

Decision of the FIBAA Accreditation and Certification Committee



6th Meeting on June 29, 2022

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|--|
| Project Number: | 20/120 |
| Higher Education Institution: | Narxoz University |
| Location: | Almaty, Kazakhstan |
| Study Programme: | Management (Bachelor in Business and Administration) Marketing (Bachelor in Business and Administration) Jurisprudence (Bachelor in Law) Masters of Applied Finance (Master of Applied Science with concentration in Financial Risk Management) |
| Type of Accreditation: | initial accreditation |

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

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

Period of Accreditation: June 29, 2022, until June 28, 2027

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Narxoz University, Almaty, Kazakhstan

Bachelor programmes:

1. Management
2. Marketing
3. Jurisprudence

Master programme:

4. Masters of Applied Finance

Qualification awarded on completion:

1. Bachelor in Business and Administration
2. Bachelor in Business and Administration
3. Bachelor in Law
4. Master of Applied Science with concentration in Financial Risk Management

General information on the study programmes

Brief description of the study programmes:

Jurisprudence (Bachelor):

The Bachelor programme Jurisprudence has a duration of four years (eight semesters) and a workload of 240 ECTS credits. The objective of the study programme is to train competitive lawyers with a high level of legal culture, legal awareness and fundamental knowledge in the field of law making, law enforcement and consulting activities. The programme is regularly updated taking into account frequent changes in the field of education and the legal system of the Republic of Kazakhstan and the requirements and recommendations of employers and the labour market. It fits directly with strategic priorities for the development of the Republic of Kazakhstan, in particular, to increase competitiveness in the legal sector, develop entrepreneurship in Kazakhstan, and increase the economic efficiency of business.

Management (Bachelor):

The Bachelor programme Management has a duration of four years (eight semesters) and a workload of 240 ECTS credits. The objective of the Bachelor in Management is to train a socially responsible manager capable of making ethical decisions, developing strategies, and managing both corporate divisions and his/her own business. Graduates of the programme are employed across the private and public sectors, international companies, state and Kazakhstani companies. The programme provides close connection between theory and practice through developing employer relations, using various teaching methodologies, providing internships, involving industry partners in curriculum development and teaching cases.

Marketing (Bachelor):

The Bachelor programme Marketing has a duration of four years (eight semesters) and a workload of 240 ECTS credits. The objective of the Bachelor in Marketing is to prepare qualified, competitive, competent professional personnel in the field of marketing and public relations, capable of becoming leaders in their chosen field of professional activity and who are competitive in the labour market. Graduates of the programme are employed across the private and public sectors, international companies, state and Kazakhstani companies. The programme is intended for learners who aspire to work in marketing, advertising, communication or consulting agencies; as well as engage in entrepreneurship and developing their own business.

Master of Applied Finance:

The Master of Applied Science with concentration in Financial Risk Management has a duration of two years (four semesters) and a workload of 120 ECTS credits. The programme was developed in academic partnership with the National Bank of Republic of Kazakhstan (NBRK) and Agency for Regulation and Development of Financial Markets (ARDFM). In recognition of employers' perspectives, the goal of the Master programme is defined as: training financial risk managers in accordance with the GARP FRM international professional qualification standards, who are capable of regulating and managing financial risks at the strategic and tactical level of the risk management system.

Type of study programmes:

Bachelor programmes:

1. Management
2. Marketing
3. Jurisprudence

Master programme:

4. Masters of Applied Finance

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

Bachelor programmes: 4 years, 240 ECTS credits

Master programme: 2 years, 120 ECTS credits

Mode of study:

All programmes: full-time

Didactic approach:

All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

No

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

Bachelor programmes: 100

Master programme: 60

Programme cycle starts in:

All programmes: Fall semester

Initial start of the programmes:

Bachelor programmes: September 2021

Master programme: 2020

Type of accreditation:

All programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programmes Management, Marketing, Law as well as the Master of Applied Science with concentration in Financial Risk Management was made between FIBAA and Narxoz University on November 9, 2020. On December 3, 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 panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Tobias Burk

University of Hohenheim, Germany

Student Management (M.Sc.) and Business Engineering (M.Sc.) (Double Master Program Hohenheim/Liège)

(Completed: Economics (B.Sc.), majors Supply Chain Management, Service Management)

Prof. Dr. Thomas Burkhardt

University of Koblenz-Landau, Germany

Professor of Finance, Financial Services & Electronic Finance

(Business Administration, Banking and Finance, Financing, Financial Services, eFinance, Management, Financial Mathematics)

Prof. Dr. Susanne Czech-Winkelmann

Hochschule RheinMain, Wiesbaden Business School, University of Applied Sciences, Germany

Professor em. for Sales Management

(Sales Management, Sales Organization, Sales Control, Customer Relationship Management, Retail Management (SP Food Trade), ECR/ Category Management), Shopper Marketing, Trade Marketing, International Business, General Business Administration, Marketing Management, Marketing Strategies)

Bert Martin Ohnemüller

Business Coach

Independent Consultant/ Coach

(Marketing, Sales, Leadership, Consumer Goods Industry, Retail and Services, Leadership)

Prof. Dr. Henrike Weiden

Hochschule Muenchen, University of Applied Sciences, Germany

Professor for Private Business Law and Law in Digitalization

(Law, esp. Law and Digitalization)

Aida Yerimpasheva, PhD

Al-Farabi University, Kazakhstan

Ass. Professor at the Chair of Management and Marketing

(Project Management, Marketing Research, Management)

¹ The panel is presented in alphabetical order.

FIBAA project manager:
Viktoria Dermanowski

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on March 16 to 18, 2022 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the study programmes. At the end of the online conference, the panel has given 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 June 3, 2022. The statement on the report was given up on June 10, 2022. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor programmes Management, Marketing, and Jurisprudence offered by Narxoz University fulfil 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 June 29, 2022 and finishing on June 28, 2027. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

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

For all Bachelor programmes:

The panel recommends:

- adopting the international standards for citation style in scientific works (see chapter 3.1);
- removing the possibility for students to receive feedback on plagiarism detecting results before submitting their final work for final assessment (see chapter 3.1);
- Narxoz carefully observe in how far the students' peer-assessment during the thesis group work contributes to the group behaviour (see chapter 3.1);
- the University raising the academic structure of the academic staff (see chapter 4.1).

Management (Bachelor):

- The panel recommends strengthening the area of (self-)leadership and adding contents related to neuro leadership as well as better understanding of human beings (see chapter 3.1).

Marketing (Bachelor):

- The panel recommends adding content in the area of modern marketing tools, neuro marketing, neuro merchandising in terms of sale, e-marketing and social media marketing (see chapter 3.1).

Jurisprudence (Bachelor):

- The panel recommends that Data privacy as an area of advancing interest should be anchored in the Jurisprudence programme curriculum.

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

There is one criterion in which the programmes exceed the quality requirements:

- Student support by the faculty (chapter 4.1)

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

For the Master programme

The Master of Applied Science with concentration in Financial Risk Management offered by Narxoz University fulfils 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 June 29, 2022 and finishing on June 28, 2027. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

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

- The panel recommends adopting the international standards for citation style in scientific works (see chapter 3.1).
- The panel recommends the University raising the structure of the academic staff. The Master of Applied Finance faculty should include full-time professors which could increase the research and the scientific reputation of the Master programme (see chapter 4.1).

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

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

- Objectives of the study programme (see chapter 1.1);
- Student support by the faculty (see chapter 4.1);
- Cooperation with business enterprises and other organisations (see chapter 4.3);
- Career counselling and placement service (see chapter 4.5).

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

Information

Information on the Institution

Narxoz University (originally named the *Alma-Ata Institute of National Economy*) was created in 1963 as an independent organisation building on the *Economics College of Kazakh National University* (now - *Al-Farabi Kazakh National University*) in accordance with the Decree of the Government of the USSR of May 9, 1963. Its mission at that time was to prepare highly qualified specialists to support the acceleration of structural reforms and economic growth. In its early years the University had three colleges: economic planning, accounting and finance. In 1964 the Programme for Postgraduate Studies was launched for scholars and academics and the Higher School of Economics was created for part-time studies.

The University has operated under various names: Alma-Ata Institute of National Economy (AINE); Kazakh State University of Economics; Kazakh State Academy of Management (KSAM); Kazakh University of Economics named after Turar Ryskulov and the New University of Economics named after Turar Ryskulov. Nevertheless, it has always been known informally as “*Narxoz*” which is an abbreviation of the Russian words “*Narodnoye Khozyaistvo*” meaning ‘national economy’.

In 2016 the institution was formally renamed as Narxoz University. In 2020 it became a Non-Profit Joint-Stock Company (NJSC). Any operational surplus is reinvested to support improvements in education and research quality. Narxoz is now a higher education institution that trains specialists in business, economics, digital technologies, law and social sciences. Since its creation in 1963 over 140,000 alumni have graduated from the University and many of them have become recognized agents of positive economic and social change. From 2022, the University will move into newly reconstructed facilities which will provide a foundation for the next chapter of its development.

The University operates in the legal context of the Republic of Kazakhstan, with the key laws being the Laws on Education and on Science. The university is licensed¹ by the government to deliver educational services. Operations are also governed by related laws and regulations on labour issues, the standard rules for higher education and relevant parts of other legal documents issued by the Ministry of Education and Science of the Republic of Kazakhstan. The Charter² of the University is the key governing document setting out legal and structural issues and responsibilities.

The current mission of Narxoz was adopted in 2021 as part of a strategic review. The mission of the University is to **inspire, create knowledge and educate people who contribute to economic, legal, technological and social development.**

The University has at its core a desire to continue to serve the development of the Republic of Kazakhstan and Central Asia in general by contributing to the further modernization of the country. The strategic review of 2021 set four priority areas in which the university will achieve this by:

- Producing qualified graduates with a strong sense of ethics to build human capital capacity in key areas

- Generating new knowledge through an applied research focus to support change processes;
- Serving as an example of how to manage a values-driven university in the region which is focused on efficiency, effectiveness and a relentless drive to raise quality;
- Attracting new students from across Central Asia to widen the reach of its impact.

By working on these goals, the intent is to deliver on the vision of the University in 2025, which is to be:

an internationally recognized University based on accredited programmes and research, attracting talented youth from Central Asia to support positive economic and social change.

There are five Higher Schools of the University: **the Higher School of Economics and Management (to which the Management and Marketing Bachelor programmes belong)**, the Higher School of Digital Technologies, **the Higher School of Law and Public Policy (to which the Jurisprudence Bachelor programme belongs)**, the Higher School for the Arts and Social Sciences and **the Graduate School of Business (to which the Master of Applied Finance belongs)**. The Director of a Higher School is responsible for the development and implementation of academic programmes at undergraduate and graduate levels.

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

Jurisprudence (Bachelor):

The objectives of the Bachelor programme Jurisprudence are determined in accordance with the requirements of the 11 Government Compulsory Standards of Education of the Republic of Kazakhstan (GCSE) and are aimed at the formation of the fundamental knowledge, skills and abilities that are necessary in the legal profession, taking into account the expectations of employers and the needs of the labor market. The objective of the study programme is to train competitive lawyers with a high level of legal culture, legal awareness and fundamental knowledge in the field of law making, law enforcement and consulting activities. The programme is regularly updated taking into account frequent changes in the field of education and the legal system of the Republic of Kazakhstan and the requirements and recommendations of employers and the labour market.

The main goal for the Bachelor programme Jurisprudence is the training of highly qualified specialists in the field of jurisprudence for the business sector, which is achieved with the help of such elements as practice-oriented disciplines, interdisciplinary, selection of applicants, effective teaching technologies and a quality material base. Additionally, the programme fits directly with strategic priorities for the development of the Republic of Kazakhstan, in particular, to increase competitiveness in the legal sector, develop entrepreneurship in Kazakhstan, and increase the economic efficiency of business.

The main tasks of preparing students for employment are as follows:

1. Formation of a web of fundamental, theoretical systemic knowledge about law as a foundation for the development of professional competencies for successful practice.
2. Mastering skills, such as self-sufficiency, independence, time management, self-organization, decision-making, initiative and capacity to work under stress.
3. Formation of independent research work with the correct use of sources in terms of quantity, volume and quality.
4. Mastering the learning outcomes necessary for the implementation of legal activities: protection of rights, law enforcement, expert consulting and analytical work.
5. Mastering competencies and the ability to apply them in practice during internships: drawing up legal implementation documents; preparation of law enforcement acts, representation of interests in courts; legal advice and legal examination of documents.

Management (Bachelor):

The objective of the Bachelor in Management is to train a socially responsible manager capable of making ethical decisions, developing strategies, and managing both corporate divisions and his/her own business.

The Higher School of Economics and Management (HSEM) in partnership with its Business Council², redesigned its programmes to international standards following the requirements of recognized certification associations and institutions, such as CIMA³, ACCA⁴, CIA⁵ and CMA⁶ given the competition of the business education market.

The Learning Outcomes of the programme are based on the Dublin Level 1 Descriptors and have been defined as follows:

1. Able to make independently non-standardized decisions and evaluate their consequences⁷;
2. Able to use appropriate digital technologies, tools and theories performing professional functions in the field of business and management.
3. Able to influence the actions and behaviour of both decision makers and stakeholders of the organization, demonstrating oral and written communication skills, by shaping arguments based on facts and research, as well as being able to work in team using information technology tools.
4. Able to integrate at the local and international levels key concepts, complex and implicit dependencies, paradigms and theoretical developments in the functional areas of financial accounting, economics, marketing, future forecasting and data analytics to perform the professional functions of a manager.
5. Able to analyse and structure financial, management and marketing information for internal and external stakeholders through sustainable academic writing and public speaking skills.
6. Able to demonstrate leadership qualities and practice independent training based on advanced knowledge in the professional field, both for the disclosure of individual potential and the formation of entrepreneurial thinking, and for the benefit of serving society.
7. Identify the essence of organizational problems based on the theories of systemic, process, situational approaches in different market segments, taking into account social and economic changes, contradictions of the parties.
8. Able to ensure optimal use of internal resources and adherence to timelines for the effective realization of projects and tasks of the organization through long-term and medium-term resource planning.
9. Able to diagnose the needs of the organization for changes, as a result of uncertainty and crisis, and participate in the implementation of changes using HRM practices.
10. Able to participate in the construction of business processes, regulation and resolution of controversial situations of the organization based on the analysis of economic, technological and social events in the country and the world.
11. Able to organize group work on the basis of knowledge of group dynamics processes both in local companies of different ownership forms and in international organizations.

² <https://narxoz.edu.kz/sem/business-council> (accessed on May 20, 2022)

³ CIMA is the Chartered Institute of Management Accountants (<https://www.cimaglobal.com>).

⁴ ACCA is the Association of Chartered Certified Accountants, a global Chamber of Accountants (www.accaglobal.com).

⁵ CIA means Certified Internal Auditor.

⁶ CMA is an Institute of Management Accountants providing Certifications for Accountants and Financial Professionals in Business.

⁷ such as communicating professional judgement, analysing relevant information, and using a variety of analytical methods, taking into account the principles of corporate social responsibility, ethical consequences, research standards, and academic honesty and views of social knowledge.

12. Able to manage HR flows through organizing and supporting staff development and career planning, using a variety of practices for stimulating and managing human resources.

These requirements correspond to qualification level 6 of the National Qualification Framework. Graduates of the programme are employed across the private and public sectors, international companies, state and Kazakhstani companies. According to the Academic Policy, in the second and third years, having received basic knowledge and skills, students with the help of advisors have the opportunity to adjust their educational programme. The flexibility of the educational programme also allows students to widen their experience by taking Minors.

The programme provides close connection between theory and practice through developing employer relations, using various teaching methodologies, providing internships, involving industry partners in curriculum development and teaching cases.

Marketing (Bachelor):

The Management and Marketing Department implements the programme "Marketing" at three levels: bachelor-master-doctorate in accordance with the Charter of Narxoz University and the Strategy of Narxoz University for 2020-2025. Bachelor in Marketing programme was introduced in 1991. The Higher School of Economics and Management (HSEM) in partnership with its Business Council⁸, redesigned its programmes to international standards following the requirements of recognized certification associations and institutions, such as CIMA⁹, ACCA¹⁰, CIA¹¹ and CMA¹² given the competition of the business education market.

The objective of the Bachelor in Marketing is to prepare qualified, competitive, competent professional personnel in the field of marketing and public relations, capable of becoming leaders in their chosen field of professional activity and who are competitive in the labour market.

The Learning Outcomes of the programme are based on the Dublin 1 Descriptors and have been defined as follows:

Students graduating from the programme should be able to:

- understand key trends which are driving socio-economic development;
- conduct research across a range of topics in business and economics;
- use appropriate digital technologies in business;
- communicate effectively;
- analyse marketing and economic activities of companies, and formulate recommendations to improve marketing functions of businesses;
- develop marketing strategies for selected products and brands;
- understand and develop integrated marketing communications;

⁸ <https://narxoz.edu.kz/sem/business-council> (accessed on May 20, 2022)

⁹ CIMA is the Chartered Institute of Management Accountants (<https://www.cimaglobal.com>).

