

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. 6B04118 Accounting and Audit according to ACCA (Bachelor of Economics and Business) 2. 7M04103 Accounting and Audit (Master of Economic Sciences) 3. 6B04126 Business Administration (Bachelor of Business and Management)
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

The FIBAA Quality Seal is awarded.

Conditions:

6B04118 Accounting and Audit according to ACCA (Bachelor of Economics and Business):

- **Condition 1** (see Chapter 3.2): The University provides syllabi for all mandatory internships and the bachelor thesis and ensures that all syllabi provide complete and coherent information on the courses and the formal syllabus review process.
- **Condition 2** (see Chapter 5): The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.
- **Condition 3** (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.

7M04103 Accounting and Audit (Master of Economic Sciences):

- **Condition 1** (see Chapter 3.2): The University provides syllabi for all mandatory internships and the master thesis and ensures that all syllabi provide complete and coherent information on the courses and the formal syllabus review process.
- **Condition 2** (see Chapter 5): The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.
- **Condition 3** (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.

6B04126 Business Administration (Bachelor of Business and Management)

- **Condition 1** (see Chapter 3.1): The University includes the degree name “Bachelor of Business and Management” of the programme 6B04126 Business Administration into the Modular Educational Program (MEP).

The condition is fulfilled.

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

- **Condition 2** (see Chapter 3.2): The University provides missing syllabi for courses, mandatory internships and the thesis, and ensures that they give complete and coherent information on the courses and the formal syllabus review process.

The condition is fulfilled.

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

- **Condition 3** (see Chapter 3.4): The University anchors sufficient international or global content in the study programme.

The condition is fulfilled.

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

- **Condition 4** (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.

The condition is fulfilled.

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

- **Condition 5** (see Chapter 5): The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.

The condition is fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on November 29, 2023

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

All conditions are fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on November 29, 2023

For all programmes, with regard to criterion 4.2, 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 Business (UIB)¹, Almaty, Kazakhstan

Bachelor/Master programme:

1. 6B04118 Accounting and Audit according to ACCA
2. 7M04103 Accounting and Audit
3. 6B04126 Business Administration

Qualification awarded on completion:

1. Bachelor of Economics and Business
2. Master of Economic Sciences
3. Bachelor of Business and Management

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:

Accounting and Audit according to ACCA (Bachelor)

The aim of the academic programme 6B04118 Accounting and Audit according to ACCA (accreditation by the Association of Chartered Certified Accountants) is to train accountants and analysts who are competitive in the labour market, are in demand by modern enterprises and market structures, can effectively adapt to dynamically changing social and professional conditions of activity, have a high level of readiness to implement the main professional functions, can constructively influence the nature and direction of the development of professional spheres of their activities, possess organisational and managerial skills. Graduates shall be trained with leadership qualities and skills of logical analysis of tasks, and be able to work in an international market.

Accounting and Audit (Master):

The main goal of the programme 7M04103 Accounting and Audit is to establish professional qualifications that are recognized and in demand internationally. The programme is aimed to prepare specialists in the field of accounting, auditing, tax consulting, finance and management according to ACCA standards. The programme provides knowledge both in theory and in practice, graduates are more competitive in the labour market, as well as the business community as a whole, since more trained specialists enter the starting positions in the company.

Business Administration (Bachelor):

The purpose of the modular educational programme of 6B04126 Business Administration is to prepare graduates for organisational and managerial, entrepreneurial activity in the field of management of business organisations as performers or managers. In this connection the programme is divided into modules by specialisation.

Type of study programme:

Accounting and Audit according to ACCA, Business Administration: Bachelor programmes

Accounting and Audit: Master programme

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

Bachelor programmes: 4 years/8 semesters, 241 ECTS

Master programme: 2 years/4 semesters, 120 ECTS

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 Accounting and Audit according to ACCA programme: 9 groups (classes), 51 students per year

Master Accounting and Audit: 1 group (classes), 8 students per year

Bachelor Business Administration: 14 groups (classes), 120 students per year

Programme cycle starts in:

For all programmes: winter semester

Initial start of the programme:

Bachelor Accounting and Audit according to ACCA: 2010

Master Accounting and Audit: 2010

Bachelor Business Administration: 2015

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the study programmes Accounting and Audit according to ACCA (Bachelor), Accounting and Audit (Master) and Business Administration (Bachelor) 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:

PhD, CPA Joël Branson

Vrije Universiteit Brussel, Belgium

Professor of Accounting and Auditing (Financial Accounting, Managerial Accounting and Auditing, Group Accounting, Auditing and Audit Quality, Consolidated Financial Statements, Earnings Management)

Prof. Dr. Karin Breidenbach

Dortmund University of Applied Sciences, Dortmund, Germany

Professor for Business Administration, Accounting and Finance (Business Administration, Finance, Accounting, International Accounting, Basics of Cost, Revenue and Profit Accounting)

Dr. Saule Kemelbayeva

KAZGUU University, Nur Sultan, Kazakhstan

Dean of Higher School of Economics (Economics and econometrics, microeconomics, labour economics, education economics)

PhD Zamzagul Sultanova

Zhangir Khan West Kazakhstan Agrarian- Technical University, Oral, Kazakhstan

Director of the Centre of Career and Business Partnership, Associate professor of the Higher School of Economics and Audit

Dr. Bernulf Bruckner

LRTC Liquidity Research Training & Consulting GmbH, Vienna, Austria

Managing Director

Florentyna Deborah Born

University of Potsdam, Germany

Student of Business Administration (M.Sc.) (Completed: International Business Management (B.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 8-9, 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 20, 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 **6BO4118 Accounting and Audit according to ACCA (Bachelor of Economics and Business)** offered by University of International Business 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 Examination and Final Thesis; Modular Structure of the Study Programme; Study and Exam Regulations; Feasibility of Study Workload; International Contents and Intercultural Aspects; Programme Description². They recommend the accreditation on condition of meeting the following requirements:

- Condition 1 (see Chapter 3.2): The University provides syllabi for all mandatory internships and the bachelor thesis and ensures that all syllabi provide complete and coherent information on the courses and the formal syllabus review process.
- Condition 2 (see Chapter 5): The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.
- Condition 3 (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.

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 within the HEI's overall strategic concept (see Chapter 1.3); Internationality of the student body and Internationality of the faculty (see Chapter 3.4) and External Evaluation by Alumni, Employers and Third Parties (see Chapter 5) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- a comprehensive, focused and consistent internalisation of qualification objectives in all University documents. (see Chapter 1.1)
- for potential re-accreditation to straighten the SAR and to concentrate on the information if and how the criteria in the respective chapters are met. (see Chapter 1.1)

² These aspects are asterisk criteria which means that they are essential for the study programme.

- that the University draws up a process that links the establishment and development of study programmes to the strategic concept of the HEI for the next strategic period. (see Chapter 1.3)
- to include a description of the internships into the MEP with respect to purpose, contents and place of practice. (see Chapter 3.1)
- to include more practical aspects into the programme. (see Chapter 3.1)
- to increase the number of guest lecturers with a practical background. (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. (see Chapter 3.4)
- to consider offering more courses that relate to the subject area of the degree programme in English language. (see Chapter 3.4)
- to increase the number of lecturers with a practical background. (see Chapter 4.1)
- that unifying authority and detail knowledge about the study programme into one position will enable the university to more efficiently run, manage and develop the study programmes and to be able to react more swiftly to changes e.g. in government regulations, content updates and didactical innovations. (see Chapter 4.2)
- to establish procedures which enable administration staff to be also engaged in programme management and development. (see Chapter 4.2)
- to evaluate the library budget with consideration to the development of the international profile of the University and the study programme. (see Chapter 4.4)
- The panel 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. (see Chapter 5)
- to integrate external evaluation into this comprehensive quality assurance process (see Chapter 5)
- to provide the basic information about the study programme mentioned in condition 4 in Kazakh, Russian and English.

