

- Assessment of teaching methods and techniques. The teachers of the University conduct open classes and mutual visits of each other's classes. In general, the university practices a policy of "open house" during classes, which implies the right to be present at classes of third parties. The teaching staff, university administration, employers and others can act as third parties. As a result, teachers with academic experience can adopt the approach of practicing teachers, and the latter, in turn, deepen their academic knowledge.

The visiting teacher finalizes a protocol containing an assessment of the teacher's actions during classes and recommendations for replicating positive experiences and eliminating negative factors. The department monitors the implementation of the plan of open classes and mutual visits on a regular basis. Also, the department considers the results of mutual visits and forms recommendations for eliminating the identified deficiencies, while necessarily marking a positive experience.

To achieve the objectivity of the assessment the same lesson is attended by several teachers (the names of the teachers, the name of the course, other parameters of mutual visit are reflected in the plan of mutual visits). The implementation of the plan of mutual visits is also controlled by the dean's office and Quality Assurance Center of the University. The results of mutual visits and the execution of plans for mutual visits are considered at meetings of the Academic Committee. The results of mutual visits are also considered by the members of the CCC.

The information is recorded in the journal of cross attendance and in electronic form ([www.moodle.uib.kz/Electronic dean's office/Teacher's assessment](http://www.moodle.uib.kz/Electronic%20dean's%20office/Teacher's%20assessment)).

- Teachers are also involved in the annual review of the programmes. Each study programme is reviewed annually and updated at meetings and Round tables with the consistent participation of developers, employers and marketers (see process described in Chapter 4.2). Within the meetings including the round table meetings with employers, a number of teachers of the programme also takes part. Attention is paid to compliance of the programme with the original stated purpose, considering the requirements of the market.

Each department prepares an annual report where the results of activities are summed up. The teaching staff at the Academic Council is informed about these results.

Evaluation by alumni, employers and third parties

Evaluation among employers is carried out on a regular basis in two ways:

- Employer's questionnaire based on the results of the internship by the students: The employer gives a description and assessment of the quality of the student's work. Thus, the University receives detailed information about the knowledge, skills and abilities that a graduate of this educational programme possesses and should have.
- Round table with employers (see annual Programme review process Chapter 4.2). The purpose of this Round table is to identify the needs and trends of the market and the corresponding adjustment of the programme to meet these needs.

Evaluation by alumni is carried out with a regular questionnaire. The questionnaire relates to the impact of acquired skills on employment, career growth and the general working process. The questionnaire also helps to find out which formats of conducting classes helped to acquire the most necessary skills.

The percentage of employment is tracked annually by the UIB Career Center (Table Employment of Graduates 2019-2020). The labour market requirements are monitored by the developers of educational programmes together with students and employers.

Documentation

At UIB, the curricula are divided into standard curricula and working curricula. In standard curricula the labour intensity of each academic course of the compulsory component and each type of educational activity (practice, state examination, writing and defending the thesis) is determined in credits and the university component for each cycle of academic courses is indicated by the total number of credits.

Each study programme and its standard curriculum is reflected in the Modular Education Programme (MEP), this document contains:

1. Goals and objectives of the educational programme.
2. Classifier of the direction of education.
3. Summary table reflecting the volume of disbursed loans in the context of modules of the educational programme (Standard Curriculum).
4. Formable learning outcomes.
5. A brief description of courses of the educational programme.

Working curricula (Syllabi) are developed for all courses of the educational programme. The syllabus for each course contains the goals, objectives, characteristics and summary of the course, assessment policy, a list of lecture topics and the distribution of hours between topics, the most suitable teaching methods and the application of computer technologies. In the Syllabus, teachers share information on prerequisites and post-requisites, number of hours per semester, volume of hours for different types of study activities, description of the course and learning objectives, learning outcomes with correspondence to the required skill level, assessment policy, methods of teaching and supervision, references and content of the course as well as the responsible teacher.

MEPs and Syllabi are available to all stakeholders of the educational process on the Learning Platform (www.moodle.uib.kz). According to the SAR (cf. page 103), applicants can receive

detailed information about educational programmes on the website <http://uib.edu.kz/> in the admission section. Information about the rules of training and exams is publicly available on the website of the University⁷.

The website <http://uib.edu.kz/> features a News section, where students can find out current news, blogs and information. The Marketing Department and the Center for Youth Policy inform students about various events (Public Coaching, introducing students to the internal regulations of the UIB, Week of Languages, Business Community, “UIB INVEST CLUB”, Stud freelance etc.)