¹⁰ ACCA is the Association of Chartered Certified Accountants, a global Chamber of Accountants (www.accaglobal.com).

¹¹ CIA means Certified Internal Auditor.

¹² CMA is an Institute of Management Accountants providing Certifications for Accountants and Financial Professionals in Business.

- understand and apply norms of ethical behaviour;
- demonstrate leadership qualities and practice independent learning based on advanced knowledge in the professional field.

Graduates of the programme are employed across the private and public sectors, international companies, state and Kazakhstani companies. The programme is intended for learners who aspire to work in marketing, advertising, communication or consulting agencies; as well as engage in entrepreneurship and developing their own business.

According to the Academic Policy, in the second and third years, having received basic knowledge and skills, students with the help of advisors have the opportunity to adjust their programme. The flexibility of the programme also allows students to widen their experience by taking Minors.

Master of Applied Finance:

The educational programme Master of Applied Finance with concentration in Financial Risk Management was developed in academic partnership with the National Bank of Republic of Kazakhstan (NBRK)¹³ and Agency for Regulation and Development of Financial Markets (ARDFM)¹⁴. The NBRK is the central bank of Kazakhstan and is responsible for development and regulation of financial markets. The NBRK has an interest in raising professionally trained specialists for future employment in the NBRK, ARDFM and in the sector in general. To support the development of human resources to serve the sector, the NBRK annually provides 30 full grants (scholarships) for Master of Applied Finance programmes. Narxoz University also supports this initiative of the NBRK, and offers 30 grants a year that give a 50 %-discount of tuition for Master of Applied Finance programmes. The grants are not awarded to employees of the NBRK or ARDFM, but to external applicants only.

In recognition of employers' perspectives, the goal of the Master programme is defined as: training financial risk managers in accordance with the GARP FRM¹⁵ international professional qualification standards, who are capable of regulating and managing financial risks at the strategic and tactical level of the risk management system. The programme correlates with the 7th level of the National Qualifications Framework (NQF).

Compliance of the educational programme with the NQF criteria is achieved through the following learning outcomes:

1. Able to make strategic and tactical decisions on risk management, assessing their consequences, using critical thinking, quantitative and qualitative methods of analysis and assessment.
2. Able to conduct economic and mathematical modelling of risks in order to analyse and evaluate them within the corporate risk management system through using effective methods of risk visualization, digital technologies and software.

¹³ <https://nationalbank.kz>

¹⁴ <https://finreg.kz/?docid=3321&switch=english>

¹⁵ <https://www.garp.org/>

3. Able to update the system of regulation and risk management, taking into account the operating conditions and the financial model of the business, based on the assessment of effectiveness and adequacy of the applied and/or recommended measures and risk metrics.
4. Able to develop recommendations on the portfolio of assets structure, liabilities and capital of the organization for the purpose of integrated financial risk management, using relevant analytical tools and an objective information and analytical base of risk management.
5. Able to assess the impact of macroeconomic processes, monetary and fiscal policies on the risks of financial markets, portfolios, instruments, using analytical risk management tools and digital technologies.
6. Able to carry out a full cycle of financial risk management using appropriate digital technologies, methodology and information and analytical base, including the Bloomberg terminal.
7. Able to develop systemic solutions for risk management and form an objective information and analytical base of the risk management system based on independently conducted diagnostics of the financial performance of the company/industry/region as a whole and in individual functional areas, using modern risk analytics tools.
8. Able to identify potential risks based on the analysis of dynamics, trends and prospects for the development of markets, investment portfolio and financial instruments in conditions of uncertainty or limited information, using quantitative and qualitative methods of assessment and forecasting, information and analytical base, including the Bloomberg terminal.
9. Able to present, orally and in writing, substantiated independent conclusions / judgments in a professional and non-professional audience and argue for them.
10. Able to manage business processes, human resources, corporate culture of risk management, using effective communications in the field of organizing a risk management system and team management.

Appraisal:

Bachelor programmes:

The defined qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

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

Master programme:

Narxoz systematically bases the qualification objectives of the programme on the specific requirements of the National Bank of Republic of Kazakhstan (NBRK) and Agency for Regulation and Development of Financial Markets (ARDFM). The Master of Applied Finance programme is developed with industrial partners, delivered by industry professionals and prepare highly

qualified specialists for the industry. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|--------------------------------|------------------------------------|------|
| 1.1* Objectives of the study programme (Asterisk Criterion) | | MAF ¹⁶ | BLAW, BMAN, BMRK ¹⁷ | | |

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

Jurisprudence (Bachelor):

The programme attaches importance to the international aspect in training and teaching and is aimed at the formation of relevant knowledge and skills, which will allow graduates to competently resolve international issues. This is complemented by many international partnerships the programme is involved in (see chapter 4.3) and the international training of faculty (see chapter 4.1).

International aspects are covered in the curriculum. For example, the international private and public law courses include studying international and conflict-of-law norms, international treaties and customs, including those regulating relations between states, international organizations and other persons, as well as understanding the status of Kazakhstan as an independent subject of international law, are studied in the third year. In the third and fourth year of study, international issues around WTO law and the Eurasian Economic Union are covered. In addition, students can, take the Minor program "International Business Law", which covers international business, international contract law, legal regulation of international settlements and legal regulation and organization of international transportation.

Management (Bachelor):

Narxoz University sees internationalization as a strategic priority. The Management programme complements this. The department completely revised the curriculum to meet international standards and achieved the following results:

The academic programme has been revised to match the School Graduate profile which is based on discussions with employers. The programme is now designed to meet the needs of international employers, and leading Kazakhstani companies.

The faculty profile has been reviewed. Following this review, efforts have been made to attract staff with international qualifications. In 2021 20 % of teaching staff have degrees from internationally accredited universities.

¹⁶ Master of Applied Finance

¹⁷ Bachelor Law, Bachelor Management, Bachelor Marketing

15 % of courses are available in English. Courses taught in Russian and Kazakh must use internationally recognised textbooks, case studies, and other didactical materials with strong international context.

International cooperation is carried out in the following forms:

- implementation of joint research works and projects;
- organization of international conferences, seminars and other events organised by the University;
- participation of faculty in training programmes and research internships abroad;
- involvement of international faculty in teaching and research;
- faculty and student academic mobility.

The programme offers double degree options with Coventry University (UK).¹⁸

Marketing (Bachelor):

Narxoz University sees internationalization as a strategic priority. The Management programme complements this. The department completely revised the curriculum to meet international standards and achieved the following results:

The academic programme has been revised to match the School Graduate profile which is based on discussions with employers. The programme is now designed to meet the needs of international employers and leading Kazakhstani companies.

The faculty profile has been reviewed. Following this review, efforts have been made to attract staff with international qualifications. In 2021 15 % of faculty have degrees from internationally accredited universities. 15 % of courses are available in English. Courses taught in Russian and Kazakh must use internationally recognised textbooks, case studies, and other didactical materials with strong international context.

A double degree programme with Coventry University (UK) is effective since 2021.¹⁹ The programme is active in academic mobility programmes with partner universities (see chapter 4.3).

International cooperation is carried out in the following forms:

- participation of faculty member in international conferences, seminars, round tables, forums;
- participation in research and educational projects;
- research internships abroad;
- academic mobility of students and faculty;
- inviting foreign lecturers.

The guest lecturers are representatives from digital-marketing, entrepreneurial and international marketing areas.

¹⁸ The double degree programmes are not part of this accreditation procedure.

¹⁹ The double degree programme is not part of this accreditation procedure.

In addition, the international orientation of Bachelor in Marketing programme is achieved through harmonization of the programme curriculum with curricula of the leading foreign universities.

Master of Applied Finance:

The international orientation of the “Financial Risk Management” programme has several dimensions.

Curricular content - The curriculum of the programme contains all the courses of the financial risk management (FRM) international training and certification programme offered by the Global Association of Risk Professionals (GARP). The courses corresponding to the GARP programme for FRM qualifications create a sufficient basis for graduates to successfully pass the exam in globally recognized FRM certification, which provides a strong competitive advantage for the graduates in the domestic and international job markets. Another example is the Corporate Finance (Advanced) course, which corresponds with the CFA (Chartered Financial Analyst) qualification training and certification programme. The course “Data analysis in R/Python” also fits with the growing need for advanced data analytics in the profession.

Academic staff – More than 50 % of the MAF FRM courses are taught by professionally experienced internationally certified lecturers (FRM, CIMA holders). In courses that do not relate directly to the FRM certification preparation focus, students acquire knowledge and skills corresponding to the best international practice. For example, the course “Monetary Policy” is taught by key experts of the NBRK, who are constantly in professional contact with representatives of foreign central banks, the IMF and the World Bank. They share their professional experience in the field with students.

Appraisal:

The programmes’ design appropriately takes into account the required international aspects, with respect, too, to its graduates’ employability.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.2* | International orientation of the study programme design (Asterisk Criterion) | | | X ²⁰ | | |

²⁰ For all programmes

1.3 Positioning of the study programme

Jurisprudence (Bachelor):

Currently, there is an increased demand in Kazakhstan for lawyers who specialize in business law based on the level of salaries in the respective fields of business law.²¹

In this regard, the School is focused on a deep training of lawyers with skills and competencies in the field of legal regulation of commercial relations.

All educational programmes of the law department are accredited in the Republic of Kazakhstan. The results of accreditation show that among law programmes, the Narxoz jurisprudence programme is in the top 10 as shown below.

| Rating agency | Independent accreditation agency and rating (IAAR) | |
|----------------------------|--|-------|
| | 2018 | 2019 |
| EP | | |
| 5B030100- Jurisprudence | 8 /22 | 6 /20 |

The strengths of the Jurisprudence programme are²²:

- training of highly qualified specialists in the field of business law, as the most promising and demanded area of legal work on the market;
- intensive and in-depth study of the English language according to the Curriculum for four semesters, with an increase in the language level and the transition to a professional level;
- in-depth study by students of national and international law;
- predominantly narrow-profile disciplines in the content of the EP (M&A, compliance, legal risks, tax, insurance, contractual, financial, architectural and construction, competition law, etc.) to allow for a narrow specialization as well;
- personality-oriented teaching by highly qualified teaching staff, including well-known experts and practicing lawyers;
- a combination of fundamental theoretical knowledge in the field of national and international law, as well as professional skills.

In general, in the direction of "Business, Management and Law" (Ministry categorization) in Kazakhstan the universities train specialists in 10 educational programmes. According to the latest ranking of NCE Atameken²³ (2021), most graduates in the direction of "Business, Management and Law" are trained under the programme "Jurisprudence" (almost 6,000 people), however, only 543 legal vacancies are noted NCE Atameken for 2021.

²¹ See self-evaluation report Law, p. 13; <https://kz.trud.com/salary/304584/5339.html>

²² See self-evaluation report p. 14

²³ Ranking conducted by the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" that accounts for the recent university graduates' career perspectives (entry salaries, employment rate, and job search duration), and the rating based on the industry representatives' assessments.

The statistical data provided by NCE Atameken stated above indicates that competition in the labor market for graduates of the jurisprudence programmes is high. In this regard, the development of the programme is aimed at increasing the competitiveness of graduates.

The level of employment of graduates of the Bachelor programme Jurisprudence of Narxoz University is 64 %, which is higher than the average level of employment in the country. The average salary is 107,792.32 tenge. The duration of a job search is 1.91 months. In general, the accredited programme in the employment rating of NCE Atameken is as follows:

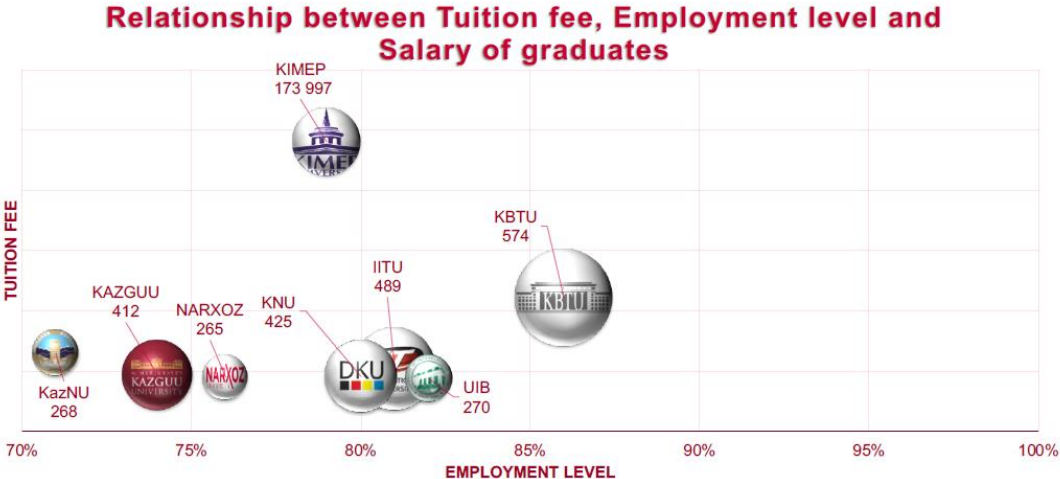
| | | |
|------|-----------------|--------------------|
| 2019 | «Jurisprudence» | 15 place out of 64 |
| 2020 | «Jurisprudence» | 5 place out of 62 |

Management (Bachelor):

The main competitors of the Bachelor in Management programme in Almaty are:

- Turan University;
- Almaty Management University (AlmaU);
- Kazakh Ablai Khan University of International Relations and World Languages Khan (KazUMOiMYA named after Abylai Khan);
- Kazakh-British Technical University (KBTU);
- KIMEP University;
- Al-Farabi Kazakh National University (Al-Farabi KazNU);
- Kazakh National Agrarian University (KazNAU);
- Abay Kazakh National Pedagogical University (Abay KazNPU)

The figure below shows the relative position of Narxoz management graduates in terms of employment rate, average salary and tuition paid.



The programme has been recognized at the local and international levels. To date the programme has been accredited by:

- Independent Agency for Accreditation and Rating (IAAR), certificate No. AB1514 dated December 22, 2017 until December 21, 2024 for a period of 7 years;

- CEEMAN - International Association for Management Development in Dynamic Societies (Slovenia, 2016-2022);
- ACCA, allowing graduates to receive credit for nine ACCA exams (out of fourteen) (UK, 2018-2023).
- CIMA (Chartered Institute of Management Accountants) that allows students to obtain a professional certification along with their higher education diploma.

According to the results of IAAR-2021 university ranking Narxoz University was included in the top five best educational programmes under the bachelor degree in "6B04 - Business, Management and Law" and was ranked 4th. The programme ranked 6th out of 38 according to the rankings of programmes in Management of NCE RK Atameken in 2020.

As part of the continuing review of the programme in 2021 new admission and academic quality requirements were adopted alongside the curriculum review discussed above. The incremental implementation of the academic quality centred policy started in the programme in 2020. After three years of declining enrolment the past two years have seen increases.

| Year | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-----------------------------|-------|------|------|------|------|------|------|
| Management | 47 | 61 | 67 | 40 | 24 | 44 | 82 |
| Narxoz University, bachelor | 1 628 | 2398 | 1849 | 1311 | 422 | 1125 | 1367 |

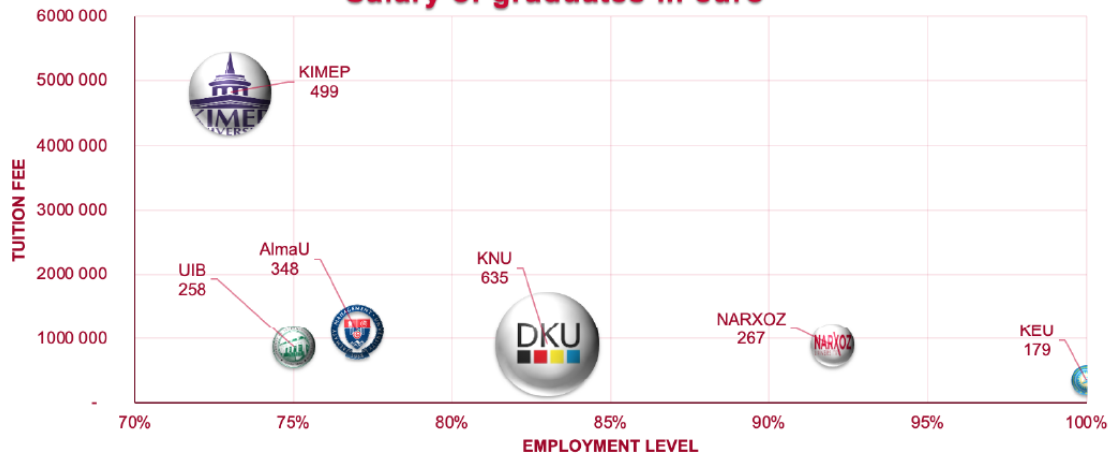
Over 75 % of graduates are employed. The major employers represent Banking, Retail, Oil and Gas sector represented by companies like: KEGOC, Halyk Bank, Kaspi Bank, SinoOil, KazMunaiGas, Chocolife.me, JSC "AsiaAgroFood", JSC "KazTransGas", LLP "Almaty Regional Technopark" and others.