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 **7M04103 Accounting and Audit (Master of Economic Sciences)** offered by University of International Business 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 Examination and Final Thesis; Modular Structure of the Study Programme; Study and Exam Regulations; Feasibility of Study Workload; International Contents and Intercultural Aspects; Programme Description³. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1 (see Chapter 3.2):
The University provides syllabi for all mandatory internships and the master thesis and ensures that all syllabi provide complete and coherent information on the courses and the formal syllabus review process.
- Condition 2 (see Chapter 5): The University delivers basic information about the study programme like qualification objectives, standard curricula and career prospects on the website.
- Condition 3 (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.

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 within the HEI's overall strategic concept (see Chapter 1.3); Internationality of the student body and Internationality of the faculty (see Chapter 3.4) and External Evaluation by Alumni, Employers and Third Parties (see Chapter 5) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- a comprehensive, focused and consistent internalisation of qualification objectives in all University documents. (see Chapter 1.1)
- for potential re-accreditation to straighten the SAR and to concentrate on the information if and how the criteria in the respective chapters are met. (see Chapter 1.1)
- that the University draws up a process that links the establishment and development of study programmes to the strategic concept of the HEI for the next strategic period. (see Chapter 1.3)

³ These aspects are asterisk criteria which means that they are essential for the study programme.

- to include a description of the internships into the MEP with respect to purpose, contents and place of practice. (see Chapter 3.1)
- to include more practical aspects into the programme. (see Chapter 3.1)
- to increase the number of guest lecturers with a practical background. (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. (see Chapter 3.4)
- to consider offering more courses that relate to the subject area of the degree programme in English language. (see Chapter 3.4)
- to increase the number of lecturers with a practical background. (see Chapter 4.1)
- that unifying authority and detail knowledge about the study programme into one position will enable the university to more efficiently run, manage and develop the study programmes and to be able to react more swiftly to changes e.g. in government regulations, content updates and didactical innovations. (see Chapter 4.2)
- to establish procedures which enable administration staff to be also engaged in programme management and development. (see Chapter 4.2)
- to evaluate the library budget with consideration to the development of the international profile of the University and the study programme. (see Chapter 4.4)
- The panel 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. (see Chapter 5)
- to integrate external evaluation into this comprehensive quality assurance process (see Chapter 5)
- to provide the basic information about the study programme mentioned in condition 4 in Kazakh, Russian and English.

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 **6B04126 Business Administration (Bachelor of Business and Management)** offered by University of International Business 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; Modular Structure of the Study Programme; Study and Exam Regulations; Feasibility of Study Workload; International Contents and Intercultural Aspects; Programme Description⁴. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1 (see Chapter 3.1): The University includes the degree name “Bachelor of Business and Management” of the programme 6B04126 Business Administration into the Modular Educational Program (MEP).
- Condition 2 (see Chapter 3.2): The University provides missing syllabi for courses, mandatory internships and the thesis, and ensures that they give complete and coherent information on the courses and the formal syllabus review process.
- Condition 3 (see Chapter 3.4): The University anchors sufficient international or global content in the study programme.
- Condition 4 (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 5 (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 within the HEI's overall strategic concept (see Chapter 1.3), Internationality of the student body and Internationality of the faculty (see Chapter 3.4) and External Evaluation by Alumni, Employers and Third Parties (see Chapter 5) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

⁴ These aspects are asterisk criteria which means that they are essential for the study programme.

- a comprehensive, focused and consistent internalisation of qualification objectives in all University documents. (see Chapter 1.1)
- for potential re-accreditation to straighten the SAR and to concentrate on the information if and how the criteria in the respective chapters are met. (see Chapter 1.1)
- to develop a continuous, figure- and fact-based benchmark with the three other programmes by that name in Kazakhstan. (see Chapter 1.3)
- that the University draws up a process that links the establishment and development of study programmes to the strategic concept of the HEI for the next strategic period. (see Chapter 1.3)
- to include a description of the internships into the MEP with respect to purpose, contents and place of practice. (see Chapter 3.1)
- to increase the number of guest lecturers with a practical background. (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. (see Chapter 3.4)
- to consider offering more courses that relate to the subject area of the degree programme in English language. (see Chapter 3.4)
- to increase the number of lecturers with a practical background. (see Chapter 4.1)
- that unifying authority and detail knowledge about the study programme into one position will enable the university to more efficiently run, manage and develop the study programmes and to be able to react more swiftly to changes e.g. in government regulations, content updates and didactical innovations. (see Chapter 4.2)
- to establish procedures which enable administration staff to be also engaged in programme management and development. (see Chapter 4.2)
- to evaluate the library budget with consideration to the development of the international profile of the University and the study programme. (see Chapter 4.4)
- The panel 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. (see Chapter 5)
- to integrate external evaluation into this comprehensive quality assurance process (see Chapter 5)
- to provide the basic information about the study programme mentioned in condition 6 in Kazakh, Russian and English.

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.

For all study programmes

It is also important for the panel to point out that the Self Assessment Report (SAR) lacked structure and focus. There were lots of redundancies and it was not always clear which information was relevant for the individual programme. The panel recommends for potential re-accreditation to straighten the SAR and concentrate on the information if and how the criteria in the respective chapters are met.

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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 Sonec
- 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: Department of Social and Humanitarian Sciences, Department of Management and Business, Department of Finances and Accounting, Department of Business Informatics and Department of Tourism and Hospitality. The three study programmes of this accreditation belong to the Department of Finances and Accounting (both Accounting and Audit, programmes) and the Department of Management and Business (Business Administration programme). 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 6B04118 Accounting and Audit according to ACCA (Bachelor)

		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021
# Study Places offered by HEI		53		46		48		52		51
# Applicants	∑	73	∑	50	∑	55	∑	83	∑	65
	f	58	f	37	f	40	f	50	f	43
	m	15	m	13	m	15	m	33	m	22
Application rate		137,74%		108,70%		114,58%		159,62%		127,45%
# First-Year Students (accepted applicants)	∑	53	∑	46	∑	48	∑	52	∑	51
	f	44	f	35	f	38	f	37	f	35
	m	9	m	11	m	10	m	15	m	16
Rate of female students		0,83		0,76		0,79		0,71		0,69
# 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	∑	26	∑	30	∑	18	∑	45	∑	45
	f	23	f	22	f	15	f	42	f	39
	m	3	m	8	m	3	m	3	m	6
Success rate (students who finished their studies)		78,79%		76,67%		78,26%		84,91%		97,80%
Dropout rate (students who dropped their studies)		21,21%		23,33%		21,74%		15,09%		2,20%
Average duration of study		4		4		4		4		4
Average grade of final degree		82,5		88,42		87,33		89,91		88,6

Table 2: Statistical Data 7M04103 Accounting and Audit (Master)

		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021
# Study Places offered by HEI		18		24		23		4		8
# Applicants	∑	22	∑	28	∑	30	∑	5	∑	11
	f	15	f	19	f	23	f	3	f	7
	m	7	m	9	m	7	m	2	m	4
Application rate		122,22%		116,67%		130,43%		125,00%		137,50%
# First-Year Students (accepted applicants)	∑	18	∑	24	∑	23	∑	4	∑	8
	f	14	f	18	f	20	f	2	f	6
	m	4	m	6	m	3	m	2	m	2
Rate of female students		0,78		0,75		0,87		0,50		0,75
# 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	∑	20	∑	19	∑	13	∑	10	∑	3
	f	19	f	14	f	13	f	8	f	1
	m	1	m	5	m	0	m	2	m	2
Success rate (students who finished their studies)		100,00%		95,00%		65,00%		83,33%		75,0%
Dropout rate (students who dropped their studies)		0,00%		5,00%		35,00%		16,67%		25,00%
Average duration of study		1-2		1-2		1-2		1-2		1-2
Average grade of final degree		83		82		87		92		87,3