Appraisal:

The quality control system described by the University indicates sufficient appropriateness to ensure quality of teaching, contents, material, allocation of human resources, tools, facilities and technical infrastructure compliant with internal objectives and environmental needs. The system shows strengths in clear definitions of rules and comprehensive documentation, and consideration of a wide range of different internal and external aspects.

The panel sees a notable aspect in the involvement of key stakeholders – students, graduates, teachers and employers.

However, processes and responsibilities are not fully clear to the panel in all items. For instance, it is not quite clear to the panel how student evaluation results are being integrated into the programme development. Therefore, the panel recommends not only documenting the transfer of student evaluation results into the programme development cycle, but also strongly recommends to UIB to draw a comprehensive quality assurance process which documents processes and responsibilities for data surveyance, data analysis and measures and actions taken.

In addition, by studying the documents provided and during the online assessment conference, the panel learned that the actual workload of the students is not monitored by a figure based survey. Therefore, the panel recommends the following condition:

The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

This should be accomplished by a figure based survey related to course evaluation as well as programme evaluation.

The panel sees the academic staff being involved in development, monitoring and improvement of modules and study programmes. Students' and employers' involvements seem to sufficiently examine future needs for graduates and in labour markets. Outcomes of surveys and measures taken are communicated to students and teachers.

⁷https://uib.edu.kz/wp-content/uploads/2019/11/Akademicheskaya-politika_izd-4-2.pdf?utm_source=instagram&utm_medium=cpc&utm_campaign=tima_belorusskih

https://uib.edu.kz/wp-content/uploads/2019/06/Otsenka-znanij-i-rezultaty-obucheniya.pdf?utm_source=instagram&utm_medium=cpc&utm_campaign=tima_belorusskih

The panel noted in the surveys on students' satisfaction that there are no questions as to the actual workload. In this respect, the panel has issued a recommendation for a condition in Chapter 3.2.

The panel has welcomed the fact that the website of the University provides information in four languages. However, the panel also notes that information on the website about the single study programmes is scarce. The panel could not track the detailed information about the study programmes claimed in the self assessment report. Therefore, the panel recommends the following condition:

The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.

		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)				Condition	
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)				Condition	
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: University of International Business

Bachelor / Master programme:

- 6B04115 Marketing in the Digital Economy (Bachelor)
- 7M04106 Marketing (Master)
- 7M04102 Management (Master)

		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)				Condition	
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)				Condition	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)				Condition	
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)				Condition	
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)				Condition	
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other			X		

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

Annex

Table 5: Curriculum of 6B04115 Marketing in the Digital Economy

Discipline cycle	Discipline name	Quantity of ECTS credits	Control form	Distribution of credits by semester							
				1 Year		2 Year		3 Year		4 Year	
				1	2	3	4	5	6	7	8
				<i>weeks in the semester</i>							
				15	15	15	15	15	15	15	15
I. Common modules											
<i>Module 1 - Socially Humanitarian</i>											
CoC BD ⁸	Modern history of Kazakhstan	5	State exam	5							
CoC BD	Psychology	3	Exam	3							
CoC BD	Philosophy	5	Exam			5					
CoC BD	Fundamentals of Sociology and Political Science	3	Exam		3						
IMC BD ⁹	Fundamentals of Law and Anti-Corruption Culture	5	Exam	5							
CoC BD	Culturology	3	Exam		3						
EC BD ¹⁰	Psychology of business relationships	3	Exam					3			
<i>Total: Module 1 - Socially Humanitarian</i>		27		13	6	5	0	3	0	0	0
<i>Module2 Informational - mathematical</i>											
CoC BD	Information and Communication technologies	5	Exam		5						

⁸ Compulsory Component Basic Discipline – CoC BD

⁹ Intra-University Mandatory Component Basic Discipline - IMC BD

¹⁰ Elective Course Basic Discipline – EC BD

IMC BD	Mathematics in Economics	5	Exam		5						
EC BD	Econometrics	5	Exam				5				
IMC BD	Business Information Management	3	Exam			3					
Total Module2 Informational - mathematical		18		0	10	3	5	0	0	0	0
Module 3. Language											
CoC BD	Kazakh (Russian) language 1.2	10	Exam	5	5						
IMC BD	Kazakh (Russian) language 3.4,	6	Exam			3	3				
CoC BD	Foreign language 1.2	10	Exam	5	5						
IMC BD	Foreign language 3,4,5,6	20	Exam			5	5	5	5		
IMC BD	Academic writing	2	Exam		2						
Total Module 3. Language		48		10	12	8	8	5	5	0	0
Module 4. Personal development											
EC BD	Leadership	3	Exam				3				
CC BD ¹¹	Public speaking (in English)	5	Exam							5	
CC BD	Critical thinking in business	5	Exam							5	
CoC BD	Physical education	8	Offset	2	2	2	2				
Total Module 4. Personal development		21		2	2	2	5	0	0	10	0
TOTAL I. General modules		114		25	30	18	18	8	5	10	0
II. Specialty modules											
Module 5 General professional											
Module 5.1- Economic											
IMC MD ¹²	Economic theory	5	Exam	5							
IMC BD	Macroeconomics	4	Exam			4					
Total Module 5.1- Economic		9		5	0	4	0	0	0	0	0
Module 5.2 - Accounting											