Marketing (Bachelor):

The main competitors in the domestic market of educational services for Marketing programme are: Turan University, Almaty Management University, Al-Farabi Kazakh National University, University of International Business.

The chart below shows the relative position of Narxoz Marketing graduates in terms of employment rate, average salary and tuition paid.

Relationship between Tuition fee, Employment level and Salary of graduates in euro



The main competitive advantages of programme are:

- qualified faculty;
- prompt response to labour market and stakeholder demands;
- involving practitioners in the curriculum review and teaching;
- practice-oriented training and individualized approach to students;
- participation of students in various international projects (Marketorium, FLEX, etc.) and domestic competitions, Olympiads and projects (Markethon, Nazarbayev Foundation, etc.);
- high level of employment of graduates of programme (over 90 % in 2020).

Narxoz University annually participates in the rating of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken". In 2020, Narxoz was ranked tenth nationally. The Marketing programme ranked second.

The Marketing programme graduates are in demand in the labor market, which is confirmed by the high percentage of their employment (Atameken Rating).

| Year | Rank | Graduate employment rate | Source of information |
|------|------|--------------------------|---|
| 2015 | NA | 94,2 | Narxoz Career Development and Alumni Relations data |
| 2016 | | 100 | |
| 2017 | | 100 | |
| 2018 | 4 | 100 | 2018-2020 https://atameken.kz/ru/services/44-rejting-obrazovatel-nyh-programm-vuzov |
| 2019 | 3 | 86 | |
| 2020 | 2 | 92 | |

As part of the continuing review of the programme in 2021 new admission and academic quality requirements were adopted alongside the curriculum review discussed above. The incremental implementation of the academic quality centred policy started in the programme in 2020. After three years of declining enrolment the past two years have seen increases.

| Year | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-----------------------------|------|------|------|------|------|------|------|
| Marketing | 16 | 46 | 44 | 44 | 18 | 27 | 41 |
| Narxoz University, bachelor | 1628 | 2398 | 1849 | 1311 | 422 | 1125 | 1367 |

Master of Applied Finance:

Due to the increase in the profile of risk-based business management approaches demand for qualified risk managers is high²⁴. However, there are a limited number of master's programmes in financial risk management in Kazakhstan. Provision in Kazakhstan is concentrated in two cities - Nur-Sultan and Almaty. In Almaty, a master's degree in financial risk management can be obtained in two universities - Narxoz University and ALMAU University (Financial Engineering). In Nur-Sultan, KAZGUU offers a master programme in the field of financial risk management. Each of these universities have their own advantages. For instance, ALMAU and KAZGUU integrated the GARP programme into the structure of the master's curriculum, and they have the status of GARP academic partners. Narxoz University plans to become an academic partner of GARP within 2 years²⁵.

Narxoz University, in contrast to other universities offering financial risk management programmes, offers a wider curriculum. The Financial Risk Management curriculum, along with the GARP courses, includes courses that strengthen the professional competences of risk managers. The courses in the following two fields distinguish the Narxoz MAF FRM programme:

- macroeconomic business environment (courses Monetary Policy, Macroeconomic Statistics, Systemic Risks of Financial Markets),
- applied econometrics (Econometrics (advanced course), Financial econometrics) and Big Data (Data analysis in R/Python).

These courses deepen understanding of the dynamics of economies and build modelling and analytical skills, providing critical content and research capacity to complement the FRM core of the programme.

Risk management as a profession involves the identification and assessment of risks, their monitoring and minimization. The qualifying objectives of the MAF FRM educational programme have been designed to cover all functional areas of the profession and to facilitate the employment of graduates.

Graduates of the MAF FRM educational programme can work not only in the field of risk management of an individual company, but also in the central bank and financial regulator of Kazakhstan, national and international audit and consulting companies and in the financial services units of other companies across the economy.

²⁴ See self-evaluation report MAF, p. 11; <https://www.recruiter.com/careers/financial-risk-specialists/outlook/>

²⁵ See self-evaluation report MAF, p. 11

They will also be in demand in the following divisions of second tier banks: lending to corporate and retail clients, underwriting, risk analytics and compliance and strategic analysis and research. In investment companies, graduates of the programme will work in the divisions of risk management, portfolio management and private equity.

In the Unified Accumulative Pension Fund of the Republic of Kazakhstan, professional activities in the field of investment risk management of pension assets are carried out by financial risk managers. Insurance and microfinance organizations have positions of financial risk managers. At the NBRK, graduates can work in the Risk Management Department, the Financial Stability Department, and the Monetary Operations Department. In the ARDFM, risk managers are in demand by the departments of banking and insurance regulation, the department of securities market regulation, the department of banking analytics and stress testing, and the department of strategy and analysis. The programme also covers personal investment portfolio management, a key focus of government initiatives to develop the stock market in Kazakhstan.

For all programmes:

As discussed above, the revised mission of the University adopted in November 2021 is:

to inspire, create knowledge and educate people who contribute to economic, legal, technological and social development.

The following four strategic priorities will serve to focus university operations in the period to 2025:

- Education Quality and Accessibility to Promote Positive Economic and Social Change
- Recognition for Research
- Efficient University Management
- International Outlook

The University will continue its programme of enhancement at all three levels of education, with a focus on developing a sound knowledge base, transferable skills, core competences and multidisciplinary elements, with increased employer engagement, faculty managed quality assurance and appropriate learning resources and support all of which will be recognized by a growing number of internationally accredited programmes delivered in state-of-the-art premises from 2022.

The focus of the Departments at this stage is on the first priority related to educational quality. However, efficient programme management, internationalization and research to ensure currency and relevance of the faculty and the programmes they deliver are embedded in operations.

Appraisal:

The competitive position of Narxoz University as a whole and the study programmes in particular has been convincingly presented to the panel. The panel formed the view that the reasons given for the positioning in the educational market of these study programmes are plausible.

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

The study programmes are convincingly integrated into Narxoz’s overall strategic concept. The study programmes’ qualification goals are in line with the HEI’s mission and strategic planning.

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

2. Admission

In 2021, Narxoz adopted by the decision of its Academic Council a document with the title Academic Policies²⁶. It describes and regulates the main academic principles and procedures of Narxoz, inter alia those for admission. Moreover, Narxoz has installed rules of admission for programmes of postgraduate education which include Master programmes. These internal regulations are based on and take into account the rules of admission approved by the Ministry of Education and Science of the Republic of Kazakhstan (MES). In 2021, MES updated these rules²⁷ which stipulate in detail the procedure, criteria and responsibilities for the admission to higher education programmes. The entrance examination was centralized across the country. After documents' submission applicants have to register at the database of National Testing Center (NTC) of the MES and at the scheduled time take online (written) examinations on the NTC platform.²⁸

Bachelor programmes:

In accordance with MES requirements, to be admitted to the undergraduate programme candidates must take a UNT (Unified National Test)²⁹. Performance on this test also serves as a competition for eligibility to receive a state educational grant. The test is administered and scored by the NTC³⁰ and published on their website to ensure transparency. Then, candidates apply directly to the University Admission Office with supporting documents. A full listing of these documents is published on the University website³¹.

Admission requirements Jurisprudence (Bachelor):

| UNT score | | Language |
|--|---------------|--------------------------|
| Fundamentals of law | World history | |
| minimum 50 in general and at least 5 in each subject | | English, Kazakh, Russian |

Admission requirements Management / Marketing (Bachelor):

| UNT score | | Language |
|--|------|--------------------------|
| Geography | Math | |
| minimum 50 in general and at least 5 in each subject | | English, Kazakh, Russian |

In order to attract more highly qualified applicants, the HSEM has adopted additional admission requirements. Under these new rules, Marketing programme applicants should meet the following requirements:

- English level (IELTS >5.0)

²⁶ Approved of NJSC "Narxoz University" dated October 19, 2021.

²⁷ "Rules for Admission to Academic Programs at Higher Education Institutions.

²⁸ [Manual from the MES of RK on organization of admission exams to PhD programs](#)

²⁹ Secondary school leaving examination and entrance exam for HEIs

³⁰ <https://kursiv.kz/news/obrazovanie/2021-04/kakie-novovvedeniya-poyavilis-v-processe-ent-v-2021-godu>

³¹ <https://en.narxoz.kz/admission/>

- Entry major exam (Mathematics > 17 points).

Applicants have to pass English Placement Test (EPT). If an applicant has a IELTS score > 5, then this requirement is waived. If the applicant does not meet the required level of English, they can attend Intensive Classes in the Foundation programme. If applicants score 5 to 17 UNT points in Mathematics and is determined to study in the programme compulsory preparatory courses are provided as part of the Mathematics Foundation programme. If students do not meet the exit requirements, admission is refused.

Admission of international students is based on an interview or admission test conducted by the University Admissions Office. Foreign students who have graduated from educational institutions in Kazakhstan can be admitted to the University based on this interview or test. Foreign students who have graduated from educational institutions outside Kazakhstan can be admitted to the University based on this interview or test and are subject to certification of qualifications prior to commencement of their studies.

The University has developed a document in English: «Guide for foreign students», and there are also separate sections on the website for international students. These documents provide details on key issues related to the University, Almaty, and Kazakhstan as a whole. For example, information is provided for students about the process of obtaining a visa, temporary registration, living conditions in a hostel and the city.

Ensuring foreign language proficiency

Jurisprudence (Bachelor):

The programme has a continuous process of learning English for 4 semesters with the aim of a gradual increase in the language level to the professional (English I – II, English (professional) I – II), providing an opportunity to study in a multilingual educational group. At the same time, 10 out of 20 credits are dedicated to the study of Professional English, oriented at the field of law (Legal English), which is an advantage of our programme. This course is often taught by a native speaker too, to enable a deep immersion in the program; this is a competitive advantage of the programme. Transfer regulations for language training adopted by the Academic Council⁹, also encourage students with a good level of English to apply, since English requirements can be waived if certification is provided.

When students join the programme, an English placement test is taken unless they are exempt following provision of evidence of previous training.

To further support the development of English, the English Club was established to provide extracurricular support within HSLPP in October 2021. The Club is based on the principles of “Toastmasters”¹⁰ and is oriented to law students. The goal is to provide a supportive and positive learning experience in which law students are empowered to develop professional English skills to build their self-confidence and future career growth. The Club meets once a week.

Management / Marketing (Bachelor):

In addition to monolingual groups studying in Russian and Kazakh, the department is gradually increasing the number of students studying in multilingual and English-speaking groups. HSEM Strategy intends that by the 2023 - 2024 academic year 60 % of courses will be available in English. Narxoz University offers support for students to prepare for the English entry examination and improve their English skills throughout their studies. They are given the opportunity to determine their appropriate level via placement tests and to take English courses for additional payment.

There are several extracurricular opportunities for students learning English:

- Guest lectures within the Leadership Development Programme are delivered in English;
- Research Centres organise regular meeting with native English speakers.

For all Bachelor programmes:

There are various scholarships available based on merit and need. These are listed on the University website³². The decision to grant scholarships is taken by the Financial Aid Commission.

Narxoz University's Recruitment and Admissions department is the unit responsible for implementing the work with prospective students in online and offline formats. All appropriate information on admission rules and procedures is available and regularly updated at the University website³³. The work on information and counselling has several directions: career guidance and live counselling; exhibitions and fairs; summer admissions; virtual admissions and online counselling. The counselling service could be reached via the Call Centre or the website on-line consultant or by direct email. However, the website describes the admission questions not in English.

The School webpages contain relevant information for applicants on the academic programmes, teaching staff, and the Catalogue with all policies and procedures explained and contact information. The admission decision is made by the University Admissions Committee and communicated to applicants once the recommendations of the Committee are approved by the President of the University. The admission procedure is based on the principles of openness and transparency, the decision on the above criteria and communicated to applicants by email/phone.

Admission Master of Applied Finance:

The recruitment of applicants to the MAF FRM educational programme is carried out in accordance with the Admission Rules to educational programmes of postgraduate education (hereinafter referred to as the Admission Rules).

The Admission Committee was created with the participation of representatives of the University, NBRK and ARDFM by the order of the President of the University No. 03-01/99 dated July 12, 2021. The Committee is chaired by the Provost of the University.

Admission to the programme MAF FRM is held on a competitive basis based on the results of a comprehensive entrance examination. In accordance with the Admission Rules, applicants are

³² <https://en.narxoz.kz/grants-and-discounts/>

³³ <https://en.narxoz.kz/admission/specificity/master/>

required to pass an entrance examination on the courses “Calculus” (basic level) and “Macroeconomics”. The examination consists of two tasks for each course.

Preparatory courses in higher mathematics and macroeconomics are held twice a year for applicants (in winter and summer).

The documents defining procedures of admission on educational programmes of the Centre of Applied Finance, including on programme MAF FRM: Admission Rules, Rules and Regulations of Entrance Exam, Appeal Policy are discussed and approved by the Academic Council. Results of entrance examinations are reviewed and approved at the meeting of the Admission Committee. Decisions on the establishment of threshold scores for eligibility to with NBRK grant awards, partial Narxoz University grants and on a paid basis are taken at the meeting of the Admission Committee. The results of the entrance examination are communicated to each applicant personally via e-mail.

The admission marketing campaign is conducted by the Centre for Continuing Professional Education (CCPE) of the Graduate School of Business (GSB). The information campaign runs non-stop throughout the calendar year with varying degrees of intensity. Various channels and instruments of information are used for this purpose. The employees of the Centre of Applied Finance and CCPE provide consultations on enrollment and organization of the educational process. CCPE administers the website of the Centre of Applied Finance (<https://applied-finance.narxoz.kz/>) and its social media accounts³⁴ on which it posts up-to-date information.

The current situation of the COVID-19 coronavirus pandemic impacted counselling processes. In order to ensure continuity of activities under these conditions, most of the processes were moved to a remote format. In the main, consultations take place via calls, messengers, as well as channels in social networks Instagram, Facebook.

The MAF FRM educational programme is taught in the Russian language. At the same time, programme managers appreciate the importance of mastering English as a language of international professional communication. In this regard, the curriculum of the programme “Financial Risk Management” includes a 10 ECTS course in Business English, delivered throughout three semesters. When master students enroll, they are tested to determine their English proficiency in accordance with the standards of the Common European Framework of Reference (CEFR). The testing is conducted by English language teachers. Students are then divided into small groups for English language learning according to the test results. The courses are planned on the basis of the test results; students are moved to more advanced groups as their language skills improve. This course provides an overview of the structure, methods, techniques, and forms of evaluation of the programmes. For the development of language skills and effective teaching of professionally-oriented English, teachers of “Business English” course apply communicative-cognitive approaches based on cases.

³⁴ <https://www.facebook.com/NarxozExEd/>
https://www.instagram.com/narxoz_executive_education/
<https://www.linkedin.com/in/executive-education-center-NarxozEXED>,
https://www.youtube.com/channel/UCSArY72R1w-dHkJP04TygUw?view_as=subscriber

In addition, 65 % of lecturers are fluent in English and use terminology in English while conducting classes, review various kinds of cases and additional training materials in English.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to the Recruitment and Admissions department which provides a student counselling service, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. Also, the University website answers questions on admission.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

By Fall 2022 the Master of Applied Finance plans that the programme will be launched additionally in English. The University therefore indicated that they will include an English language test as the admission requirement. Applicants with a level of at least B1 CEFR (Common European framework reference) and applicants with an IELTS of at least 5.0 (or TOEFL equivalent) may be admitted to study in English.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

| | 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

Jurisprudence (Bachelor):

The main qualification goal of the EP Jurisprudence is to train competitive lawyers with a high level of legal culture and legal awareness, fundamental knowledge and competencies in the field of lawmaking, law enforcement, and legal consulting services.

The curriculum includes the study of disciplines of three general education modules, two basic modules, eight groups of specialized disciplines, the Practice Module and the Final Certification Module.