Table 3: Statistical 6B04126 Business Administration (Bachelor)

		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021
# Study Places offered by HEI		123		129		29		90		120
# Applicants	∑	129	∑	129	∑	37	∑	117	∑	134
	f	70	f	70	f	20	f	54	f	71
	m	59	m	59	m	17	m	63	m	63
Application rate		104,88%		100,00%		127,59%		130,00%		111,67%
# First-Year Students (accepted applicants)	∑	123	∑	129	∑	29	∑	90	∑	120
	f	70	f	70	f	14	f	47	f	65
	m	59	m	59	m	15	m	43	m	55
Rate of female students		0,57		0,54		0,48		0,52		0,54
# Foreign Students	∑	0	∑	0	∑	0	∑	0	∑	1
	f		f		f		f		f	
	m		m		m		m		m	1
Rate of foreign students		0		0		0		0		0,01
Percentage of occupied study places		100,0%		100,0%		100,0%		100,0%		100,0%
# Graduates	∑		∑		∑		∑	82	∑	55
	f		f		f		f	62	f	30
	m		m		m		m	20	m	25
Success rate (students who finished their studies)		0,00%		0,00%		0,00%		66,67%		53,4%
Dropout rate (students who dropped their studies)		n.a.		n.a.		n.a.		33,33%		46,60%
Average duration of study		4		4		4		4		4
Average grade of final degree		81		81		86		88		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 6B04118 Accounting and Audit according to ACCA** is to educate accountants and analysts in accordance with the demand of modern enterprises and market structures. Graduates shall be able to adapt effectively to dynamically changing social and professional conditions of activity. Graduates shall also acquire leadership qualities and logical analysis skills, be competitive in the international labour market and master the fundamentals of professional qualification according to ACCA.

The qualification goals and skills are described in the Modular Education Program (MEP) as learning outcomes. They include:

- Use knowledge and skills in professional and social activities.
- Set goals and formulate tasks related to the implementation of professional functions.
- Find solutions to typical tasks and solve non-standard tasks, work independently in positions that require an analytical approach.
- Use the knowledge on the theory of money, loan, finance, the law in their practical activities, understand the essence of the main phenomena and urgent issues in the management of the financial and credit system.
- Apply the forms and methods of the financial and legal mechanism for the sustainable, stable functioning of the system, body, subject of economic or other activity within the legal framework provided for by the legislative acts of the Republic of Kazakhstan and international norms of law.
- Evaluate the niche of any financial and credit institution in the system of financial institutions and banks.
- Plan, organise and evaluate the financial activities of economic entities, financial institutions and organisations.
- Organise work on a scientific basis, possess computer methods of collecting, storing and processing (editing) data used in the field of his professional activity; use modern IT solutions.

The purpose of the **Master programme 7M04103 Accounting and Audit** is to train specialists in the field of international accounting, audit, tax advice, finance, and management. The graduate will acquire knowledge, qualifications and skills that accelerate the path to gaining membership

in the ACCA. Graduates will be proficient in accounting, applied financial and economic analysis and auditing, problems of adaptation of Kazakhstan accounting in accordance with international standards, introducing modern management accounting methods into management practices. Graduates will also have the skills to conduct scientific research and carry out pedagogical activity, to apply modern methods and means of processing information, to apply various programmes for accounting and audit and to compile financial statements. The graduate is professionally versed in taxation, can analyse the processes of financial and economic activity at the enterprise and make informed decisions to improve them. In general, masters in the field of accounting and audit can rationally organise financial and economic relations and protect the financial interests of the enterprise.

The qualification goals and skills are described in the Modular Education Program (MEP) as learning outcomes. They include:

- Ability to create a rational system for organisation of accounting and reporting based on the effective accounting policy choice, which is built on compliance with current legislation and the provisions of international financial reporting standards. Organisation of the work of the CFO service in a corporate company, the work of the investment department of a corporate company.
- Ability to set goals and objectives related to the implementation of professional functions at the level of companies and corporations; effective solution of professional, educational and socio-personal problems, the formation of universal competencies in the field of professional ethics of an auditor and accountant. Prepare financial statements of certain companies in accordance with specific IFRS and other regulations; prepare financial statements of the group of companies (except of cash flows statements), including subsidiaries, associates and joint ventures.
- Mastering the skills and abilities that allow you to maintain a stable specified level of performance in the field of accounting, audit, finance and business, while adhering to the high standards of business ethics and professionalism ACCA, tax planning.
- Use knowledge for the analysis and interpretation of financial, accounting and other information reflected in the statements of organisations based on the professional ACCA standards, and use the information obtained to make management decisions and develop entrepreneurial competencies. Ability to predict future trends based on existing trends and available facts, as well as fill in gaps, generate new ideas using creative thinkings.
- Ability to analyse and interpret financial, accounting and other information, data of domestic and foreign statistics on socio-economic processes and phenomena, to identify trends in socio-economic indicators, using professional English, to understand and be able to explain the basic principles of international regulation of financial reporting; identify and apply the disclosure requirements in connection with the preparation of the financial statements and notes.
- The ability to use existing knowledge in a new situation, to establish connections between facts, to consider the possible results of actions and to develop new ideas. Audit the company's financial statements in accordance with IFRS in accordance with the ACCA international auditing standards, make management decisions on adjusting the strategy in the field of the company's financial policy, make appropriate changes to budget.

- Plan, organise and evaluate the tax and financial activities of business entities, government organisations, corporations, small and medium-sized businesses, understand and be able to explain the basic principles of international regulation of financial reporting; be able to apply the necessary international accounting and auditing standards to key elements of financial reporting; identify and apply disclosure requirements in connection with the preparation of financial statements using management tools, organisational and methodological technologies for effective audit and tax consulting.
- Build the work on a scientific ground, use computer methods for data collection, storage and processing (editing), which is used in the field of professional activity; use modern information technologies. Knowledge of existing and new digital technologies, resources, practices and strategies and the ability to apply them.

The aim of the **Bachelor programme 6B04126 Business Administration** is to provide graduates with a general integral methodology of professional activity, develop their skills of professional creativity, and form the need for further improvement of the educational level. The programme is described by the University as a training of a specialist of a new formation and an initiative to the changing demands of the labour market and technologies.

Graduates can work as functional managers of various enterprises; managers of small enterprises without a management apparatus in industry; managers or specialists in project and programme management or professionals in the field of public service or marketing.

The qualification goals and skills are described in the Modular Education Program (MEP) as learning outcomes. They include:

- Ability to independently study and acquire new knowledge; the ability to use general educational knowledge in professional activities, skills in developing business plans, Start-Ups and the ability to be responsible for their implementation.
- Knowledge and skills in functional areas of business, including: marketing, enterprise finance, accounting and management.
- Understanding the business. Ability to identify and develop the competitive advantages of companies related to innovation, application of new technologies and organisation of work taking into account innovations and strategic prospects, assessing human resources and creating conditions for its effective use and development.
- Knowledge and ability to apply modern technologies, methods and tools for collecting and information processing, introduction of new technologies and their management. Competence in the application of technical skills in business, including: information systems, quantitative methods and statistics.
- Knowledge and skills of document management in the state, Russian and English languages and the ability to competently build communication in oral, written form, in the form of a monologue or dialogue based on the goals and situation of communication. Skills of using IT in professional activities and interest in professional growth and development.

- Skills in managing your time for the implementation of competencies using analytical tools (collecting, analysing, processing data grouping) and the ability to critically assess the situation.
- Competence in applying business integration skills and preparing financial/accounting statements; the skills of conducting scientific experiments within the framework of the acquired knowledge.
- The ability to reflect, objectively assess their achievements, analyse the situation and the ability to build effective communications, mastery of various forms communicative impact and the ability to influence the results of teamwork, on maintaining team spirit.