¹¹ Choice Component Basic Discipline -CC BD

¹² Intra-University Mandatory Component Major Disciplines – IMC MD

IMC BD	Accounting and auditing	5	Exam				5				
EC BD	Statistics	4	Exam					4			
Total Module 5.2 - Accounting		9		0	0	0	5	4	0	0	0
Module 5.3 - Entrepreneurial											
IMC BD	Specialty Course 1: Business Practices	5	Exam						5		
IMC BD	Specialty Course 2: Business Practices	5	Exam							5	
Total Module 5.3 - Entrepreneurial		10		0	0	0	0	0	5	5	0
Module -5.4 Management											
IMC BD	Management	4	Exam			4					
EC BD	Sales management	3	Exam					3			
CC BD	E-commerce and modern contact centers	4	Exam						4		
CC BD	Project management	5	Exam							5	
Total Module -5.4 Management		16		0	0	4	0	3	4	5	0
Total Module 5 General professional		44		5	0	12	5	3	9	10	0
Module 6 Professional											
Module 6.1 Professional by specialty											
IMC BD	Marketing	4	Exam				4				
EC BD	Marketing research	5	Exam					5			
EC BD	Strategic marketing	5	Exam					5			
EC BD	Branding	5	Exam					5			
EC BD	Product Development	5	Exam							5	
EC BD	Customer focus in the digital economy	4	Exam						4		
CC BD	Market research and analysis	4	Exam						4		
EC BD	Methods for collecting, processing and analyzing data in a digital environment	3	Exam						3		
Total Module 6.1 Professional by specialty		35		0	0	0	4	15	11	5	0
Module 6.2 Practices											
IMC BD	Educational practice	1	report		1						

IMC BD	Internship	3	report				3				
IMC BD	Internship	5	report						5		
IMC BD	Undergraduate practice	12	report								12
Total Module 6.2 Practices		21		0	1	0	3	0	5	0	12
Total Module 6 Professional		56		0	1	0	7	15	16	5	12
Module 7 - Specialty Development											
EC BD	Digital marketing	5	Exam							5	
CC BD	Social Media Marketing	3	Exam							3	
CC BD	Digital image processing and analysis	3	Exam							3	
CC BD	Innovative marketing	4	Exam					4			
Total Module 7 - Specialty Development		15		0	0	0	0	4	0	11	0
TOTAL II. Specialty modules		115		5	1	12	12	22	25	26	12
III. Final certification module											
Final Certification	Writing and defending the final work / Writing and defending the final work / Comprehensive exam	12	defense of the final work / Writing and defending the final work / Comprehensive exam								12
TOTAL III. Final certification module		12		0	0	0	0	0	0	0	12
TOTAL of EP		241		30	31	30	30	30	30	36	24

Table 6: Curriculum of 7M04106 Marketing (scientific-pedagogical direction)

Cycle of discipline	Name of the discipline	Number of ECTS credits	form of control	Distribution of credits by semester			
				Year 1		Year 2	
				1	2	3	4
				<i>weeks in the semester</i>			
				15	15	15	15
Basic module							
IMC BD ¹³	History and philosophy of science	3	exam	3			
IMC BD	Higher education pedagogy	5	exam	5			
IMC BD	Psychology of management	4	exam	4			
IMC BD	Foreign language (professional)	2	exam	2			
CC BD ¹⁴	Design thinking	3	exam		3		
IMC BD	Specialty Course 3: Business Practices	5	exam	5			
IMC BD	Specialty Course 4: Business Practices	5	exam		5		
IMC BD	Teaching practice	6	report		6		
Total Basic module		33		19	14	0	0
Professional module							
CC M ^{15D}	Strategic management	5	exam		5		

¹³ Intra-University Mandatory Component Basic Discipline - IMC BD

¹⁴ Choice Component Basic Discipline -CC BD

¹⁵ Major Discipline (MD)