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Workload | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations | Weight of exam related to final grade |
|---|-------------------------------------|----------------------------|----------|----------|----------|----------|----------|----------|----------|----------------|------------------|--|-----------------------------------|---------------------------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | | | |
| | 1st Semester | | | | | | | | | | | | | |
| General Education Required - 25 ECTS | | 25 | | | | | | | | | | | | |
| LNG 1105 | English I | 5 | | | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 |
| LNG 1101/LNG 1103 | Kazakh (Russian) Language | 5 | | | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 |
| MATH 1101 | Fundamentals of Applied Mathematics | 5 | | | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| GED 1106 | The modern history of Kazakhstan | 5 | | | | | | | | 45 | 90 | L/S | Exam paper (180 min) | 40/100 |
| GED 1207 | Academic Research | 5 | | | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| School Required- 5 ECTS | | 5 | | | | | | | | | | | | |
| LAW1202 | Theory of State and Law | 5 | | | | | | | | 45 | 90 | L/S | Exam Paper (150 Min) | 40 / 100 |
| | Total | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 270 | 540 | | | |
| | 2nd Semester | | | | | | | | | | | | | |
| General Education Required - 23 ECTS | | | 23 | | | | | | | | | | | |
| LNG 1106 | English II | | 5 | | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 |
| LNG 1102/LNG1104 | Kazakh (Russian) Language | | 5 | | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 |

| | | | | | | | | | | | | | | |
|---|---|--|--------------------------------|-----------|----------|----------|----------|----------|----------|------------|------------|-------|----------------------|-------------|
| GED 1101 | Module of Social and Political Knowledge: Sociology | | 2 | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/10 0 |
| GED 1102 | Module of Social and Political Knowledge: Political Science | | 2 | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/10 0 |
| GED 1103 | Module of Social and Political Knowledge: Culturology | | 2 | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/10 0 |
| GED 1104 | Module of Social and Political Knowledge: Psychology | | 2 | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/10 0 |
| GED 1105 | Informational-Communicational Technologies | | 5 | | | | | | | 45 | 90 | L/Lab | Exam paper (120 min) | 40/10 0 |
| School Required- 5 ECTS | | | 5 | | | | | | | | | | | |
| LAW1203 | Constitutional law | | 5 | | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/10 0 |
| Total | | | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 252 | 504 | | | |
| | | | 3^d Semester | | | | | | | | | | | |
| General Education Required -5 ECTS | | | 5 | | | | | | | | | | | |
| GED 1108 | Philosophy | | 5 | | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/10 0 |
| School Required- 20 ECTS | | | 20 | | | | | | | | | | | |
| LNG 2207 | English (professional) I | | 5 | | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/10 0 |
| LAW2204 | Administrative law | | 5 | | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/10 0 |
| LAW2207 | Civil law (part I) | | 5 | | | | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| LAW2205 | Criminal Law (Part I) | | 5 | | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/10 0 |
| Business Core Required- 5 ECTS | | | 5 | | | | | | | | | | | |
| ECN 1201 | Introduction to Economics | | 5 | | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/10 0 |
| Total | | | 30 | | | | | | | 270 | 540 | | | |
| | | | 4th Semester | | | | | | | | | | | |
| School Required- 15 ECTS | | | | 15 | | | | | | | | | | |

| | | | | | | | | | | | | | |
|--|--------------------------------|--|--|--|-----------|--|--|--|------------|------------|-----|----------------------|----------|
| LNG 2208 | English (professional) II | | | | 5 | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 |
| LAW2208 | Civil law (part II) | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| LAW2206 | Criminal Law (Part II) | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| Major Electives - 5 ECTS from the list below: | | | | | 15 | | | | | | | | |
| LAW2312 | Legal writing | | | | 5 | | | | 45 | 90 | T | Exam Paper (120 Min) | 40 / 100 |
| LAW2313 | Legal logic | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| LAW2317 | Labor Law | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| LAW2318 | Family Law | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| LAW2311 | Notary | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| | Total | | | | 30 | | | | 270 | 540 | | | |
| | 5th Semester | | | | | | | | | | | | |
| School Required- 10 ECTS | | | | | 10 | | | | | | | | |
| LAW3209 | Civil procedural law | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| LAW3210 | Criminal Procedural Law | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| Major Electives - 5 ECTS from the list below: | | | | | 5 | | | | | | | | |
| LAW3339 | Private International Law | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| LAW3340 | Medical law | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| LAW3341 | Public International Law | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |

| | | | | | | | | | | | | | | |
|--|------------------------------------|--|--|--|--|-----------|--|--|------------|------------|-----|----------------------|----------|--|
| Major Electives - 5 ECTS from the list below: | | | | | | 5 | | | | | | | | |
| LAW3314 | Administrative Justice | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| LAW3316 | Corporate Law | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| Major Electives - 5 ECTS from the list below: | | | | | | 5 | | | | | | | | |
| LAW3342 | Advocacy | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| LAW3343 | Enforcement proceedings | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| Major Electives - 5 ECTS from the list below: | | | | | | 5 | | | | | | | | |
| LAW3322 | Competition law | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| LAW3333 | Architectural and construction law | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| Minors - 5 ECTS from the list below: | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| | Total | | | | | 35 | | | 315 | 630 | | | | |
| | 6th Semester | | | | | | | | | | | | | |
| Major Electives - 5 ECTS from the list below: | | | | | | 5 | | | | | | | | |
| LAW3319 | Forensics | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| LAW3323 | Financial Law | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| Major Electives - 5 ECTS from the list below: | | | | | | 5 | | | | | | | | |

| | | | | | | | | | | | | | | | |
|--|---|--------------------------------|--|--|--|--|---|-----------|--|----|------------|------------|----------------------|----------------------|----------|
| LAW3320 | Law enforcement and prosecutorial supervision | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| LAW3324 | Tax law | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| Major Electives - 5 ECTS from the list below: | | | | | | | 5 | | | | | | | | |
| LAW3321 | Criminology | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| LAW3325 | Insurance law | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| Major Electives - 5 ECTS from the list below: | | | | | | | 5 | | | | | | | | |
| LAW3332 | International Trade Law | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| LAW3326 | Law cases | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| Major Electives - 5 ECTS from the list below: | | | | | | | 5 | | | | | | | | |
| LAW3328 | Contract Law | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| LAW3335 | Cybercrime | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| Minors - 5 ECTS from the list below: | | | | | | | 5 | | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 | |
| | | Total | | | | | | 30 | | | 270 | 540 | | | |
| | | 7th Semester | | | | | | | | | | | | | |
| Major Electives - 5 ECTS from the list below: | | | | | | | | | | | | | | | |
| LAW4334 | Banking Law | | | | | | | | | 5 | | | L/S | Exam paper (120 min) | 40 / 100 |

| | | | | | | | | | | | | | | |
|--|--|----|----|----|----|----|----|----|-----|-----|-----|----------------------------------|----------------------|----------|
| LAW4327 | Alternative Dispute Resolution | | | | | | | 5 | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| Major Electives - 5 ECTS from the list below: | | | | | | | | 5 | | | | | | |
| LAW4338 | Energy Law | | | | | | | 5 | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| LAW4331 | Mergers and Acquisitions | | | | | | | 5 | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| Major Electives - 5 ECTS from the list below: | | | | | | | | 5 | | | | | | |
| LAW4329 | Compliance | | | | | | | 5 | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| LAW4336 | Environmental law | | | | | | | 5 | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| Major Electives - 5 ECTS from the list below: | | | | | | | | 5 | | | | | | |
| LAW4338 | Land Law | | | | | | | 5 | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| LAW4330 | Legal risks | | | | | | | 5 | | 45 | 90 | L/S | Exam paper (120 min) | 40 / 100 |
| Minors - 10 ECTS from the list below: | | | | | | | | 10 | | 90 | 180 | L/S | Exam paper (240 min) | 40 / 100 |
| | Total | | | | | | | 30 | | 270 | 540 | | | |
| | 8th Semester | | | | | | | | | | | | | |
| BUS 4206 | Internship | | | | | | | 15 | 135 | 270 | | Report | 100/100 | |
| ACC 4330 | Writing and defending a thesis (project) or preparing and passing a comprehensive exam | | | | | | | 12 | 108 | 216 | | Exam Paper/Defense of the thesis | 100/100 | |
| | | | | | | | | 27 | 333 | 666 | | | | |
| | | | | | | | | | | | | | | |
| | Total | 30 | 28 | 30 | 30 | 35 | 30 | 30 | 27 | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---------|---|------------|--|--|--|--|--|--|--|-----|----------|----------|--|--|--|--|--|--|--|
| GED1114 | Physical Training (ECTS not counted towards degree) | | | | | | | | | | | | | | | | | | |
| | | Total ECTS | | | | | | | | 240 | 225 0 | 450 0 | | | | | | | |

L: Lectures
S: Seminar
T: Tutorial

Bachelor of Law, 8 Semesters

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Workload | | Method of Teaching | Form of Assessment | |
|---|-------------------------------------|----------------------------|-----------|----------|----------|----------|----------|----------|----------|----------------|------------------|------------------------------|--------------------|--|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar | | |
| | 1st Semester | | | | | | | | | | | | | |
| General Education Required - 25 ECTS | | 25 | | | | | | | | | | | | |
| LNG 1105 | English I | 5 | | | | | | | | 45 | 90 | T | Exam | |
| LNG 1101/LNG 1103 | Kazakh (Russian) Language | 5 | | | | | | | | 45 | 90 | T | Exam | |
| MATH 1101 | Fundamentals of Applied Mathematics | 5 | | | | | | | | 45 | 90 | L/S | Exam | |
| GED 1106 | The modern history of Kazakhstan | 5 | | | | | | | | 45 | 90 | L/S | Exam | |
| GED 1207 | Academic Research | 5 | | | | | | | | 45 | 90 | L/S | Exam | |
| | School Required- 5 ECTS | 5 | | | | | | | | | | | | |
| LAW1202 | Theory of State and Law | 5 | | | | | | | | 45 | 90 | L/S | Exam | |
| | Total | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 270 | 540 | | | |
| | 2nd Semester | | | | | | | | | | | | | |
| General Education Required - 23 ECTS | | | 23 | | | | | | | | | | | |
| LNG 1106 | English II | | 5 | | | | | | | 45 | 90 | T | Exam | |

| | | | | | | | | | | | | | |
|--|---|--|-----------|----------|----------|----------|----------|----------|----------|------------|------------|-------|------|
| LNG 1102/LNG1104 | Kazakh (Russian) Language | | 5 | | | | | | | 45 | 90 | T | Exan |
| GED 1101 | Module of Social and Political Knowledge: Sociology | | 2 | | | | | | | 18 | 36 | L/S | Exan |
| GED 1102 | Module of Social and Political Knowledge: Political Science | | 2 | | | | | | | 18 | 36 | L/S | Exan |
| GED 1103 | Module of Social and Political Knowledge: Culturology | | 2 | | | | | | | 18 | 36 | L/S | Exan |
| GED 1104 | Module of Social and Political Knowledge: Psychology | | 2 | | | | | | | 18 | 36 | L/S | Exan |
| GED 1105 | Informational-Communicational Technologies | | 5 | | | | | | | 45 | 90 | L/Lab | Exan |
| School Required- 5 ECTS | | | 5 | | | | | | | | | | |
| LAW1203 | Constitutional law | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| | Total | | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 252 | 504 | | |
| | 3d Semester | | | | | | | | | | | | |
| General Education Required -5 ECTS | | | 5 | | | | | | | | | | |
| GED 1108 | Philosophy | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| School Required- 20 ECTS | | | 20 | | | | | | | | | | |
| LNG 2207 | English (professional) I | | 5 | | | | | | | 45 | 90 | T | Exan |
| LAW2204 | Administrative law | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| LAW2207 | Civil law (part I) | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| LAW2205 | Criminal Law (Part I) | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| Business Core Required- 5 ECTS | | | 5 | | | | | | | | | | |
| ECN 1201 | Introduction to Economics | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| | Total | | 30 | | | | | | | 270 | 540 | | |
| | 4th Semester | | | | | | | | | | | | |
| School Required- 15 ECTS | | | 15 | | | | | | | | | | |
| LNG 2208 | English (professional) II | | 5 | | | | | | | 45 | 90 | T | Exan |
| LAW2208 | Civil law (part II) | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| LAW2206 | Criminal Law (Part II) | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| Major Electives - 5 ECTS from the list below: | | | 15 | | | | | | | | | | |
| LAW2312 | Legal writing | | 5 | | | | | | | 45 | 90 | T | Exan |
| LAW2313 | Legal logic | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| LAW2317 | Labor Law | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| LAW2318 | Family Law | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| LAW2311 | Notary | | 5 | | | | | | | 45 | 90 | L/S | Exan |
| | Total | | 30 | | | | | | | 270 | 540 | | |

| | | 5th Semester | | | | | | | | | | | | | | | | |
|--|------------------------------------|---------------------|--|--|--|--|--------------|--|--|--|-----------|----|-----|------|------------|------------|--|--|
| School Required- 10 ECTS | | | | | | | | | | | | | | | | | | |
| LAW3209 | Civil procedural law | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| LAW3210 | Criminal Procedural Law | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| Major Electives - 5 ECTS from the list below: | | | | | | | 5 | | | | | | | | | | | |
| LAW3339 | Private International Law | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| LAW3340 | Medical law | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| LAW3341 | Public International Law | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| Major Electives - 5 ECTS from the list below: | | | | | | | 5 | | | | | | | | | | | |
| LAW3314 | Administrative Justice | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| LAW3316 | Corporate Law | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| Major Electives - 5 ECTS from the list below: | | | | | | | 5 | | | | | | | | | | | |
| LAW3342 | Advocacy | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| LAW3343 | Enforcement proceedings | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| Major Electives - 5 ECTS from the list below: | | | | | | | 5 | | | | | | | | | | | |
| LAW3322 | Competition law | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| LAW3333 | Architectural and construction law | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| Minors - 5 ECTS from the list below: | | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| | | | | | | | Total | | | | 35 | | | | 315 | 630 | | |
| | | 6th Semester | | | | | | | | | | | | | | | | |
| Major Electives - 5 ECTS from the list below: | | | | | | | | | | | | | | | | | | |
| LAW3319 | Forensics | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |
| LAW3323 | Financial Law | | | | | | 5 | | | | 45 | 90 | L/S | Exar | | | | |

| | | | | | | | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|-----------|--|------------|------------|-----|------|--|
| Major Electives - 5 ECTS from the list below: | | | | | | | | | 5 | | | | | | |
| LAW3320 | Law enforcement and prosecutorial supervision | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| LAW3324 | Tax law | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| Major Electives - 5 ECTS from the list below: | | | | | | | | | 5 | | | | | | |
| LAW3321 | Criminology | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| LAW3325 | Insurance law | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| Major Electives - 5 ECTS from the list below: | | | | | | | | | 5 | | | | | | |
| LAW3332 | International Trade Law | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| LAW3326 | Law cases | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| Major Electives - 5 ECTS from the list below: | | | | | | | | | 5 | | | | | | |
| LAW3328 | Contract Law | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| LAW3335 | Cybercrime | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| Minors - 5 ECTS from the list below: | | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| | Total | | | | | | | | 30 | | 270 | 540 | | | |
| | 7th Semester | | | | | | | | | | | | | | |
| Major Electives - 5 ECTS from the list below: | | | | | | | | | 5 | | | | | | |
| LAW4334 | Banking Law | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| LAW4327 | Alternative Dispute Resolution | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| Major Electives - 5 ECTS from the list below: | | | | | | | | | 5 | | | | | | |
| LAW4338 | Energy Law | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |
| LAW4331 | Mergers and Acquisitions | | | | | | | | 5 | | 45 | 90 | L/S | Exar | |

| | | | | | | | | | | | | | | |
|--|-------------------|--|--|--|--|--|--|--|--|-----------|------------|------------|-----|------|
| Major Electives - 5 ECTS from the list below: | | | | | | | | | | 5 | | | | |
| LAW4329 | Compliance | | | | | | | | | 5 | 45 | 90 | L/S | Exam |
| LAW4336 | Environmental law | | | | | | | | | 5 | 45 | 90 | L/S | Exam |
| Major Electives - 5 ECTS from the list below: | | | | | | | | | | 5 | | | | |
| LAW4338 | Land Law | | | | | | | | | 5 | 45 | 90 | L/S | Exam |
| LAW4330 | Legal risks | | | | | | | | | 5 | 45 | 90 | L/S | Exam |
| Minors - 10 ECTS from the list below: | | | | | | | | | | 10 | 90 | 180 | L/S | Exam |
| | Total | | | | | | | | | 30 | 270 | 540 | | |

8th Semester

| | | | | | | | | | | | | | | |
|----------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|------------|-------------|-------------|------------|
| BUS 4206 | Internship | | | | | | | | | 15 | 135 | 270 | | |
| ACC 4330 | Writing and defending a thesis (project) or preparing and passing a comprehensive exam | | | | | | | | | 12 | 108 | 216 | | Exam Paper |
| | | | | | | | | | | 27 | 333 | 666 | | |
| | | | | | | | | | | | | | | |
| | Total | 30 | 28 | 30 | 30 | 35 | 30 | 30 | 27 | | | | | |
| GED1114 | Physical Training (ECTS not counted towards degree) | | | | | | | | | | | | | |
| | | | | | | | | | | Total ECTS | 240 | 2250 | 4500 | |

- L:** Lectures
S: Seminar
T: Tutorial

The disciplines of general education are aimed at obtaining such learning outcomes as the formation of:

- the ability to make decisions and evaluate their consequences, analyzing relevant information, using a variety of analytical methods, taking into account important circumstances and their consequences; using appropriate digital technologies, tools and theories in the implementation of professional activities;
- influence the actions and behaviour of both decision-makers and stakeholders of the organization by demonstrating oral and written communication and teamwork skills;
- integrate key concepts, paradigms and theoretical developments in functional areas for the implementation of professional functions; analyze and present information; demonstrate leadership skills and practise self-directed learning.

General education includes disciplines aimed at shaping the modern worldview of students and understanding the essence of economic processes. Subjects covered include socio-political knowledge, philosophy, information and communication technologies, and e.g. introduction to macroeconomics.