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. However, the panel notes room for improvement as to presenting and internalising the qualification objectives – especially with respect to the Bachelor programmes. The qualification objectives are part of the MEPs, but were insufficiently outlined in the Self Assessment Report (SAR) and could not be convincingly summarized in the online assessment conference. The panel therefore recommends a comprehensive, focused and consistent internalisation of qualification objectives in all University documents.

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

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

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

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 both bachelor 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. The programmes in Accounting and Audit (bachelor and master) can be completed entirely in English language. 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 enabled 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

The competitiveness of the university profile is provided by the feature of being positioned as a University of practical knowledge. This implies the priority of strengthening the practical orientation of the training of students and future graduates.

Also, a distinctive feature of the University is an interesting student life with a large number of student organisations and events that allow them to develop competencies not only in the field of education and training, but also communicative, organisational, leadership and creative competencies.

As for the programme **6B04118 Accounting and Audit according to ACCA**, UIB refers to an expansion of International Financial Reporting Standards (IFRS) in the Central Asian region. IFRS has already been successfully integrated by Kazakhstan at the level of large and medium-sized industrial joint-stock companies and LLPs, the neighbouring republics of Kyrgyzstan and Uzbekistan are in the active stage of implementing IFRS.

UIB emphasises the programme accreditation of the Association of Chartered Certified Accountants (ACCA). According to the HEI only six out of 71 Bachelor programmes in Accounting and Auditing in the Republic of Kazakhstan have this accreditation (cf. page 18 SAR). The

accreditation by ACCA contributes to improving the competencies and chances of successful employment not limited to Kazakhstani companies only. Graduates of the programme are primarily in demand from international companies as specialists in IFRS. Furthermore they are entitled to up to nine ACCA qualification exemptions. This means that the graduates could accelerate the path to become an ACCA member.

UIB annually takes the national accreditation of the programme by the National Chamber of Entrepreneurs "Atameken". According to the results of 2020, **Accounting and Audit according to ACCA** took the 12th place out of 71 universities that offer the study programme "Accounting and Audit" in the territory of the Republic of Kazakhstan. UIB points out a positive trend in the evaluation in comparison to 2019, when the programme took the 32nd place in the Atameken rating. The results of the rating of "Atameken" include criteria such as analysis of employment and wages, employment rate or average starting salary (cf. page 18 SAR).

For the programme **6B04126 Business Administration** the University points out that this is one of only four programmes by this name in Kazakhstan and the only one in Almaty (cf. page 18 SAR).

A competitive advantage of the Bachelor programmes is the opportunity to participate in the academic mobility programme and the double-degree education programme with the partner university of Wyższa Szkoła Biznesu-National Louis University, Poland.

Graduates of the Master Programme **7M04103 Accounting and Audit** work in state and regional structures of various levels, consulting and audit firms, banks, investment and insurance companies, scientific organisations and institutes, educational national and international institutions. They hold positions like head of the enterprise, chief accountant, financial director, internal or external auditor, financial consultant, researcher and teacher.

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

- 1) Achieving high-quality training of competitive personnel.
- 2) Ensuring the integration of science, education and production, creating conditions for commercialisation of the results of scientific activity.
- 3) Social responsibility for the civil, patriotic education of young people and the spiritual and moral qualities of team members (faculty, staff and students).
- 4) To become one of the best business universities in Central Asia and the third English-speaking university in Almaty.

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 plausible. The reasons given for the positioning in the educational market of these study programmes were plausible to the panel. As to the Bachelor programme Business Administration, the panel recommends to the University to develop a

continuous, figure- and fact-based benchmark with the three other programmes by that name in Kazakhstan.

However, the panel was not convinced of the positioning of the study programmes within the HEI overall strategic concept. The University did present a mission and strategic goals in the SAR and the online assessment conference, but did not present a correlation between University strategy and study programmes. The panel therefore recommends that the University draws up a process that links the establishment and development of study programmes to the strategic concept of the HEI for the next strategic period.

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

2 Admission

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 programmes

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 MES RK. 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 programmes Accounting and Audit according to ACCA and Business Administration, 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 the master programme Accounting and Audit, the CT includes:

- Fundamentals of Accounting, Audit
- English

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 bachelor programmes study the discipline "Business English". In the third year of study students learn "Professional English" according to their educational programme.

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 prospective 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. The panel emphasises that the University provides a variety of communication offers for prospective students and successfully facilitates communication in the process of application. 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 a compilation of course descriptions (“syllabi” in UIB’s terminology) which contains 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.

Accounting and Audit according to ACCA (Bachelor)

The concrete design of the programme represents a mixture between state-prescribed elements and those elaborated by UIB independently. Approximately 25 % (52 ECTS) of the teaching programme content are state-prescribed elements which are called „Compulsory component of comprehensive courses” in the curriculum. The bachelor study programme contains three groups of modules: Common modules, Major Modules and the Final Certification Module (Bachelor thesis).

The group of Common Modules (95 ECTS) includes four “modules” that consist of the following courses:

1. Social and Humanitarian Module (24 ECTS): Modern History of Kazakhstan; Psychology; Philosophy; Fundamentals of Sociology and Political Science; Fundamentals of Law and Anti-Corruption Culture; Cultural Studies
2. Information and Mathematical Module (11 ECTS): Information and Communication Technologies; Mathematics in Economics; Financial and Economic Modelling in MS Excel
3. Language Module (46 ECTS): Kazakh (Russian) language; Foreign Language
4. Personal Development Module (14 ECTS): Management; Ethics and Professional Skills; Physical Culture

The group of Major modules includes five teaching modules, a “Training” module and the Final Certification Module:

- Economic Module (20 ECTS): Economic Theory, Finance, Macroeconomics, Microeconomics, Econometrics
- Accounting Module (18 ECTS): Introduction to Accounting; Statistics; Internal Control; Accountant and Business (ACCA) F1
- Entrepreneurial Module (10 ECTS): Two Courses on Business Practices

- Professional in the Major Module (47 ECTS): Management Accounting (ACCA) F2; Financial Accounting (ACCA) F3; Taxes and Taxation (ACCA) F6; Audit (ACCA) F8; Corporate Law (ACCA) F4; Management Analysis; Financial Statements (ACCA) F7; Financial Management (ACCA) F9; Information Systems in Accounting; Performance Management (ACCA) F5
- Major Development Module (18 ECTS): Tax Accounting and Reporting; IFRS and ISA; Financial Analysis; Accounting and Reporting in Industries
- Training Module (21 ECTS): Educational Training, two on-the-job-Trainings; Pre-Graduate Training
- The Final Certification Module (12 ECTS) consists of writing and defending the bachelor thesis (70-80 pages incl. appendices)

The curriculum contains four internships: the „educational training“, two „on-the-job-Trainings“ and one pre-diploma „Pre-Graduate Training“ in the 2nd, 4th, 6th and 8th semester, with a total of 21 ECTS credit points.

The educational training (2nd semester, 1 ECTS) and the pre-graduate training (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 on-the-job trainings (industrial internships; 4th and 6th semesters, 3 and 5 ECTS) are to be carried out in enterprises. The University Career Center may be of assistance for the production and pre-graduate practices.

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

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

Accounting and Audit (Master)

The Master programme contains four different modules (group of courses): Basic Module, Professional Module, Research Module and Final Certification Module (Master thesis). As in the Bachelor programmes, the Master programme contains state-prescribed elements as mandatory courses which are part of the Basic Module.