CC MD	Corporate governance	4	exam			4	
CC MD	HR management	5	exam		5		
CC MD	Sustainable Marketing Management	5	exam			5	
CC MD	Big Data Analytics for Marketing Insight	5	exam			5	
CC MD	Advanced Marketing Analysis (Marketing Research 2)	5	exam	5			
CC MD	Brand and Product Management (Russian)	5	exam			5	
CC MD	Strategic Marketing and Globalization	5	exam			5	
IMC BD	Research practice	12	report				12
Total Professional Module		51		5	10	24	12
Research module							
	ROS	23	report	6	6	6	5
	Scientific internship	1	report				1
Total Module Research work		24		6	6	6	6
Final certification module							
Final Certification	Writing and defending a master's thesis	12	defense				12
Total Final assessment module		12		0	0	0	12
TOTAL of EP		120		30	30	30	30

Table 7: Curriculum of 7M04106 Marketing (specialised direction)

The cycle of course	Name of the course	Number of credits ECTS	Form of control	Distribution of credits by semester	
				1 year	
				1	2
				<i>Weeks in semestre</i>	
				15	15
Basic module					
ВОК БД – Mandatory electives	Management Psychology	2	exam	2	
ВОК БД	Foreign language (professional)	2	exam	2	
ВОК БД	Management	2	exam	2	
КВ БД- Elective component	Soft skills	3	exam	3	
Total Basic module		9		9	0
Professional module					
КВ ПД- Elective component	Special Course 3: Business Practice	5	exam	5	
КВ ПД	Advanced Marketing Analysis (marketing research 2)	4	exam	4	
КВ ПД	Brand and Product Management (rus.)	3	exam	3	
КВ ПД	Advanced E-commerce	2	exam	2	
ОК ПД- mandatory component of professional subject	Production practice	12	report		12
Total Professional module		26		14	12
Research module					
	MERW	12	report	7	5
	Internship	1	report		1
Total Research module		13	0	7	6
Module of final certification					
Final certification	Writing and defending a Master's thesis	12	defence		12
Total Module of final certification		12		0	12
Final of EP		60	0	30	30

Table 8: Curriculum of 7M04102 Management (scientific-pedagogical direction)

The cycle of discipline	Name of the discipline	Number of ECTS credits	Form of control	Distribution of credits by semester			
				1 year		2 year	
				1	1	1	1
				<i>weeks per semester</i>			
				15	15	15	15
Base module							
UOC BD	History and philosophy of Science	3	exam	3			
UOC BD	Higher school pedagogy	5	exam	5			
UOC BD	Management psychology	4	exam	4			
UOC BD	Foreign language (professional)	2	exam	2			
EC BD	Desing thinking	3	exam		3		
UOC BD	Special course 3: practice of doing business	5	exam	5			
UOC BD	Special course 4: practice of doing business	5	exam		5		
UOC BD	Pedagogical internship	6	report		6		
Total for the Base module		33		19	14	0	0
Professional module							
EC PD	Strategy formulation and execution in a company	5	exam		5		
EC PD	Leadership in business and management	5	exam			5	
EC PD	HR management	5	exam		5		
EC PD	Sustainable marketing management	5	exam			5	
EC PD	Consulting and business process management	5	exam			5	
EC PD	Advanced marketing analysis	5	exam	5			
EC PD	Brand and product management	5	exam			5	

EC PD	Risk and crisis management	4	exam			4	
UOC BD	Research internship	12	report				12
Total for the Professional module		51		5	10	24	12
Module of the Research work							
	SRWM	23	report	6	6	6	5
	Scientific internship	1	report				1
Total for the Module of the Research work		24		6	6	6	6
Module of the Final assessment							
FA	Writing and defending a master's thesis	12	defense				12
Total for the Module of final assessment		12		0	0	0	12
TOTAL for EP		120		30	30	30	30

Table 9: Curriculum of 7M04102 Management (specialised direction)

The cycle of discipline	Name of the discipline	Number of ECTS credits	Form of control	Distribution of credits by semester	
				1 year	
				1	2
				<i>weeks per semester</i>	
				15	15
Base module					
UOC BD	Management psychology	2	exam	2	
UOC BD	Foreign language (professional)	2	exam	2	
UOC BD	Management	2	exam	2	
EC BD	Soft skills	4	exam	4	
<i>Total for the Base module</i>		10		10	0
Professional module					
EC PD	Special course 3: practice of doing business	5	exam	5	
EC PD	Advanced marketing analysis	4	exam	4	
EC PD	Strategy formulation and execution in a company	4	exam	4	
UOC BD	Production internship	12	report		12
<i>Total for the Professional module</i>		25		13	12
Research module					
	ERWM	12	report	7	5
	Internship	1	report		1
<i>Total for the Research module</i>		13	0	7	6
Module of the Final assessment					
FA	Writing and defending a master's thesis	12	defense		12
<i>Total for the Module of final assessment</i>		12		0	12
TOTAL for EP		60	0	30	30