The basic disciplines are aimed at obtaining such learning outcomes as the formation of:

- ability to make decisions, assessing their consequences, analyzing relevant information, using a variety of analytical methods, taking into account legal circumstances,
- integrate key concepts, complex and implicit dependencies, paradigms and theoretical developments for the implementation of professional functions in the legal field,
- demonstrate leadership qualities and practice independent training based on advanced knowledge in the professional field, as well as develop recommendations for the development of the legal culture of the organization, ensuring compliance with anti-corruption and labor laws, ethical standards.

The content of disciplines of both basic and professional modules are interdisciplinary and multidisciplinary in nature, providing training at the junction of a number of areas of knowledge. At the same time, the programme provides an opportunity to choose the disciplines of basic modules. So, the module of elective basic disciplines includes 8 disciplines in the amount of 40 credits.

Groups of specialized disciplines are aimed at developing students to:

- provide legal support and legal aid for business, protection of business entities, maintaining legal office work,
- drafting procedural documents and legal examination documents, conducting claims work both in judicial, law enforcement and other bodies and in relations with individuals and legal entities,
- develop recommendations for the development of the legal culture of the organization, constructively participate in the resolution of local labour and other disputes,
- carry out a set of procedural actions in the field of investigating offences, taking into account the principles and norms of criminal, procedural and administrative legislation, reasonably define offences, determining the degree of the severity of an offence and responsibility for the acts committed.

When developing educational programmes, the system of prerequisites and post requisites is strictly observed, the logical sequence of studying disciplines is followed, and the links are clear. The curriculum provides for the sequential study of the disciplines of the general education, then the basic courses, and in the third and fourth years of study disciplines chosen by the student, which provides a vertical build-up of knowledge, competencies and experience over the duration of the programme.

The curriculum also provides for students to choose Minor programmes, which include four courses, consisting of the disciplines that provide an introduction to the relevant area of legal regulation (e.g. fundamentals of finance, foundations of programming languages). The Law Department offers two Minor programmes in "IT Law" and "International Business Law".

At the same time, it should be noted that more than 70 % of the disciplines of the group of core disciplines are disciplines focused on the legal regulation of business relations. This is due to the fact that the programme was developed taking into account the educational profile of the University, which trains specialists for the business sector. Employers are interested in hiring Narxoz graduates from the point of view of their narrow-profile training (taking into account the specifics of the University itself). In this regard, the School is focused on training lawyers with an economic inclination - specialists in the field of business law, including international business law.

The curriculum assumes a phased approach to the final graduation project, which includes in the first year – academic research methods, and in the fourth - the writing and defense of the thesis project. The final project is an independent solution of applied problems corresponding to the profile of the programme. This is a collective work, which shows the student's ability to work in a team, as well as the ability to coherently and reasonably express their thoughts, present and defend their ideas and proposals.

The programme belongs to the field of education "Business, Management and Law", in which the graduate receives a higher legal education and the awarded degree "Bachelor of Law in the educational program of "6B04203 Jurisprudence". Starting from the 2020-2021 academic year, the diploma and the diploma supplement are issued by the University itself.

Integration of theory and practice

The integration of theoretical and practical content is provided by a wide application of the training system based on the analysis, solution and discussion of situations, both simulated and real, in teaching disciplines in both basic (for example, in teaching the theory of state and law) and professional disciplines. Methods are used that are practice-oriented in the programme, such as the implementation of practical projects, problem-oriented learning, research-based learning, team-oriented learning, business and role-playing games, brainstorming methods, group discussions, combined polls and others. Teachers use interactive whiteboards, multimedia projectors and video equipment.

In addition, the goals of the programme are consistent with the needs of major employers, such as the Chamber of Legal Advisers "Kazakhstan Bar Association", the Almaty Regional Bar Association, the Department of the Prosecutor's Office of the Almalinsky District and the Department of

Economic investigations in the city of Almaty, who highlight in their reviews the relevance of the programme.

Finally, an important role also belongs to the Legal Clinic of the Higher School of Law and Public Policy, which is a social project. It aims to teach students practical professional skills in the field of “Jurisprudence”, by providing legal advice to people in need of support who cannot afford legal fees. By participating in the work of the clinic, students gain experience in consulting, and the teachers who supervise them get an additional opportunity to improve their professional level.

Interdisciplinary thinking

The content of the programme includes, within the framework of the general educational, an interdisciplinary group of disciplines, which consists of Sociology, Political Sciences, Culturology, Psychology, Modern History of Kazakhstan. The disciplines introduce students to modern humanitarian problems from various perspectives, as well as academic work related to writing and reading complex texts.

The content of disciplines and basic and professional modules are also interdisciplinary and multidisciplinary in nature, providing training at the junction of a number of areas of knowledge, identifying and forming interdisciplinary links in scientific and practical legal thinking, for example, Introduction to Economics or Compliance.

Ethical aspects

The programme has ethical aspects embedded in its learning outcomes as:

- the ability to make decisions and assess their consequences by analyzing relevant information using a variety of analytical methods, taking into account, among other things, the principles of corporate social responsibility, ethical implications and norms of research, academic integrity, cultural traditions;
- the ability to develop recommendations for the development of the legal culture of organizations, ensuring, among other things, compliance with ethical standards.

These learning outcomes are achieved both within general education courses (module of socio-political knowledge), and within the core of the programme (e.g. Cases in Law, Medical Law, Environment Law, and Alternative Dispute Resolution).

Methods and scientific practice

The content of the programme, which includes courses such as "Academic Research", writing and defending a thesis project, as well as pre-diploma practice within the framework of the Final Attestation ensures the acquisition of methodological competences and scientific skills. In addition, teaching methods are used, which in the course of training include the fulfillment of tasks by students in the form of an essay, that is, creative work in which the author's position is expressed and argued.

Examination

The mechanism for assessing knowledge, skills and professional competencies acquired by students in the course of training is reflected in the following documents: Academic policy of NJSC

"Narxoz University; Regulations on the organization of the academic process in JSC "Narxoz University; The Rules for the intermediate certification of students at the NJSC "Narxoz University"; The Rules for the final certification of students at JSC "Narxoz University"; Regulations on the preparation and performance of thesis projects.

Assessment of knowledge at the University is carried out each semester in the form of written examinations, solution of cases, defence of projects and other forms of presentations. Examinations are held according to the terms of the Academic Calendar and are aimed at testing the desired knowledge and competencies have been acquired in accordance with the learning objectives for each course, and in turn the learning outcomes of the educational programme as a whole.

The final grade for the course includes assessments of current academic performance and final control (examination grade). University policy sets continuous assessment at is 60 % of the overall grade, with the final assessment at the end of the course accounting for the remainder.

The final qualifying work of the student is carried out in the form of a **diploma project**, which is intended to resolve applied problems related to the study programme, in the form of research or industry-focused projects. The diploma project involves teamwork with a team of two to five students on a topic determined with the participation of the School's business partners, who, in turn, act as 'customers' of the project and accept students for internships where they can do the fieldwork for the project.

The diploma project is publicly defended at an open meeting of the Attestation Commission and the consideration of feedback from scientific advisers and external reviews. Based on the results of the defense of the diploma project, an assessment is given according to the point-rating letter system based on assessment of the level of performance by each member of the project team, their ability to defend the results obtained, answer questions, and with consideration of the opinion of the scientific adviser and the reviewer.

Management (Bachelor):

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Workload | | Method of Teaching | Form and Duration of Examinations | weight of exam related to final grade |
|---|---|----------------------------|-----------|----|----|----|----|----|------------|----------------|------------------|------------------------------|-----------------------------------|---------------------------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar | | |
| 1st Semester | | | | | | | | | | | | | | |
| General Education Required - 26 ECTS | | 26 | | | | | | | | | | | | |
| LNG 1105 | English | 5 | | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 | |
| LNG 1101/LNG 1103 | Kazakh (Russian) Language | 5 | | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 | |
| GED 1101 | Module of Social and Political Knowledge: Sociology | 2 | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/100 | |
| GED 1102 | Module of Social and Political Knowledge: Political Science | 2 | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/100 | |
| GED 1103 | Module of Social and Political Knowledge: Culturology | 2 | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/100 | |
| GED 1105 | Informational-Communicational Technologies | 5 | | | | | | | 45 | 90 | L/Lab | Exam paper (120 min) | 40/100 | |
| GED 1106 | The modern history of Kazakhstan | 5 | | | | | | | 45 | 90 | L/S | Exam paper (180 min) | 40/100 | |
| School Required- 5 ECTS | | 5 | | | | | | | | | | | | |
| ECN 1201 | Introduction to Economics | 5 | | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| Total | | 31 | | | | | | | 279 | 558 | | | | |
| 2nd Semester | | | | | | | | | | | | | | |
| General Education Required - 20 ECTS | | | 20 | | | | | | | | | | | |
| LNG 1106 | English | | 5 | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 | |
| LNG 1102/LNG1104 | Kazakh (Russian) Language | | 5 | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 | |

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|---|--|--|-----------|--|--|--|--|--|------------|------------|-----|----------------------|----------|
| GED 1108 | Philosophy | | 5 | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| GED 1107 | Academic Research | | 5 | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| School Required- 5 ECTS | | | 5 | | | | | | | | | | |
| MATH 1101 | Calculus for Economics and Business | | 5 | | | | | | 45 | 90 | L/T | Exam paper (120 min) | 40/100 |
| Major Required - 5 ECTS | | | 5 | | | | | | | | | | |
| MGN1301 | Principles of Management | | 5 | | | | | | 45 | 90 | L/S | Exam Paper (120 min) | 40 / 100 |
| Total | | | 30 | | | | | | 270 | 540 | | | |
| 3^d Semester | | | | | | | | | | | | | |
| General Education Required - 2 ECTS | | | 2 | | | | | | | | | | |
| GED 2104 | Module of Social and Political Knowledge: Psychology | | 2 | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/100 |
| School Business Core Required- 10 ECTS | | | 10 | | | | | | | | | | |
| LNG 2207 | English | | 5 | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 |
| BUS 2202 | Business Ethics | | 5 | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| Business Core Required- 20 ECTS | | | 20 | | | | | | | | | | |
| BUS 2201 | Business Communications | | 5 | | | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| ACC 2201 | Fundamentals of Financial Accounting | | 5 | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| STAT 2201 | Statistics | | 5 | | | | | | 45 | 90 | L/T | Exam paper (120 min) | 40/100 |
| MRKT 2201 | Principles of Marketing | | 5 | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| Total | | | 32 | | | | | | 288 | 576 | | | |
| 4th Semester | | | | | | | | | | | | | |
| School Business Core Required- 10 ECTS | | | 10 | | | | | | | | | | |
| MGN 2202 | Organizational behaviour | | 5 | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |

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|--|-----------------------------------|--|--|--|-----------|--|--|--|------------|------------|-----|----------------------|----------|
| LNG 2208 | English | | | | 5 | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 |
| Business Core Required- 15 ECTS | | | | | 15 | | | | | | | | |
| FIN 2201 | Principles of Finance | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| ACC 2203 | Accounting for Decision Making | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| ECN 2203 | Managerial Economics | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| School Major Required - 5 ECTS | | | | | 5 | | | | | | | | |
| BUS 2303 | Leadership and Team Building | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| Total | | | | | 30 | | | | 270 | 540 | | | |
| 5th Semester | | | | | | | | | | | | | |
| Business Core Required- 5 ECTS | | | | | 5 | | | | | | | | |
| CBL 3201 | Corporate Business Law | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| School Business Core Required- 5 ECTS | | | | | 5 | | | | | | | | |
| BUS 3205 | Quantitative Methods for Business | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| Major Required- 10 ECTS | | | | | 10 | | | | | | | | |
| BUS 3304 | Entrepreneurship | | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/101 |
| MGN 3303 | Human Resource Management | | | | 5 | | | | 45 | 90 | L/S | Exam paper (180 min) | 40/100 |
| School Major Required - 5 ECTS | | | | | 5 | | | | | | | | |
| MGN 3304 | Operational Management | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| Major Electives - 5 ECTS from the list below: | | | | | 5 | | | | | | | | |
| MGN 3306 | Innovation Management | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| MGN 3307 | Global Value Chain Management | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| MGN 3308 | Risk management | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |

| | | | | | | | | | | | | | | |
|--|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|---|----------------------|----------|
| | Human Resource Management | | | | | | | 20 | | 180 | 360 | L/S | Exam Paper (150 Min) | 40 / 100 |
| | Digital Marketing | | | | | | | | | | | | | |
| | Project Management | | | | | | | | | | | | | |
| | Total | | | | | | | 30 | | 270 | 540 | | | |
| | 8th Semester | | | | | | | | | | | | | |
| General Education Required - 3 ECTS | | | | | | | | 3 | | | | | | |
| MGT 4123 | Career development | | | | | | | 3 | 27 | 54 | T | Exam Paper (120 Min) | 40 / 100 | |
| LNG 4109 | Business English | | | | | | | 3 | 27 | 54 | T | Exam Paper (120 Min) | 40 / 100 | |
| MGT 4124 | Selected Topics in Management | | | | | | | 3 | N/A | N/A | L/S | N/A | 40 / 100 | |
| BUS 2206 | Internship | | | | | | | 12 | | | | Report | 100 /100 | |
| MGN 4325 | Writing and defending a thesis (project) or preparing and passing a comprehensive exam | | | | | | | 12 | 60 | 240 | | Exam Paper/defense of the thesis | 100 /100 | |
| | | | | | | | | 27 | | | | | | |
| total | | 31 | 30 | 32 | 30 | 30 | 30 | 30 | 27 | | | | | |
| GED1109 | Physical Training (ECTS not counted towards degree) | | | | | | | | 240 | | | | | |

L: *Lecture*
S: *Seminar*
T: *Tutorial*

The first-year programme for all undergraduate programmes of study is administered by the Higher School of Arts and Social Sciences. It consists of courses required by MES, which are to some extent common to all majors. The curricula for the second, third-, and fourth-year Management majors are approved by the Academic Quality Assurance Committee of the HSEM (HSEM AQC). The programme and content of required courses were modified in the 2020/21 academic year in accordance with University strategy. The programme is of 240 ECTS, which includes compulsory general education, basic and specialist courses, as well as elective courses and majors.

In addition, the programme's required courses cover the competencies needed for the CIMA professional certification by whom the programme has been accredited.

Elective courses allow students to form an individual learning pathway and take part in minor programmes to gain more advanced competencies such as Human Resource Management, Digital Marketing and Project Management.

In order to consolidate theoretical knowledge and gain practical experience, students undertake 12 credits of internship. The Career Development and Alumni Relations provides the basis for internships.

According to the programme exit requirements, students complete a diploma project in groups as part of the final state attestation. The topics of diploma projects are developed by the Department and approved by the Academic Quality Assurance Committee of the HSEM.

A graduate of the Management study programme is awarded an academic degree of Bachelor of Business and Management in the 6B4102 Management study programme, which is confirmed by a diploma and diploma supplement issued by Narxoz University.

Integration of learning theory and practice is created by:

- attracting professionally qualified teaching staff (PQ);
- using case studies in the academic process and introducing the “Selected Topics in Accounting” course;
- developing courses covering key topics of various internationally recognised professional certification programmes (ACCA, CIMA, CIA, CMA, etc.);
- organizing the Business Orientation Week and the Internship (e.g., Big Four days in Narxoz University);
- inviting guest lecturers within the Leadership Development Programme.

Case-studies are widely integrated in teaching practice in the programme. These include international integrative cases from recognized sources (such as CIMA, NACRA, etc.), and mini case studies based in the Kazakhstan business environment. Almost every major requires the course “Selected Topics in Management”. The case-method is successfully used by the teaching staff in courses like "Crisis Management", "Strategic Management", "Innovation Management", "Organizational Behaviour", "Entrepreneurship".

Established in 2019 SRCC (Silk Road Case Centre) of HSEM contributes to developing analytical and decision-making skills through case solving, field-based case research, case study development toward international conference and international journal publications.

The practice-oriented nature of the programme is also ensured through the involvement of leading partners-employers, who participate in the learning process, conduct master classes, guest lectures and organize internships. Integration with business is also expected through a project workshop, where partners present specific projects or "live cases" of their companies (a group consulting project).

In addition to courses related to the field of Management, the students take courses from Finance, Law, Economics, Marketing and Digital Technologies. In addition to courses related to the field of Management, the students take courses from Finance, Law, Economics, Marketing and Digital Technologies.

By reinforcing the content of the core programme, interdisciplinary links also intensify the process of knowledge assimilation, based on their continuous application. The practical relevance and usefulness of the knowledge in all courses becomes evident. For example, for new students entering in academic year 2021-2022 "Strategic Management" is introduced as a compulsory course for all specialties of the School of Economics and Management.

Courses like Organizational Behaviour, Corporate Business Law, Introduction to Financial Accounting, Introduction to Finance, Introduction to Management and Strategic Management integrate ethical thinking into decision-making frameworks. In 2021 a business core required course in ethics and professional skills was introduced.