The programme is structured in the following way:

- The Basic Module (35 ECTS) consists of the following courses: History and Philosophy of Science (3 ECTS), Pedagogy of Higher Education (5 ECTS); Foreign Language (2 ECTS); Managerial Psychology (4 ECTS); Special Course: Business Practice (5 ECTS); Internal Audit (5 ECTS); Digital Technologies in Accounting (Cloud Accounting 1C) (5 ECTS) and Pedagogical Practice (6 ECTS).
- The Professional Module (37 ECTS) consists of the following courses: Advanced Financial Analysis (4 ECTS), Tax audit and consulting (5 ECTS); Advanced Financial account (5 ECTS); Design Thinking (3 ECTS); Advanced Financial Management ACCA (5 ECTS); Advanced Audit ACCA (5 ECTS); Advanced Performance Management ACCA (5 ECTS); Advanced Taxation ACCA (5 ECTS)

- The Research Module (24 ECTS) consists of research work (23 ECTS) and Scientific internship (1 ECTS)
- The Final Certification Module (24 ECTS) consists of an exam (12 ECTS) and the research practice, writing and defending the master thesis (12 ECTS, 60-80 pages excl. appendices)

The Master study programme contains three internships/practices: the „pedagogical practice“ (2nd semester), the research practice and the Scientific internship (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 (ROS).

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

Upon completion of the Master programme, UIB awards the title “Master of Economic Sciences“.

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

Business Administration (Bachelor)

The concrete design of a particular programme represents a mixture between state-prescribed elements and those elaborated by UIB independently. Approximately 39 % (81 ECTS) of the teaching programme content are state-prescribed elements which are called „General Education Discipline Mandatory Component (GED MC)” in the curriculum. The Bachelor study programme contains three groups of modules: Common modules, Speciality Modules and the Final Assessment Module (Bachelor thesis).

The group of Common Modules (113 ECTS) includes four “modules” that consist of the following courses:

1. Social and Humanitarian Module (27 ECTS): Modern History of Kazakhstan (GED MC); Psychology (GED MC); Philosophy (GED MC); Fundamentals of Sociology and Political Science (GED MC); Fundamentals of Law and Anti-Corruption Culture; Culturology (GED MC); Business Relationship Psychology
2. Informational Mathematical Module (18 ECTS): Information and Communication Technologies (GED MC); Mathematics in Economics; Econometrics; Business Information Management
3. Language Module (48 ECTS): Kazakh (Russian) language (GED MC); Foreign Language (GED MC); Academic Writing
4. Personal Development Module (20 ECTS): Management; Leadership; Business Communication; Physical Education (GED MC)

The group of Speciality modules includes six teaching modules, a “practices” module and the Final Assessment 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 (15 ECTS): Management Accounting; Human Resource Management; Project Management; Quality Control
- Professional by Speciality Module (36 ECTS): Theory of Public Administration; Financial Management; Enterprise Economy; Marketing; Customer Focus in the Digital Economy; Critical thinking in Business; Operations management; Organization of business and start-ups; Taxes and taxation
- Speciality Development Module (16 ECTS): Organizational behavior; Crisis management; Fundamentals of Strategic Management; Corporate Management
- Professional Practice Module (21 ECTS): Educational Internship, two Production Internships; Pre-Diploma Internship
- The Final Assessment 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 Internship“, two „educational Internships“ and one pre-diploma „Pre-Diploma Internship“ 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 production practices (4th and 6th semesters, 3 and 5 ECTS) are to be carried out in enterprises. The University Career Center may be of assistance for the production and graduate practices.

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.

All study programmes

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.

Electives in the strict sense are not part of the curricula. 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, 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 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 number of ROS varies between two and six tasks depending on the course profile.

The preferred type of the course exams in all study programmes is the 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. The theses are additionally examined in a “defense”, internship/practices are examined with reports.

In the **Bachelor programmes**, the final certification is regulated by the State Educational Standard (item 14). In the **Master programme**, 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. However, with respect to the aforementioned (see Appraisal Chapter 1.1) difficulties of the University in presenting and internalising the qualification objectives, the panel would like to emphasize that it was cumbersome for the panel to elaborate where the curriculum meets the objectives.

The panel agrees that the programme names and/or the degree titles of the programmes reflect the content and the objectives of the programme adequately. However the panel notes that the degree “Bachelor of Business and Management” for the programme Business Administration is not mentioned in the MEP, and the information in the Self-Assessment Report (SAR) about the degree name was misleading. Therefore, the panel recommends the following **condition**:

The University includes the degree name “Bachelor of Business and Management” of the programme 6B04126 Business Administration into the Modular Educational Program (MEP).

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 panel recommends including a description of the practices/trainings/internships into the MEPs with respect to purpose, contents and place of practice.

However, for the Accounting and Audit programmes (both Bachelor and Master) the panel considered that the learning and teaching approach in many courses was rather abstract and theoretical, and that opportunities were missed (or were not clearly mentioned or demonstrated in the syllabi) to make the students interact with the professional accounting and audit field. This

could be achieved e.g. via site visits in different courses, guest lectures or interactive workshops with accounting and audit professionals. The panel also noted that courses like “Statistics” (Bachelor programme) or “Management and Financial Analysis” (Master programme) are realized by Microsoft Office Excel assignments, but misses the using of additional modern software of practical significance. Therefore, the panel recommends to include more practical aspects into both programmes “Accounting and Audit” (Bachelor and Master).

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.

Ethical implications are appropriately communicated. The programmes contain distinctively ethical aspects – within the Bachelor programmes in terms of the course “Fundamentals of Law and Anti-Corruption culture”.

In the panel’s opinion, the exams are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level.

The process of writing and defending and the crediting of the theses is described in detail in the relevant regulations of the University. The panel also had access to exemplary final theses. The panel lacked the opportunity for a comprehensive evaluation of the final theses as there are no syllabi for the theses. For the respective condition see also Chapter 3.2.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents				
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)		X (BAA+MAA)	Condition (BBA)	
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 Accounting and Audit according to ACCA is carried out as follows:

Bachelor	
Projected study time	4 years
Number of Credit Points (CP)	241 (ECTS)
Workload per CP	1 ECTS = 30 hours
Number of modules	Overall 11 modules with 46 disciplines
Time required for processing the final thesis and awarded CP	Pre-Graduate training - 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 Accounting and Audit has the following structure:

Master	
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

The Bachelor programme in Business Administration is carried out as follows:

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 45 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 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 credit points, 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 spring 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 NRIM/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 all programmes, 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 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 Business Administration is from 24 to 36 ECTS for each semester, in most cases 30 ECTS. The number of credits in the Master programme and the Bachelor programme Accounting and Audit is distributed evenly, 30 ECTS for each semester (31 ECTS in one semester in the Bachelor programme). Master programme classes are held in the evening, which allows students to combine their studies with a professional activity. Students of all programmes are notified of the exam form and exam schedule no later than two weeks before the semester starts.

An additional summer semester of six weeks is organised by UIB 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 or to increase the average academic performance score (GPA).

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. However, the panel noted that the University did not provide syllabi for the mandatory internships and the theses in all study programmes. The panel also noted that for the programme Business Administration the University did not provide all syllabi for the Professional by Speciality and the Speciality Development Modules In all programmes some of the syllabi were not complete. Sometimes information was missing about who compiled the syllabus and when, and about who approved the syllabus and when. In some syllabi information on teacher (e.g. Introduction to Academic Writing and Quality Control) or literature (e.g. Business Organization and Customer Focus in the Digital Economy) was missing. During the interviews in the assessment conference, Python programming was mentioned several times, but could not be found in any of the relevant syllabi. And in some cases (e.g. “Project Management” or “Business Communication” for the programme Business Administration) the ECTS specified in the syllabi (both 3) differ from the information in the curriculum (both 5, see table 7).

Therefore, the panel recommends the following **conditions**:

For the study programmes Accounting and Audit (Bachelor and Master)

The University provides syllabi for all mandatory internships and the theses in the study programmes and ensures that they give complete and coherent information on the courses and the formal syllabus review process.