The curriculum includes courses which develop methodological competences and research skills, including ICT, Academic Research, Econometrics, Quantitative Methods for Business. Elective Topics offered within the programme also build these skill sets. These courses equip students with the knowledge and skills necessary to carry out research, such as research methodology practice, quantitative analysis skills and modelling using specialised software (such as MS Excel, Bloomberg (BMC), Power BI).

At the beginning of the eighth semester of study, the department organizes a Research Orientation Week for all students to introduce them to their academic supervisors, present the Diploma Project, and provide initial advice on data collection. The Bachelor Diploma Project requires the use of research and analytical skills, and evaluates students' ability to employ these skills. Students meet regularly with their academic supervisors to discuss issues related to their thesis project. Students study how to use and collect data from EBSCO, WoS, Scopus, Emerald, Jstor and other databases and how to write a literature review. The Diploma Project Guidance presents directions on how to develop research and write the thesis. The extracurricular activities related to developing research skills involve both the conferences organized by the department and by the university level Research unit.

The process of conducting interim and final assessments of students is regulated by the relevant rules of its conduct. It can be case studies, assignments, essays, but also quizzes. The syllabi reflect the assessment criteria and include information on the midterm and final exams. Courses taught according to ACCA and CIMA midterm 1, 2 and the final exam contents go through an annual

verification process by ACCA Global and CIMA Global. For the period of the examination session, the HSEM creates an appeal committee of at least three qualified faculty members.

Within the revision of the academic programme in 2020 thesis requirements were also reconsidered. The Diploma Project Guidance is developed following University rules and procedures.³⁵ The HSEM QAC adopted additional Diploma Project evaluation criteria, which are presented to students during the Research Orientation Week.

³⁵ Regulation on preparation and performance of thesis projects in NJSC «Narxoz University» (2021)

Marketing (Bachelor):

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Workload | | Method of Teaching | Form and Duration of Examinations | weight of exam related to final grade |
|---|---|----------------------------|----|----|----|----|----|----|----|----------------|------------------|------------------------------|-----------------------------------|---------------------------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | i.e. lecture course, seminar | | |
| | 1st Semester | | | | | | | | | | | | | |
| General Education Required - 26 ECTS | | 26 | | | | | | | | | | | | |
| LNG 1105 | English | 5 | | | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 |
| LNG 1101/LNG 1103 | Kazakh (Russian) Language | 5 | | | | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 |
| GED 1101 | Module of Social and Political Knowledge: Sociology | 2 | | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/100 |
| GED 1102 | Module of Social and Political Knowledge: Political Science | 2 | | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/100 |
| GED 1103 | Module of Social and Political Knowledge: Culturology | 2 | | | | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/100 |
| GED 1105 | Informational-Communicational Technologies | 5 | | | | | | | | 45 | 90 | L/Lab | Exam paper (120 min) | 40/100 |
| GED 1106 | The modern history of Kazakhstan | 5 | | | | | | | | 45 | 90 | L/S | Exam paper (180 min) | 40/100 |
| Business Core Required - 5 ECTS | | 5 | | | | | | | | | | | | |
| ECN 1201 | Introduction to Economics | 5 | | | | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 |
| | Total | 31 | | | | | | | | 279 | 558 | | | |
| | 2nd Semester | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|--|--|--|-----------|--|--|--|--|------------|------------|-----|----------------------|----------|--|
| General Education Required - 25 ECTS | | | 25 | | | | | | | | | | |
| LNG 1106 | English | | 5 | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 | |
| LNG 1102/LNG1104 | Kazakh (Russian) Language | | 5 | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 | |
| GED 1108 | Philosophy | | 5 | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| GED 1107 | Academic Research | | 5 | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| MATH 1101 | Calculus for Economics and Business | | 5 | | | | | 45 | 90 | L/T | Exam paper (120 min) | 40/100 | |
| Major Required - 5 ESTC | | | 5 | | | | | | | | | | |
| MRKT 1301 | Principles of Marketing | | 5 | | | | | 45 | 90 | L/S | Exam Paper (120 min) | 40 / 100 | |
| | Total | | 30 | | | | | 270 | 540 | | | | |
| 3^d Semester | | | | | | | | | | | | | |
| General Education Required - 2 ECTS | | | 2 | | | | | | | | | | |
| GED 2104 | Module of Social and Political Knowledge: Psychology | | 2 | | | | | 18 | 36 | L/S | Exam paper (120 min) | 40/100 | |
| School Business Core Required - 10 ECTS | | | 10 | | | | | | | | | | |
| LNG 2207 | English | | 5 | | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 | |
| BUS 2202 | Business Ethics | | 5 | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| Business Core Required- 20 ECTS | | | 20 | | | | | | | | | | |
| BUS 2201 | Business Communications | | 5 | | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 | |
| ACC 2201 | Fundamentals of Financial Accounting | | 5 | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| STAT 2201 | Statistics | | 5 | | | | | 45 | 90 | L/T | Exam paper (120 min) | 40/100 | |
| MGN 2201 | Principles of Management | | 5 | | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| | Total | | 32 | | | | | 288 | 576 | | | | |

| | | | | | | | | | | | | | |
|--|-----------------------------------|--|--|-----------|--|--|--|------------|------------|-----|----------------------|----------|--|
| | 4th Semester | | | | | | | | | | | | |
| School Business Core Required - 10 ECTS | | | | 10 | | | | | | | | | |
| MGN 2202 | Organizational behaviour | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| LNG 2208 | English | | | 5 | | | | 45 | 90 | T | Exam paper (120 min) | 40/100 | |
| Business Core Required- 15 ECTS | | | | 15 | | | | | | | | | |
| FIN 2201 | Principles of Finance | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| ACC 2204 | Accounting for Decision Making | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| ECN 2203 | Managerial Economics | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| School Major Required - 5 ECTS | | | | 5 | | | | | | | | | |
| MRKT 2303 | Consumer Behavior | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 | |
| | Total | | | 30 | | | | 270 | 540 | | | | |
| | 5th Semester | | | | | | | | | | | | |
| Business Core Required- 5 ECTS | | | | 5 | | | | | | | | | |
| CBL 3201 | Corporate Business Law | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| School Business Core Required- 5 ECTS | | | | 5 | | | | | | | | | |
| BUS 3205 | Quantitative Methods for Business | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/100 | |
| Major Required- 10 ECTS | | | | 10 | | | | | | | | | |
| BUS 3304 | Entrepreneurship | | | 5 | | | | 45 | 90 | L/S | Exam paper (120 min) | 40/101 | |
| MRKT 3303 | Service Marketing | | | 5 | | | | 45 | 90 | L/S | Exam paper (180 min) | 40/100 | |
| School Major Required - 5 ECTS | | | | 5 | | | | | | | | | |
| MRKT 3304 | Digital Marketing | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 | |
| Major Electives - 5 ECTS from the list below: | | | | 5 | | | | | | | | | |

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|---|---|--|--|--|--|-----------|--|--|--|------------|------------|-----|---------------------------|----------|
| MRKT 3305 | Sales management | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| MRKT 3306 | B2B Marketing | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| MRKT 3307 | Logistics | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| | | | | | | 30 | | | | 270 | 540 | | | |
| | 6th Semester | | | | | | | | | | | | | |
| School Major Required - 5 ECTS | | | | | | 5 | | | | | | | | |
| MRKT 3305 | Marketing research | | | | | 5 | | | | 45 | 90 | L/S | Project Defence (180 Min) | 40 / 100 |
| Major Electives - 15 ECTS from the list below: | | | | | | 15 | | | | | | | | |
| MRKT 3314 | Brand Management | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| MRKT 3315 | Integrated Marketing Communications | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| MRKT 3316 | Tourism Marketing | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| MRKT 3202 | Bank Marketing | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (120 Min) | 40 / 100 |
| MRKT 3317 | Selected Topics in Marketing | | | | | 5 | | | | N/A | N/A | L/S | N/A | 40 / 100 |
| Business Core Electives - 10 ECTS from the list below: | | | | | | 10 | | | | | | | | |
| MRKT 3218 | Global, ethical and sustainable marketing | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (150 Min) | 40 / 100 |
| MRKT 3219 | Entrepreneurial Marketing | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (150 Min) | 40 / 100 |
| MRKT 3207 | Consumer and Marketing Analytics | | | | | 5 | | | | 45 | 90 | L/S | Exam Paper (150 Min) | 40 / 100 |

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|--|---|--|--|--|--|--|-----------|--|--|------------|------------|-----|----------------------------------|----------------------|----------|
| MGT 3220 | Bloomberg Market Concepts | | | | | | 5 | | | 45 | 90 | L/S | Exam Paper (150 Min) | 40 / 100 | |
| | Total | | | | | | 30 | | | 270 | 540 | | | | |
| | 7th Semester | | | | | | | | | | | | | | |
| School Major Required - 10 ECTS | | | | | | | 10 | | | | | | | | |
| MGT 4321 | Strategic Management | | | | | | 5 | | | 45 | 90 | L/S | Project Defence (180 Min) | 40 / 100 | |
| MRKT 4322 | Marketing management | | | | | | 5 | | | 45 | 90 | L/S | Exam Paper (150 Min) | 40 / 100 | |
| SEM Minors - 20 ECTS from the list below: | | | | | | | 20 | | | | | | | | |
| | Banking business | | | | | | | | | | | L/S | Exam Paper (150 Min) | 40 / 100 | |
| | Human Research Management | | | | | | 20 | | | 180 | 360 | L/S | Exam Paper (150 Min) | 40 / 100 | |
| | Project Management | | | | | | | | | | | L/S | Exam Paper (150 Min) | 40 / 100 | |
| | Total | | | | | | 30 | | | 270 | 540 | | | | |
| | 8th Semester | | | | | | | | | | | | | | |
| General Education Required - 3 ECTS | | | | | | | 3 | | | | | | | | |
| MGT 4123 | Career development | | | | | | | | | 3 | 27 | 54 | T | Exam Paper (120 Min) | 40 / 100 |
| LNG 4109 | Business English | | | | | | | | | 3 | 27 | 54 | T | Exam Paper (120 Min) | 40 / 100 |
| MRKT 4124 | Selected Topics in Marketing | | | | | | | | | 3 | N/A | N/A | L/S | N/A | 40 / 100 |
| BUS 2206 | Internship | | | | | | | | | 12 | | | Report | 100 /100 | |
| MRKT 4325 | Writing and defending a thesis (project) or preparing and passing a comprehensive exam | | | | | | | | | 12 | 60 | 240 | Exam Paper/defense of the thesis | 100 /100 | |
| | | | | | | | | | | 27 | | | | | |

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|--------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | |
| total | | 31 | 30 | 32 | 30 | 30 | 30 | 30 | 27 | | | | | | |
| GED1109 | Physical Training (ECTS not counted towards degree) | | | | | | | | 24 0 | | | | | | |

L: **Lecture**
S: **Seminar**
T: **Tutorial**

The first-year programme for all undergraduate programmes of study is administered by the Higher School of Arts and Social Sciences (HSASS). It consists of courses required by MES, which are to some extent common to all majors. The curricula for the second, third, and fourth year Marketing major are approved by the Academic Quality Assurance Committee of the HSEM (HSEM AQC). The programme and content of required courses were modified in the 2020/21 academic year in accordance with the University strategy.

Learning Outcomes of Marketing programme include competencies reflecting soft and hard skills. All syllabi clearly indicate the learning outcomes achievable upon successful completion of the course. Course learning outcomes, in turn, are logically summarized in the overall learning outcomes of the programme.

Elective courses offered each semester provide students with the opportunity to build an individual learning path and take part in minor programmes to gain more advanced competences such as Human Resource Management, Digital Marketing and Project Management. The Advising Office assists students in creating an individual pathway.

The programme at the undergraduate level must include one-week of business orientation (mastering in a Bloomberg course (BMC)) at the end of the third year, a ten-week internship, and an undergraduate diploma project in the fourth year. The internship allows students to consolidate and apply acquired knowledge and skills in the business environment.

The diploma project (or case study for the CIMA track) is aimed at integration and systematization, expansion and consolidation of theoretical and analytical knowledge of students and development of skills necessary to present and defend a topic related to the student's intended future professional activity. Topics for the thesis project must be approved at the HSEM AQC. Thesis project guidelines are developed by the Department and are provided to each student. The results of the research must be presented to a State Examination Board, consisting of four or five industry and/or faculty representatives. The Board has the authority to make the final decision on whether or not to award a bachelor's degree.

The title of the programme is determined by the Classifier of training areas of higher and postgraduate education, approved by the Order of the Minister of Education and Science of RK on October 13, 2018 № 17565. In accordance with the standard plan and according to the Classifier of specialties of higher and postgraduate education of RK, the graduate of programme "6B04129-Marketing" is awarded the qualification of Bachelor of Business and Administration in programme "6B04129-Marketing".

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

- attracting professionally qualified faculty (PQ);
- using case studies in the academic process and introducing the "Selected Topics in Marketing" course;
- organizing the Business Orientation Week and the Internship;
- inviting guest lecturers within the Leadership Development Programme.

Case-studies are widely integrated in teaching practice in the programme. These include international integrative cases from recognized sources (such as CIMA, NACRA, etc.), and mini case studies based in the Kazakhstan business environment. All students can take the course “Selected Topics in Marketing”. This course is focused on ensuring deeper understanding of the future profession through analysis of specific case problems. Theoretical courses of the programme cover key concepts of marketing through using internationally recognized educational literature, video lectures of prominent marketing experts on various aspects: the evolution of marketing concepts, market research, consumer behavior, market segmentation and positioning, marketing management, the specifics of the organization of marketing activities in various industries and spheres of activity.

Established in 2019 SRCC (Silk Road Case Centre) of HSEM contributes to developing analytical and decision-making skills through case solving, field-based case research, case study development toward international conference and international journal publications.

The Marketing programme follows an interdisciplinary approach. In addition to courses related to the fields of Marketing, it includes several courses from Finance, Management, Business, and Economics. These are mainly delivered as Business Core Required Courses. Moreover, in the final year of study the Strategic Management course aims to develop interdisciplinary analytical thinking skills.

Courses like Organizational Behaviour, Business Ethics, Corporate Business Law, Fundamentals of Financial Accounting, Principles of Finance, Introduction to Management and Strategic Management integrate ethical thinking into decision-making frameworks.

The curriculum includes courses which develop methodological competences and research skills, including ICT, Academic Research, Econometrics, Quantitative Methods for Business. Elective Topics offered within the programme also build these skill sets. These courses equip students with the knowledge and skills necessary to carry out research, such as research methodology practice, quantitative analysis skills and modelling using specialised software (such as MS Excel, Bloomberg (BMC), Power BI).

At the beginning of the eighth semester of study, the Department organizes a Research Orientation Week for all students to introduce them to their academic supervisors, present the Diploma Project (CIMA Case study) Guidance, and provide initial advice on data collection. The Bachelor Diploma Project requires the use of research and analytical skills, and evaluates students’ ability to employ these skills. Students meet regularly with their academic supervisors to discuss issues related to their thesis project. Students study how to use and collect data from EBSCO, WoS, Scopus, Emerald, Jstor and other databases and how to write a literature review. The Diploma Project Guidance presents directions on how to develop research and write the thesis.

| Methodological concepts | Courses |
|---|---|
| Data collection, processing and analysis | Calculus for Economics and Business, Statistics, Accounting for Decision Making, Principles of Finance, Fundamentals of Financial Accounting |
| Use of IT | Information and Communication Technologies, Econometrics, Interactive Marketing and Machine Learning, Digital Marketing and Social Media |
| Search, analyse and evaluate information for projects | Academic research, Marketing research, Marketing analysis, Entrepreneurial marketing, Quantitative methods in business, |
| Decision making | Managerial Economics, Fundamentals of Management, Entrepreneurship, Strategic Management, Marketing Management, Benchmarking, Practical Marketing, Sales Management, Brand Management |

The research content in the content of Marketing programme is at least 60 %. Within the framework of student-centered learning Narxoz University actively supports the scientific activities of students, their participation in national and international competitions.

The process of conducting interim and final assessment of students is regulated by the relevant rules of conduct. Examinations are usually conducted in writing. The syllabi of the courses reflect the criteria for assessing the knowledge of students, including information on the interim and final exams. One month before examinations HSEM QAC reviews examination instruments. Assessment of students' knowledge is carried out in accordance with the University grading system. During the examination session, the HSEM creates an appeal committee of at least three faculty members in the relevant courses.

Within the revision of the academic programme in 2020 thesis requirements were also reconsidered. The Diploma Project (CIMA Case Study) Guidance is developed following University rules and procedures. The HSEM QAC adopted additional Diploma Project evaluation criteria, which are presented to students during the Research Orientation Week.

During the examination session, the list of independent proctors is approved at HSEM. The examination schedule for Marketing students is prepared by the specialist of the registration office at least two weeks before the beginning of the examination session. Examinations for Marketing programme are conducted mainly in written form (more than 90 %), and 10 % of the exams are conducted in the form of project defense or presentations. The continuous assessment part of the course is 60 % and the final assessment is 40 %.