For the study programme Business Administration (Bachelor)

The University provides missing syllabi for courses, mandatory internships and the thesis, and ensures that they give complete and coherent information on the courses and the formal syllabus review process.

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.

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)				Condition	
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.

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.

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 (cf. p.62 SAR)

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.

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. During the online assessment conference the panel learned that the students would like to see more guest lecturers with a practical background. The panel therefore recommends increasing the number of guest lecturers with a practical background, e.g. from the Big Four companies (Accounting and Audit programmes) or successful entrepreneurs from Almaty.

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

3.4 Internationality

In all three programmes the student body with one exception consists entirely of Kazakh students which also includes students of Russian nationality with residence in Kazakhstan. 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.

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).

Accounting and Audit according to ACCA (Bachelor)

In the Accounting and Audit according to ACCA programme, cross-cultural aspects and aspects of international relations, international law are explicitly content in the courses „Culturology“, „Philosophy“ 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 “Statistics”, “Macroeconomics”, “Finance” and “IFRS and ISA”.

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 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 the course "Information Communication Technology" in the first year is conducted in English.

According to the SAR (p. 64), the proportion of foreign teachers among the faculty employed in the 6B04118 Accounting and Audit according to ACCA study programme is 55 %. However, this also includes Russians who live in Kazakhstan. There are four teachers in the programme with education at foreign universities (UK, USA, Peru). The membership of the UIB student body in the programme includes 31 % (see self-evaluation report p. 64) representatives of other nationalities including Russians who live in Kazakhstan. There are no foreign students in the programme (see Statistical Data).

Accounting and Audit (Master)

The students in the Master programme Accounting and Audit take a course of a foreign language (professional) during the first semester, with a total volume of two ECTS, in the second semester the course "Design thinking" is taught in English, it also involves the preparation of a project in English.

International contents are explicitly part of the course "Advanced Taxation (ACCA)". Furthermore, students can opt to take the following courses in English: "Advanced Financial Management ACCA P4", "Advanced Performance Management ACCA P5", "Advanced Audit ACCA P7"; "Advanced Taxation ACCA P6".

According to the SAR (p. 64), the proportion of foreign teachers among the faculty employed in the 7M04103 Accounting and Audit study programme is 45 %. However, this also includes Russians who live in Kazakhstan. There are two teachers in the programme with education at foreign universities (UK, Portugal). There are no foreign students in the programme (see Statistical Data).

Business Administration (Bachelor)

In the Business Administration programme, cross-cultural aspects and aspects of international relations, international law are explicitly content in the courses „Culturology“, „Philosophy“ 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 "Finance" and "Enterprise Economy".

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 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, the course "Information Communication technology" in the first year is conducted in English.

According to the SAR (p. 64), the proportion of foreign teachers among the faculty employed in the 6B04126 Business Administration study programme is 60 %. However, this also includes

Russians who live in Kazakhstan. There are five teachers in the programme with diplomas from foreign universities (Ukraine, Switzerland, France, Netherlands, China). The membership of the UIB student body in the programme includes 57 % (see self-evaluation report p. 63) representatives of other nationalities including Russians who live in Kazakhstan. The number of foreign students is one (see Statistical Data).

Appraisal:

Within the online assessment conference, the panel noted that international content -especially in the form of International Accounting standards - is appropriately addressed in the curriculum of the programmes Accounting and Audit (Bachelor and Master).

As for the programme Business Administration, the panel noted that international aspects are little reflected in the curriculum and the syllabi provided (see also Chapter 3.2). During the online assessment conference the panel noted a consciousness for international content among the teachers. However, in the panel's opinion, international or global aspects are not sufficiently part of the module/course description (MEP) and the syllabi, especially where the core curriculum of the speciality is concerned. The panel also states that there is no 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 study programme
Business Administration

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 international composition of the student body should be strengthened. 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.

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). However the panel recommends the University to consider offering more courses that relate to the subject area of the degree programmes in English language.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X (2 x Accounting and Audit)	Condition (Business Administration)	
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 or Leadership (only Business Administration) as part of general education during the first two years of their studies to broaden the students' understanding of life, society and the world.

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. 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. Business; 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.

Bachelor students undertake four professional internships in public and private organisations and 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 among others be able to execute the following tasks: collection, registration and processing of information for the formation of financial statements of organisations in accordance with international standards; formation of accounting and analytical information for the management of an economic entity; collection and interpretation of information about costs, cost estimation, budget planning, control and measurement of performance indicators; formation of audit skills; preparation for project-economic and organisational-management activities; development of creative potential, initiative and innovation, needs and skills of independent creative mastering of new knowledge throughout their active life.

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 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) Accounting and Audit (Bachelor's degree) - 93,33 %; Accounting and Audit programme (Master's degree) - 88,88 %; Business Administration (Bachelor's degree) - 90,24 %.

Appraisal:

In the panel's view, employability of its graduates is a strong point of the University. 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, cf. Appendix “State Qualification Requirements), paragraph 30 including the Model Rules for the Activities of an Educational Organization, paragraph 16. This is also regulated by internal regulations (cf. Appendix UIB Qualification Requirements): paragraphs 64, 74, 83, 89.

The number of teachers teaching the courses that determine specialisation of the **Bachelor programme Accounting and Audit according to ACCA** is 109, while 37 teachers are external or internal part-timers. There are seven practitioners teaching in the programme, the number of full-time teachers with significant practical experience is seven. The number of teachers with PhD or doctorate degree in the 2020-2021 academic year is fifteen, four holding the position as Professor, eleven as Associate Professors.

The number of teachers teaching the courses that determine specialisation of the **Master programme Accounting and Audit** is sixteen, while thirteen of them work full-time and three teachers are part-timers. There are no practitioners teaching in the programme, the number of full-time teachers with significant practical experience is three. The number of teachers with PhD degree in the 2020-2021 academic year is six, one holding the position as Associate Professor.

The number of teachers teaching the courses that determine specialisation of the **Bachelor programme Business Administration** is 19, while ten of them work full-time and nine teachers are external or internal part-timers. The number of practitioners or internal teachers with significant practical experience is nine. The number of teachers with PhD or another doctoral degree in the 2020-2021 academic year is six, 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. 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 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, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

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.

During the online assessment conference, the panel had a positive impression of the lecturers' qualifications and commitment. The panel noted that some faculty members have professional and business experience and use it in their teaching activities. However, during the online assessment conference the panel also learned that the students would like to see more lecturers with a practical background. The panel therefore recommends increasing the number of lecturers with a practical background.

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 by the faculty. Overall, the panel got the impression that students are happy and very satisfied with their studies at UIB.

		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 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 smoothly. 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. The panel acknowledges that frequent changes in the legislative framework set by the MES RK drain development resources and may impede substantial individual programme development in terms of qualification objectives, contents and consideration of international developments.

However, apart from these external factors, 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 in both cases (Department of Finances and Accounting as well as the Department of Management and Business) is in charge for 23 study programmes altogether. The panel recommends that unifying authority and detail knowledge about the study programme into one position will enable the University to more efficiently run, manage and develop the study programmes and to be able to react more swiftly to changes e.g. in government regulations, content updates and didactical innovations.

Moreover, 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 noted that there seems to be little co-operation between administration and teaching staff in terms of programme management and development.

Therefore, the panel recommends to establish procedures which enable administration staff to be also engaged in programme management and development.

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)			X		
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.

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.

		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.

For the development of some educational programmes, new technologies as UAV (Unmanned Aerial Vehicle or Drone) are used. For example, in the framework of the educational programmes Accounting and Audit (master's, bachelor's) they are used to support checking large objects or large amounts of goods stored or being loaded or unloaded from a train.

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, undergraduates, 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.

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.

As far as the library budget and the aspect of internationality (see Chapter 3.4) is concerned, the panel notes that the budget may not be sufficient to buy relevant international material and provide access to more relevant international databases. The panel therefore recommends to evaluate the library budget with consideration to the development of the the international profile of the University and the three study programmes.

	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 internship 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.

An alumni organisation has been set up with the aim of developing a more extended alumni network.

		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.⁵

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).

⁵ 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/>.

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 University⁶.

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 teachings, 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. In the SAR and during the online assessment conference the panel noted difficulties of the HEI in describing measures, actions, consequences and improvements as a holistic process. For instance, it became not quite clear to the panel how student and teachers evaluation results are being communicated and dealt with, e.g. with respect to programme development. Therefore, the panel recommends not only documenting the transfer of student and teachers evaluation results into the programme development cycle, but in order to ensure that all University members live up to the processes, 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.

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. However, the panel is not confident that the University lives up to the described processes of external evaluation by alumni, employers and third parties.

As far as external evaluation by alumni, employers and third parties is concerned, the panel acknowledges the co-operation with employers in programme development (see Round Table,

⁶https://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

Chapter 4.2), but misses a systematic evaluation process. The panel therefore recommends to integrate external evaluation into the comprehensive quality assurance process (see recommendation above).

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 to grant accreditation under the following **condition**:

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

In order to support the attraction of international students (see also chapter 3.4), the panel also recommends to provide this information on the website in Kazakh, Russian and English.

		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:

1. 6B04118 Accounting and Audit according to ACCA (Bachelor) (BAA)
2. 7M04103 Accounting and Audit (Master) (MAA)
3. 6B04126 Business Administration (Bachelor) (BBA)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept				X	
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3.	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X (BAA+MAA)	Condition (BBA)	
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)				Condition	
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			X		
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X (BAA+MAA)	Condition (BBA)	
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty				X	
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other			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			X		
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 6B04118 Accounting and Audit according to ACCA

2 THE CONTENT OF THE ACADEMIC PROGRAM											
2.1 Summary table, showing the volume of credits disbursed in the context of the academic program modules											
The cycle of course	Name of the course	Number of ECTS credits	Form of control	Distribution of credits by semester							
				1st year		2nd year		3rd year		4th year	
				1	2	3	4	5	6	7	8
				weeks per semester							
				15	15	15	15	15	15	15	
I. Common modules											
Module 1-Social and humanitarian											
A compulsory component of comprehensive courses	The modern history of Kazakhstan	5	State examination	5							
A compulsory component of comprehensive courses	Psychology	3	ex.	3							
A compulsory component of comprehensive courses	Philosophy	5	ex.			5					
A compulsory component of comprehensive courses	Fundamentals of Sociology and Political Science	3	ex.		3						
Intra-university compulsory component of the basic curriculum	Fundamentals of law and anti-corruption culture	5	ex.	5							
A compulsory component of comprehensive courses	Cultural studies	3	ex.		3						

Total Module 1-Social and humanitarian		24		13	6	5	0	0	0	0	0
Module 2 Information and mathematical											
A compulsory component of comprehensive courses	Information and Communication technologies	5	ex.		5						
Intra-university compulsory component of the basic curriculum	Mathematics in Economics	5	ex.		5						
Intra-university compulsory component of the basic curriculum	Business information management	4	ex.			3					
Total Module 2 Information and mathematical		13		0	10	3	0	0	0	0	0
Module 3. Language											
A compulsory component of comprehensive courses	Kazakh (Russian) language 1,2	10	ex.	5	5						
Intra-university compulsory component of the basic curriculum	Kazakh (Russian) language 3,4,	6	ex.			3	3				
A compulsory component of comprehensive courses	Foreign language1, 2	10	ex.	5	5						
Intra-university compulsory component of the basic curriculum	Foreign language 3,4,5,6	20	ex.			5	5	5	5		
Total Module 3. Language		46	0	10	10	8	8	5	5	0	0
Module 4. Personal development											
Electoral component of the basic curriculum	Management	3	ex.			3					
Intra-university compulsory component of the basic curriculum	Modern concepts of natural science and history of Kazakhstan	3	ex.					3			
A compulsory component of comprehensive courses	Physical Culture	8	differenti al pass-fail exam	2	2	2	2				

Total Module 4. Personal development		14		2	2	5	2	3	0	0	0
TOTAL I. Common modules		95		25	26	21	10	8	5	0	0
II. Major modules											
Module 5 General Professional											
Module 5.1-Economical											
Intra-university compulsory component of comprehensive courses	Economic theory	5	ex.	5							
Intra-university compulsory component of the basic curriculum	Finance	3	ex.				3				
Electoral component of the basic curriculum	Macroeconomics	4	ex.			4					
Intra-university compulsory component of the basic curriculum	Microeconomics	2			2						
Electoral component of the basic curriculum	Econometrics	4	ex.				4				
Total Module 5.1-Economic		18		5	2	4	7	0	0	0	0
Module 5.2-Accounting											
Intra-university compulsory component of the basic curriculum	Introduction to Accounting	5	ex.				5				
Electoral component of the basic curriculum	Statistics	5	ex.			5					
Electoral component of the basic curriculum	Internal control	5	Ex.				5				
Total 5.2 Module-Accounting		15	0	0	0	5	10	0	0	0	0
Module 5.3-Entrepreneurial											
Intra-university compulsory component of the core curriculum	Special Course 1: Business Practice	5	ex.						5		

Intra-university compulsory component of the core curriculum	Special Course 2: Business Practice	5	ex.							5	
Total Module 5.3-Entrepreneurial		10		0	0	0	0	0	5	5	0
Total Module 5 General Professional		43	0	5	2	9	17	0	5	5	0
Module 6 Professional											
Module 6.1 Professional in the major											
Electoral component of the basic curriculum	Accountant and Business (ACCA) F1	4	ex.					4			
Electoral component of the basic curriculum	Management Accounting (ACCA) F2	5	ex.					5			
Electoral component of the basic curriculum	Financial Accounting (ACCA) F3	5	ex.					5			
Electoral component of the basic curriculum	Taxes and Taxation (ACCA) F6	5	ex.					5			
Electoral component of the basic curriculum	Audit (ACCA) F8	4	ex.					4			
Electoral component of the basic curriculum	Corporate Law (ACCA) F4	4	ex.					4			
Electoral component of the basic curriculum	Управленческий учет 2 (ACCA) F2	5	экз.						5		
Electoral component of the core curriculum	Financial Accounting 1 (ACCA) F3	5	экз.						5		
Electoral component of the core curriculum	Performance Management (ACCA) F5	5	ex.							5	
Total Module 6.1 Professional in the major		42		0	0	0		27	10	5	0
Module 6.2 Trainings											
Intra-university compulsory component of the basic curriculum	Educational training	1	report		1						
Intra-university compulsory component of	On the job training	3	report				3				

the basic curriculum											
Intra-university compulsory component of the core curriculum	On the job training	5	report						5		
Intra-university compulsory component of the core curriculum	Pre-graduate training	12	report								12
Total Module 6.2- Training		21	0	0	1	0	3	0	5	0	12
Total Module 6 Professional		63		0	1	0	3	22	15	15	12
Module 7- Major development											
Electoral component of the core curriculum	Financial Statements (ACCA) F7	5	ex.							5	
Electoral component of the basic curriculum	Information systems in accounting	3	ex.							3	
Electoral component of the core curriculum	Audit 2 (ACCA) F8	5								5	
Electoral component of the core curriculum	Financial Management (ACCA) F9	5	ex.							5	the
Electoral component of the core curriculum	Financial analysis	5	ex.							5	
Intra-university compulsory component of the core curriculum	Accounting in agriculture	3	ex.							3	
Total Module 7- Major development		26	0	0	0	0	0	0	0	20	0
TOTAL II. Major modules		132		5	3	9	20	27	20	36	12
III. Final certification module											
Final certification	Final certification	12	defence								12
TOTAL III. Final certification module		12	0	0	0	0	0	0	0	0	12
TOTAL of "6B04118 Accounting and audit according to ACCA" AP		241	0	3	31	30	30	30	30	30	30