The State Attestation Commission is established to conduct exit examinations and the defence of diploma projects, which carries out its activities in accordance with the Regulations of the final attestation of students in the University.

For all Bachelor programmes:

Instead of a diploma project, two comprehensive exams are taken for the following categories of persons:

- being on long-term treatment in a hospital for health reasons;
- with special educational needs, including disabled children, disabled since childhood, disabled I group;
- pregnant women or raising children under the age of 2;
- students of extramural studies who are completing their studies.

In this case, the student writes an application addressed to the Provost / Vice-Provost for Academic Work and submits the corresponding document. Other cases of replacing the diploma project (work) with the passing of complex exams are not allowed.

The comprehensive exam programme reflects integrated knowledge and key competencies that meet the requirements of the labour market in accordance with the educational programme of higher education, approved by the Council of the Higher School. The comprehensive state examination is carried out on the basis of the curriculum.

Master of Applied Finance:

| Modul No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | | | Workload | | Method of Teaching i.e. lecture course, seminar | Form and Duration of Examinations | weight of exam related to final grade |
|--|--|----------------------------|----|----|----|----|----|----|----|----------------|------------------|--|-----------------------------------|---------------------------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | Hours in Class | Hours Self-Study | | | |
| 1st Semester | | | | | | | | | | | | | | |
| School Required- 16 ECTS | | | | | | | | | | | | | | |
| LNG5202 | Business English | 3 | | | | | | | | 27 | 54 | T | Exam paper (90 min) | 40/100 |
| MATH5201 | Probability Theory and Mathematical Statistics | 6 | | | | | | | | 54 | 108 | L/S | Exam paper (150 min) | 40/100 |
| ECN5210 | Economics | 7 | | | | | | | | 63 | 126 | L/S | Exam paper (150 min) | 40/100 |
| Business Core Required- 18 ECTS | | | | | | | | | | | | | | |
| ACC5219 | Financial accounting | 4 | | | | | | | | 36 | 72 | L/S | Exam paper (120 min) | 40/100 |
| ACC5220 | Financial Statements Analysis | 4 | | | | | | | | 36 | 72 | L/S | Exam paper (120 min) | 40/100 |
| FIN5213 | Corporate Finance (advanced) | 4 | | | | | | | | 36 | 72 | L/S | Exam paper (120 min) | 40/100 |
| FIN5214 | Financial markets and products | 3 | | | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| RES5206 | Business Research | 3 | | | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| | Total | 34 | | | | | | | | | | | | |
| 2nd Semester | | | | | | | | | | | | | | |
| School Required - 10 ECTS | | | | | | | | | | | | | | |
| LNG5203 | Business English | | 3 | | | | | | | 27 | 54 | T | Exam paper (90 min) | 40/100 |
| ECN5211 | Monetary policy | | 3 | | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| STAT5201 | Macroeconomic statistics | | 4 | | | | | | | 36 | 72 | L/S | Exam paper (120 min) | 40/100 |
| Major Required- 16 ECTS | | | | | | | | | | | | | | |
| | Risk Analysis and Assessment Module: | | | | | | | | | | | | | |
| FIN5315 | Financial risk management and risk assessment models | | 3 | | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| ECN5312 | Econometrics (advanced course) | | 4 | | | | | | | 36 | 72 | L/S | Exam paper (120 min) | 40/100 |
| | Risk Management Module: | | | | | | | | | | | | | |
| FIN5316 | Credit risk management | | 3 | | | | | | | 27 | 54 | L/S | Exam paper (120 min) | 40/100 |

| | | | | | | | | | | | | | |
|----------------------------------|---|--|----------|--|--|--|--|--|----|-----|-------|----------------------|--------|
| FIN5317 | Market risk management | | 3 | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| FIN5318 | Operational Risk Management | | 3 | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| Major Electives - 6 ECTS | | | | | | | | | | | | | |
| | Module "Corporate Risk Management": | | | | | | | | | | | | |
| FIN5319 | Liquidity Risk Management | | 3 | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| FIN5320 | Corporate Risk Management | | 3 | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| | Module "Financial instruments for hedging risks" - 3ECTS | | | | | | | | | | | | |
| FIN5321 | Derivatives | | 3 | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| FIN5322 | Alternative Instruments | | 3 | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| | Total | | 3 | | | | | | | | | | |
| | | | 2 | | | | | | | | | | |
| 3^d Semester | | | | | | | | | | | | | |
| School Required - 7 ECTS | | | | | | | | | | | | | |
| LNG6204 | Business English | | 4 | | | | | | 36 | 72 | T | Exam paper (120 min) | 40/100 |
| MGT6211 | Strategic management | | 3 | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| Major Required- 12 ECTS | | | | | | | | | | | | | |
| FIN6323 | Management of securities portfolio and private capital | | 3 | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| | Financial Market Risk Management Module: | | | | | | | | | | | | |
| FIN6324 | Systemic risks of financial markets | | 3 | | | | | | 27 | 54 | L/S | Exam paper (90 min) | 40/100 |
| FIN6325 | Supervision and regulation of financial markets | | 6 | | | | | | 54 | 108 | L/S | Exam paper (150 min) | 40/100 |
| Major Electives - 15 ECTS | | | | | | | | | | | | | |
| STAT6302 | Data analysis (R, Python) | | 9 | | | | | | 81 | 162 | L/Lab | Exam paper (150 min) | 40/100 |
| MGT6312 | Human Resource Management by Standards CIPD | | 9 | | | | | | 81 | 162 | L/S | Exam paper (150 min) | 40/100 |
| ECN6313 | Financial econometrics | | 6 | | | | | | 54 | 108 | L/S | Exam paper (150 min) | 40/100 |
| ACC6321 | Financial Accounting for banks | | 6 | | | | | | 54 | 108 | L/S | Exam paper (150 min) | 40/100 |
| | Total | | 3 | | | | | | | | | | |
| | | | 4 | | | | | | | | | | |
| 4th Semester | | | | | | | | | | | | | |
| Major Required - 20 ECTS | | | | | | | | | | | | | |
| FIN6326 | Internship | | | | | | | | 8 | | | | |

| | | | | | | | | | | | | | | |
|---------|-----------------------|--|--|--|-----|--|--|--|--|--|--|--|--|--|
| FIN6327 | Master Thesis Project | | | | 12 | | | | | | | | | |
| | Total | | | | 20 | | | | | | | | | |
| | TOTAL | | | | 120 | | | | | | | | | |

- L: *Lecture*
- S: *Seminar*
- T: *Tutorial*

The MAF FRM programme is developed in accordance with the "Regulations on the Development of Educational Programmes" of NJSC "Narxoz University" following ECTS Guidance.

Modular programme structure

| No | Name of cycles of Courses | Number of credits | Weight. % |
|----|---------------------------|-------------------|------------|
| 1 | School Required | 33 | 28% |
| 2 | Business Core Required | 18 | 15% |
| 3 | Major Required | 48 | 40% |
| 4 | Major Electives | 21 | 17% |
| | Total | 120 | 100 |

The area of specialization is represented by courses whose learning outcomes reflect the FRM global professional certification programme and the professional competencies of risk managers. The courses relevant to the FRM certification programme are presented in the curriculum in a logical sequence. First, the courses of the FRM Part I exam are studied, followed by the courses of the FRM Part II examination. Of the 10 FRM certification courses, there are 9 courses in the MAF FRM curriculum.

Compliance of courses with the FRM programme (GARP)

| No | FRM (GARP) curriculum | Relevant MAF FRM Study plan courses |
|------------|--|--|
| FRM Part I | Foundation of risk management | Corporate Risk Management |
| | Quantitative analysis | Probability Theory and Mathematical Statistics, Econometrics (advanced course), Financial econometrics |
| | Financial markets and products | Financial markets and products |
| | Valuation and risk models | Financial risk management and risk assessment models |
| F | Market risk measurement and management | Market risk management |
| | Credit risk measurement and management | Credit risk management |
| | Operational risk and resiliency | Operational Risk Management |
| | Liquidity and treasury risk measurement and management | Liquidity Risk Management |
| | Risk management and investment management | Management of securities portfolio and private capital |
| | Current issues in financial markets | Data analysis (R, Python) (partly) |

During the first semester, students cover courses of the school required and business core required cycles, which gives a solid background on the business environment and analysis of quantitative and qualitative data. Major required and elective courses are offered only in the second and third semesters along with school required courses. Most of the risk management content is studied in the second and third semesters. These courses develop understanding and ability to identify, monitor and manage the major types of risks and the impact of macroeconomic factors on them. The complexity of courses gradually increases as the programme progresses, so that by the fourth semester students have acquired the main body of knowledge and can demonstrate their ability to apply this during the Internship and Master Thesis Project.

The curriculum includes courses of economics, macroeconomic statistics, and monetary policy to enable a thorough understanding of the macroeconomic conditions for decision making. The

programme builds capacity in financial business analysis (e.g. counterparty creditworthiness risk study) and big data handling (risk modeling and visualization). The study of regulatory frameworks for financial institutions and preventive measures of systemic risk management as categories of risk culture enhances professional preparedness of graduates of the programme. In short, students master a wider range of competencies that develop interdisciplinary thinking and develop research skills to understand and apply these competencies.

The MAF FRM is a Master level programme that concentrates on applied education. The name of the programme reflects the educational concept and gives a clear idea of the applied nature of education and research. Compliance of the content of the educational programme with the requirements for professional competencies of financial risk managers was confirmed by NBRK. Upon completion, graduates will be awarded a degree of Master of Applied Finance with concentration in Financial Risk Management.

The integration of theory and practice in the implementation of the educational programme “Financial Risk Management” is achieved through several means:

- Due to the focus on the content of the global training and certification programme for financial risk managers, conducted by GARP.
- Through the involvement of industry experts in teaching.
- Use of problem-based and project-based approach along with traditional teaching.
- The implementation of master's thesis projects on topics developed jointly with representatives of the financial business community.
- Internship in financial companies contributes to greater integration of theory and practice.
- Master's thesis projects are defended in the presence of the Attestation Commission, in which 60-80 % of members are industry representatives.

The profession of financial risk manager is by definition interdisciplinary. The curriculum of the programme combines courses from economics, finance, accounting, mathematics, financial law and programming. For example,

- To form competencies in quantitative analysis, modeling and forecasting of risks: “Probability Theory and Mathematical Statistics”, “Econometrics”, “Financial Econometrics’ are studied.
- To develop skills of identification and modeling of macroeconomic risk factors, students learn economic concepts in the courses “Economics”, “Monetary policy”, “Macroeconomic statistics” and “Systemic risks of financial markets”.
- To identify risk factors and make management decisions, risk managers need to be able to analyse the financial position and risks of the company. To meet this, “Corporate finance (advanced)”, “Financial accounting” and “Financial Statement Analysis” are included in the programme.
- To build corporate risk management systems of financial institutions and to avoid compliance risks, master students study the course “Supervision and Regulation of Financial Markets”, which describes international standards and national practice of application of financial law.
- For decision making purposes risk managers need to analyse big datasets, so the course “Data analysis in R/ Python” is included.

The culture of ethical decision-making by financial risk managers is conveyed through the “Corporate Risk Management” course. The syllabus includes Corporate Governance and Risk Management topics, where students learn the code of ethics of GARP certified financial risk managers and compliance with ethical standards through corporate governance in companies. For instance, by studying the Great Financial Crisis of 2007-2009, students are informed about the consequences of unethical decisions made by risk managers and brokers that led to the bankruptcy of companies and their clients. In Business Research, students are immersed in research ethics issues.

Examinations in the courses of the MAF FRM programme are held in written form or in the form of defence of written analytical reports. Depending on the course, examinations are usually held in a combined format (theoretical questions, cases and practical tasks), GARP tests (theoretical questions and problem solving), or presentations and defence of individual or group projects. The format of the examination is indicated in the syllabus of the course.

Faculty are given academic freedom in developing examination tasks and determining the format of the examination. However, prior to the beginning of the examination session, examination materials undergo a procedure of approval at the meeting of the Quality Assurance Committee of the GSB. Examination materials are approved when the format and content of the examination are consistent with the achievement of intended learning outcomes of the course.

The topics of the master thesis project are developed with the participation of employers (AFK, NBRK, ARDFM) and undergo a multi-level review and approval. First, they are discussed at the meeting of the Quality Assurance Committee of GSB. After that, they are submitted for approval to the Academic Council of the University. The fulfillment of the master thesis projects is regulated by the University’s Regulations for Master's Thesis Projects (2021).

The midterm examinations (midterm/intra-semester control: ISC 1 -30%, ISC 2-30%) are carried out in accordance with the academic calendar, programme curricula and course syllabi.

According to the MES requirements 60 % of the assessment is continuous throughout the semester with two midterm assessments of 30 % each, with 40 % accounted for by the final examination. The final examination may include but is not limited to: written paper (closed book/open book); individual and group projects; case presentations or computer-based tests.

For all programmes:

As far as ethical aspects are concerned, the Code of Conduct of Narxoz University establishes standards of conduct that apply to all faculty, students and administration of the University. As mentioned above³⁶, the University has installed a Research Committee and a Research Ethics Committee at the Academic Council to further build the standing of the University in the research community by assuring the compliance of student and faculty research activities with quality and ethical standards. Also, the Narxoz University Examination Regulations³⁷ and the course syllabi emphasise ethical thinking and behaviour.

Academic integrity issues such as honesty, plagiarism, and examination rules are embedded in the Regulations on Conducting Intermediate Attestation and Regulations on Conducting the Final Attestation, and every course syllabus. The University has identified general priority qualification goals for educational programmes, as part of its development strategy, which include:

- adherence to ethical, moral and legal norms in relations with people and the environment;
- following the guidance of ethical and moral norms in the critical assessment of socio-cultural and economic-political processes taking place in the country and the world;
- adherence to professional ethics and moral principles in work.

³⁶ See chapter Information.

³⁷ (1) Regulations on conducting intermediate attestations of students at “Narxoz University”, 2020.; (2) Regulation on conducting the final attestation of students at Narxoz University, 2021.

Appraisal:

For all programmes:

The panel has the view that the curricula adequately reflect the qualification objectives of the study programmes. They show a clear combination of contents that are well-balanced, logically connected and oriented towards the intended learning outcomes described in syllabi. The areas of optional electives enable students to acquire additional competences and skills. However, in the **Marketing Bachelor programme** the panel **recommends** adding content in the area of modern marketing tools, neuro marketing, neuro merchandising in terms of sale; e-marketing and social media marketing. In the **Management Bachelor programme** the panel recommends strengthening the area of (self-)leadership and adding contents related to neuro leadership as well as better understanding of human beings. In the **Jurisprudence Bachelor programme** the panel recommends that Data privacy as an area of advancing interest should be anchored in the Jurisprudence programme curriculum. It should also play an integral role in administrative proceedings to make sure students' privacy is well protected and the University's administration sets a good example of data protection."

The degree and programme names correspond to the contents of the curriculum and the programme objectives. In this context, the panel notes that that name of the study programme has been approved by the MES.

Theoretical questions are, where possible, explained by means of practical examples such as case studies. There is evidence that the programme qualifies for interdisciplinary thinking.

The panel welcomes that ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated, also involving the two Committees that have been installed.

Students acquire methodological competences and are enabled to do scientific work on the required level. They are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields. However, when reviewing some examples of theses, the panel identified that students were using the "Russian GOST numeric citation", which does not meet international scientific standards in terms of citing sources and indicating references. Therefore, the panel **recommends** adopting the international standards for citation style in scientific works.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

For Bachelor programmes:

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

However, the panel learnt that students receive feedback from their supervisors on plagiarism violations in their thesis draft before finally submitting it for assessment. From the panel's point of view, it is not goal-oriented if the students receive this feedback beforehand. It is missing the target of scientific work, if students in advance can re-check their work and submit plagiarism-free work only. The University stated during the online conference that this approach is only applicable for first and second-year students. The panel forms the view that a pre-assessment including a feedback for students should not be allowed at all. It **recommends** removing the possibility for students to receive feedback on plagiarism detecting results before submitting their final work for final assessment.

It is allowed that up to four students work together on the thesis. During the online conference for the panel it was not clear how the individual assessment of each student is ensured. Therefore, the University has presented its Bachelor Thesis/Diploma Project Assessment Guide that regulates the students' individual assessment. To evaluate individual contribution in group work Oral examinations and Peer-assessment online forms will be used (Chapter 3 of the Guide). The oral examinations are aimed to assess the individual contribution in group work and must be prepared by supervisors and approved by Academic Quality Committee at the school level. The oral examinations will be delivered twice. Oral Examination 1 must be conducted on week 4 and Oral Examination 2 on week 11. The peer-assessment online forms will be developed by supervisors in cooperation with the students. The panel formed the view that this process allows individual assessment of each student in the group. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

However, the panel **recommends** that Narxoz carefully observe, in how far the peer-assessment contributes to the group behavior. As long as the peer-assessments are strictly limited to specific items, this may be a good training for those who intend to work in a science environment. However, where one team member's evaluation of another one might downgrade a specific contribution in order to upgrade another, this might poison team spirit. The panel **recommends** carefully observing this assessment form in the future.