			0							

Table 6: Curriculum of 7M04103 Accounting and Audit

2 THE CONTENT OF THE EDUCATIONAL PROGRAM							
2.1 Summary table of the number of credits covered in the context of the modules of the educational program							
The cycle of discipline	Name of the discipline	Number of ECTS credits	Form of control	Distribution of credits by semester			
				semester			
				1	2	3	4
				Weeks in semester			
				15	15	15	15
I.General modules							
Module 1 - Basic disciplines							
UCC FD	History and philosophy of Science	3	exam	3			
UCC FD	Pedagogy of higher education	5	exam	5			
UCC FD	Foreign Language (Professional)	2	exam	2			
FD FD	Managerial psychology	4	exam	4			
UCC FD	Special course 3: business practice	5	exam		5		
SC FD	Internal Audit	5	exam		5		

UCC FD	Digital technologies in accounting (Cloud accounting 1C)	5	exam	5			
UCC FD	Pedagogical practice	6	Report		6		
Basic module summary		35		19	16		
Module 2 – Professional module							
SC PD	Advanced Financial Analysis	4	exam			4	
SC PD	Tax audit and consulting	5	exam			5	
SC PD	Advanced Financial account	5	exam	5			
UCC PD	Design Thinking (engl)	3	exam		3		
			exam				
SC PD	Advanced Financial Management ACCA	5	exam			5	
SC PD	Advanced Audit ACCA	5	exam			5	
SC PD	Advanced Performance Management ACCA	5	exam			5	

SC PD	Advanced Taxation(ACCA)	5	exam		5		
Professional module summary		37		5	8	24	
Module 3 - Research module							
(NIRM) Research work of g student, including an internship		23	отчет	6	6	6	5
Scientific internship		1	отчет				1
Research module summary		24		6	6	6	6
Module 4. Final certification module							
IA	Final certification	12	exam				12
	Research practice, writing and defense of a master's thesis	12	Report, defense				12
Module of the final certification summary		24		0	0	0	24
Summary of the Educational program 7M04103 "Accounting and Audit"		120		30	30	30	30

Table 7: Curriculum of 6B04126 Business Administration

Module name Discipline cycle	Module name Discipline cycle	Module name Discipline cycle	Module name Disciplin e cycle	Module name Disciplin e cycle	Distribution of credits by semester							
					1 year		2 year		3 year		4 year	
					1	2	3	4	5	6	7	8
					weeks in the semester							
					15	15	15	15	15	15	15	15
I. Review - Common modules												
Module 1 – Social and Humanities												
	GED MC ⁷	Modern history of Kazakhstan	5	State exam	5							
	GED MC	Psychology	3	exam	3							
	GED MC	Philosophy	5	exam			5					
	GED MC	Fundamentals of Sociology and Political Science	3	exam		3						
	IMC BD ⁸	Fundamentals of Law and Anti-Corruption Culture	5	exam	5							
	GED (IMC) ⁹	Culturology	3	exam		3						
	GED (IMC)	Business Relationship Psychology	3	exam					3			
	Total: Module 1 – Social and Humanities		27		13	6	5	0	3	0	0	0
Module 2 - Informational - mathematical												
	GED MC	ICT (in English)	5	exam		5						
	IMC BD	Mathematics in Economics	5	exam		5						
	CC BD ¹⁰	Econometrics	5	exam				5				

⁷ General Education Discipline Mandatory Component - GED MC

⁸ Intra-University Mandatory Component Basic Discipline - IMC BD

⁹ General Education Discipline (Intra-University Mandatory Component) - GED (IMC)

¹⁰ Choice Component Basic Discipline -CC BD

	IMC BD	Business Information Management	3	exam			3						
Total: M2 - Informational - mathematical			18		0	10	3	5	0	0	0	0	0
Module 3. Language													
	GED MC	Kazakh (Russian) language 1, 2, 3, 4,	16	exam	5	5	3	3					
	GED MC	Foreign language 1, 2, 3, 4, 5, 6	30	exam	5	5	5	5	5	5			
	IMC BD	Academic writing	2	exam		2							
Total: Module 3. Language			48		10	12	8	8	5	5	0	0	0
Module 4. Personal development													
	IMC BD	Management	4	exam			4						
	CC BD	Leadership	3	exam				3					
	CC MD ¹¹	Business communication	5	exam								5	
	GED MC	Physical education	8	dif. offset	2	2	2	2					
Total: Module 4. Personal development			20		2	2	6	5	0	0	5	0	0
TOTAL - Common modules			113		25	30	22	18	8	5	5	0	0
II. Review - Modules of the specialty													
Module 5 General professional													
Module 5.1- Economic													
	GED (IMC)	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	5
Module 5.2 - Accounting													
	IMC BD	Accounting and auditing	5	exam				5					
	CC BD	Statistics	4	exam			4						
Total 5.2 Module - Accounting			9		0	0	4	5	0	0	0	0	0
Module 5.3 - Entrepreneurial													

¹¹ Choice Component Major Discipline - CC MD

	IMC MD ¹²	Specialty Course 1: Business Practices	5	exam						5			
	IMC MD	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													
	CC BD	Management Accounting	3	exam						3			
	CC MD	Human Resource Management	4	exam					4				
	CC MD	Project management	5	exam							5		
	CC MD	Quality control	3	exam					3				
	Total Module -5.4 Management		15			0	0	0	0	7	3	5	0
	Total Module 5 General professional		43			5	0	8	5	7	8	10	0
Module 6. Professional in the specialty													
Module 6.1 Professional in specialty													
	CC BD	Theory of Public Administration	3	exam						3			
	CC BD	Financial management	3	exam						3			
	CC BD	Enterprise economy	5	exam						5			
	IMC BD	Marketing	4	exam				4					
	CC MD	Customer focus in the digital economy	4	exam							4		
	CC MD	Critical thinking in business	5	exam								5	
	CC BD	Operations management	4	exam							4		
	CC MD	Organization of business and start-ups	4	exam					4				
	CC BD	Taxes and taxation	4	exam							4		
	Total Module 6.1 Professional in specialty		36			0	0	0	4	15	12	5	0
6.2. Professional practice module													
6.2. Professional practice module													
	IMC BD	Educational Internship	1	report				1					
	IMC BD	Internship	8	report					3		5		

¹² Intra-University Mandatory Component Major Discipline - IMC MD

	IMC MD	Pre-diploma Internship	12	report								12
	Total 6.2. Professional practice module		<u>21</u>		0	1	0	3	0	5	0	12
	TOTAL Module 6 - Professional		<u>57</u>		0	1	0	7	15	17	5	12
Module 7 - Specialty Development												
	CC MD	Organizational behavior	5	exam							5	
	CC MD	Crisis management	3	exam							3	
	CC MD	Fundamentals of Strategic Management	5	exam							5	
	CC MD	Corporate management	3	exam							3	
	Total Module 7 - Specialty Development		<u>16</u>		0	0	0	0	0	0	16	0
	TOTAL II. Review - Specialty Modules		116		30	31	30	30	30	30	36	12
III. Additional modules												
Module 8 - Final assessment module												
8 - Final assessment module	Final Certification	Writing and defending the thesis	12									12
Total Module 8 - Final assessment module			<u>12</u>									12
	TOTAL:		241		30	31	30	30	30	30	36	24

Note: * Academic Curricula is approved annually in the context of specialty, course, language department