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

3.2 Structure

Jurisprudence (Bachelor):

| | |
|--|--|
| Projected study time | 4 years, 8 semesters |
| Number of Credit Points (CP) | 240 ECTS credits |
| Workload per CP | 27 hours per ECTS credit |
| Number of courses | 40 courses (incl. internship and thesis) |
| Time required for processing the final thesis and awarded CP | 12 ECTS credits / November of the 7th semester until May 21 (8th semester) |
| Number of contact hours | 2,250 hours |

The curriculum of the programme is clearly structured (see section 3.2.1 of this report). The academic load of students, as a rule, is 57-65 academic credits per academic year (27-35 credits in Fall and Spring), which meets the requirements of the Academic Policy of the University.

Students actively participate in the planning of the educational process. They are assisted in this by the Office of Advisors. Academic counselling on the trajectory of study, professional certifications, additional educational trajectories, as well as provision of support to students in solving their academic issues, explaining academic and other university policies allows students to actively participate in the academic process, choose areas of training both within the educational programme and on additional educational trajectories (such as Minor choice).

Management / Marketing (Bachelor):

| | |
|--|--|
| Projected study time | 4 years, 8 semesters |
| Number of Credit Points (CP) | 240 ECTS credits |
| Workload per CP | 27 hours / ECTS credit |
| Number of courses | 47 (incl. internships and thesis) |
| Time required for processing the final thesis and awarded CP | 12 ECTS credits / November of the 7th semester until May 21 (8th semester) |
| Number of contact hours | 2,058 hours |

The academic year consists of academic periods, the period of interim certification, internships and vacations. In the final year, the academic year includes a period of final attestation. The student workload is assessed on the basis of MES requirements and ECTS are allocated for diploma projects and internships. The total length of the academic year must be at least 36 weeks.

The Academic Services Department is a key link in the collection and processing of information about the study and workload distribution process. The exams are assigned normally at the end of each semester. The courses are published on the learning management system (LMS) "Canvas".

The student study load of 240 ECTS credits is reviewed by the HSEM Quality Assurance Committee (QAC) based on the student and faculty feedback provided through the use of such instruments as Faculty Teaching Evaluation Survey and the Course Management Form. The Faculty Teaching Evaluation Survey (FTES) is completed by students at the end of each semester and used to assess quality of teaching and the study load distribution. The Course Management Form (CMF) is filled in individually by a faculty member at the end of semester. The CMF measures the percentage of the

planned topics covered during the course and effectiveness of the ECTS assigned.

The results of the FTES survey and CMF analysis are discussed at the HSEM QA Council and communicated to faculty. During the online conference student expressed their view that the programme workload is “pretty high”. But by means of the elective courses the curriculum allows to draw up individual study plans which makes the workload feasible.

Master of Applied Finance:

| | |
|--|---|
| Projected study time | 2 years, 4 semesters |
| Number of Credit Points (CP) | 120 ECTS credits |
| Workload per CP | 27 hours per ECTS credit |
| Number of courses | School Required Courses - 8 Business Core Required Courses - 5 Major Required - 8 Major Electives - 4 of 8 courses |
| Time required for processing the final thesis and awarded CP | 12 ECTS credits / 4 months |
| Number of contact hours | 9-10 hours per 1 ECTS credit |

The curriculum of the educational programme “Financial Risk Management” has a clear structure and evenly distributed academic load throughout the semesters (32-34 credits in semesters 1-3). The load of the 4th semester is covered by internship, completion and defense of master thesis project.

The schedule of classes is organised taking into account no more than 6-7 academic hours of classes per day. Continuous assessment grades are formed as an accumulated result of homework and/or class assignments. Final examinations take place with two weeks of the end of the semester.

For all programmes:

There are regulations for assessments and examinations, grading, re-sits, academic standing, credit transfer and the Master thesis. As already mentioned above³⁸ Narxoz issued regulations on the assessments for intermediate exams and separately for final examinations. They are published in full on the Narxoz website and are referred to and summarised in course syllabi.

The grading system is outlined in each of Narxoz exams regulations. - from A to F - and includes a description of what characterizes each grade level.

³⁸ See chapter 3.1.

Narxoz Grading System

| Letter grading system | Numeric equivalent | Points (%-percentage) | Traditional grading 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 | Unsatisfactory |
| FX | 0,5 | 25-49 | |
| F | 0 | 0-24 | |

Academic achievements (knowledge, abilities, skills and competencies) of students are assessed in points on a 100-point scale corresponding to the internationally accepted letter system with a digital equivalent (positive marks, in descending order, from “A” to “D”, and “unsatisfactory” - “FX”, “F”,) and estimates according to the traditional system.

Narxoz University prohibits any act of discrimination against members of its community – students, employees, faculty members based on the race, colour, sex, national origin, religion, social status, disability or any other individual factors. More details are described in the Narxoz “Policy of equal access to education for students with disabilities” (2021) such as: Based on the principle of equal access students with disabilities are provided with academic support throughout the entire period of study. The adviser provides advisory support for academic needs and, together with the students, develops an individual curriculum (hereinafter - IC), and then submits it for discussion by the Council of the Higher School / Graduate School. The school board approves the IC.

Students with special needs are encouraged to visit the Student Affairs department. The LMS Canvas allows students to apply distantly on various inquiries serving as a means supporting communication among students and administration.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components such as the internship are designed and integrated in such a way that CP can be acquired.

The course syllabi provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users’ Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other

HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with an ECTS grading table.

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

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

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

3.3 Didactical concept

The didactical concept of the programme is shaped by a commitment to academic freedom and increasing the role of faculty in the academic decision-making process. The faculty's choice of appropriate teaching and learning methodology is outlined in the syllabus. Moreover, the concept aims to achieve a balance between the acquisition of knowledge and skills on the one the other. This means that various teaching methods are used to communicate knowledge and skills so that students can engage with them reflectively and critically. To fulfil its aims, the course employs a variety of teaching methods such as lectures, case studies and discussions, group discussions and presentations.

According to Narxoz³⁹, course materials are developed in accordance with the learning outcomes that are presented in the syllabus. Study materials are constantly updated in accordance with the development of new didactic concepts. No later than one month before the beginning of each semester, the School’s Quality Assurance Committee reviews and approves all course syllabi, and the examination materials are reviewed and approved no later than one month before the exam.

According to the Narxoz “Academic Policy”, instructors are required to upload all course materials

³⁹ See self-evaluation reports: chapter 3.3

(syllabi, lectures' presentations/notes, textbook or book link to the library access, case-studies, assignments, tests etc.) to the LMS "Canvas.narxoz". There are no strict regulations and requirements regarding all course materials' structure and content. The literature recommended by the instructor shall be issued at least during the last five years.

Thus, the didactic concept is focused on achieving the goals of the programme.

Guest lecturers:

Jurisprudence (Bachelor):

The organization of guest lectures with the participation of leading legal practitioners is a feature of programme delivery. The department organizes guest lectures as part of the study programme of the training course, as well as part of the implementation of the work plan of the Legal Clinic. For example, for an M&A training course, guest lectures were held with the participation of representatives of the Signum law firm on the topic «English law versus Kazakh law in M&A transactions», and on the topic «Due Diligence (legal verification) during the purchase and sale of shares/participation shares».

The legal clinic for third-year students of the Law Faculty conducted a series of guest lectures on topical issues of the practice of applying the legislation of the Republic of Kazakhstan with the participation of well-known legal practitioners. Topics such as «Practical recommendations for preparing for trial», «Arbitration in Kazakhstan: issues of theory and practice», «Methodology for solving legal cases» were covered.

Management / Marketing (Bachelor):

HSEM invites guest lecturers as part of its Leadership Development Programme. Guest lecturers include representatives of companies, public authorities, and international professors.

| |
|--|
| Position |
| Deloitte, Senior Auditor |
| PWC, Human Capital Senior Specialist |
| PWC, Recruitment Specialist |
| Chairman of the Board of Astana International Exchange (AIX, Exchange) |
| ACCA Global, Business Relationship Manager |
| EY, Employer Brand and HR Communications |
| Co-Founder of QBI Analytics |
| Associate Professor of political science at Nazarbayev University (Astana, Kazakhstan) |
| Associate Professor in the Graduate School of Public Policy at Nazarbayev University |
| Associate Professor of Economics in the Graduate School of Public Policy at Nazarbayev University |
| Samruk Kazyna Corporate University, Project Manager |
| co-founder and CEO of the brand Heybaby.kz |
| LLP KAR-Tel, expert on planning and consolidation of the Department of Budget Control and Analysis |
| Eurasian Resources Group, project coordinator |

Master of Applied Finance:

Taking into account the practice-oriented concept of the educational programme, practitioners are invited to teach the core courses: employees of the NBRK, ARDFM, UAPF, secondtier banks, investment companies, FRM holders, certified accountants. The fundamental courses are taught by the academic teachers.

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

| | 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

Jurisprudence (Bachelor):

International aspects are an integral part of the programme. The curriculum provides for the study of the following disciplines of international law: Public International Law, Private International Law, International Trade Law.

In addition, a Minor in International Business Law is included in the curriculum of the programme. This is a viable to all students of the University. The Minor "International Business Law" is formed in such a way as to ensure the study of the international aspect of legal disciplines covering Fundamentals of Finance International Commercial Law, International Transport Law, and International Commercial Arbitration.

The HSLPP has a few foreign students from Tajikistan, Afghanistan, Kyrgyzstan, Uzbekistan and Russia. To attract more foreign students, the School is working on the implementation of international initiatives, for example, the International Law Olympiad.

Despite the fact that most courses are aimed at studying the legislation of the Republic of Kazakhstan, many provisions of the legislation are similar in a number of post-Soviet countries. Additionally, a number of courses are devoted to issues of international private and public law, and the legislation of foreign countries.

The School is actively working towards attracting foreign professors, as well as persons with international academic and professional experience. At the same time, the School strives to provide favorable conditions for attracting foreign personnel. Thus, the University has developed a document in English: «Guidelines for foreign employees», and there are also separate sections on the website for international employees covering all key issues.

As part of the general internationalization strategy of the University, the Department encourages academic mobility. Agreements have been concluded with universities in other countries, for two way student and faculty exchange. The agreements with international universities were concluded to expand opportunities within the framework of academic mobility, the development of the scientific potential of the University, the mobility of teachers and scientists. For example, the Agreement between the University of Narxoz and the University of CEBU (Philippines) provides not only educational programs, but also Joint research projects between teachers of the two universities, development and holding of joint seminars and other scientific events, as well as the organization of joint professional training programmes. Also, the Agreement with the Pennsylvania State University (U.S.) provides professional training programmes, faculty and exchanges, joint research projects, developing and conducting joint seminars and other academic events.

The course of foreign professional English is aimed at developing students' oral and written communication skills in English and, as a result, the formation of students' ability to analyze and present legal, financial and managerial information in English for internal and external stakeholders, demonstrating stable skills of academic writing and public speaking. Since the 2021 academic year, the School has initiated elective classes «English club for lawyers» for the development of spoken English.

In the 2021-2022 academic year, within the framework of Penn State Law Week, the course of the Deputy Dean of Penn State Law University «U.S. Constitutional Law» in English was organized for students. In addition, it is planned to hold a course of lectures on the topic «Leadership in legal profession», within which lectures will be given not only by lecturers from Kazakhstan, but also by specialists from other countries.

Moreover, in the current academic year, when selecting new teachers, the School paid special attention to the candidates' multilingual skills. Thus, the competition was held, first of all, by those teachers who received degrees from international universities (Germany, USA, Poland).

Management (Bachelor):

The department requires academic staff to base all courses on internationally recognized textbooks and other materials. The academic programme is designed in accordance with internationally recognized professional standards (ACCA, CIMA, CMA). The Department plays a full role in academic mobility and other internationalization efforts as part of the University development strategy.

Over the last seven years, small numbers of international students have studied on the programme. In the current academic year there are four students. They come from Uzbekistan, Tajikistan, Russia, and Austria.

To promote internationalisation, the programme is increasing the number of the courses offered in English and is active in cooperation with academic mobility programmes. The University Student Handbook for international students provides detailed information about the University. Currently 15% of the faculty members have degrees from internationally recognized universities. The Management and Marketing Department is aimed at increasing a number of faculty with internationally recognized qualifications. The HSEM Silk Road Case Centre Leader involves the faculty in collaborative research that leads to case publications.

The faculty members also participate in academic mobility programmes organized by Erasmus.

The proportion of foreign language courses, as well as courses in English is 10-15 % of the total volume of credits. The following courses are delivered in English:

- English
- Information Communication Technology
- Basics of Management
- Fundamentals of Marketing
- Organizational Behaviour

The HSEM plans to increase the number of courses taught in English by 40 % in the period 2021 – 2023. All course materials of the programme are based on internationally recognized textbooks and other teaching materials.

Marketing (Bachelor):

The Department requires academic staff to base all courses on internationally recognized textbooks and other materials. The academic programme is designed in accordance with internationally recognized Marketing curricula and in consultation with Marketing professors from universities of Europe and USA, and HSEM Business Council. Professional standards of CIM (Chartered Institute of Marketing) have also been taken into account. The Department plays a full role in academic mobility and other internationalization efforts as part of the University development strategy.

In 2020-2021 the curricula has been updated by 10-30 %. New courses have been developed by Marketing professors. Examples include the courses of Business Ethics, Organizational Behaviour, Global, Ethical and Sustainable Marketing, etc. These courses cover concepts theories, cases that are included in the Marketing curricula worldwide. The international content is also achieved through studying certificate courses international as Bloomberg Business Market Concepts (BMC).

Over the last seven years, small numbers of international students have studied on the programme. In the current academic year there are three students. They come from Uzbekistan, Tajikistan, Russia. To promote internationalisation, the programme is increasing the number and quality of the courses offered in English and is active in cooperation with academic mobility programmes. By 2025 Narxoz University aims that the international student population will increase by 15 %.

The number of faculty members with international academic and professional experience has been increasing. 25 % of the faculty members teach in English, 9 of them have degrees from internationally recognized and accredited universities.

It is a strategic priority of the University to enhance the academic programme further by attracting more faculty with an international background. International faculty are involved on short-term and long-term basis. Funded by the MES short-term up to one year faculty visits are welcomed. The Management and Marketing Department welcomes academic mobility programme faculty, in October 2021 a visiting faculty from Cracow University, taught a course on Digital Marketing.

HSEM seeks to ensure that all graduates are capable of working effectively in English. Following MES requirements Narxoz University allocates 20 ECTS to English language proficiency courses. The number of the courses offered in English has gradually increased. In the last two academic years the following courses have been offered in English:

- Business Ethics
- Entrepreneurship
- Organizational Behaviour
- Academic Research

Growing faculty capacity has allowed the bank of courses taught in English to increase. Support resources to develop enhanced language skills, such as the Linguistics Centre and the University library are available for students.

HSEM is committed to increase the number of courses taught in English up to 60 % in two academic years.

Master of Applied Finance:

The Master programme is oriented to the global standards of risk manager training developed by GARP, taking into account the requirements for FRM certification. All courses are in line with global trends in the development of research and practice. Here are some examples. Financial accounting in Kazakhstan is made in accordance with IFRS. The courses “Financial accounting” and “Analysis of financial statements” are based on global standards. Macroeconomic statistics in Kazakhstan are based on international agreements, and students study statistical methods and analysis in accordance with international practices. The Monetary Policy and Financial Market System Risks courses study international concepts, instruments and cases of realization of monetary policy. The experts of NBRK and ARDFM, who teach these courses, are in permanent international exchange of opinions and experience in collaboration with the IMF and World Bank, so the candidates study directly from practice. The Corporate Finance (Advanced Course) course is based on the CFA programme. Since regulatory activities in Kazakhstan are built on globally recognized standards,

the course “Supervision and Regulation of Financial Markets” introduces undergraduates to all international standards of regulation of banking, insurance markets and activities in the securities market.

Currently 100 % of students are citizens of Republic of Kazakhstan. According to the University Strategy, the international student body of the University as a whole will increase to 5 % till 2025 with students drawn mainly from other Central Asian countries.

Currently, all faculty are citizens of Republic of Kazakhstan. 23 % of faculty are internationally certified professionals (FRM, CIMA, CAP, CIPA). The practitioner faculty operate in an international environment and bring this experience to the programme.

For now, all courses are taught in Russian language except Business English. However, course materials and readings in the English language are used. Also, an English language track is planned for future enrolments. Starting from 2022-2023 an English cohort will be launched. The University therefore indicated that they will include an English language test as the admission requirement. Applicants with a level of at least B1 CEFR (Common European framework reference) and applicants with an IELTS of at least 5.0 (or TOEFL equivalent) may be admitted to study in English.

Appraisal:

The panel welcomes that international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

In all four programmes the student body is mainly local, a few foreign students come mainly from Central Asian countries. As the **Management and Marketing programmes** have just started in their reviewed form, it is hardly possible to achieve an international composition of the student body which would be corresponding to the programme concept. For the **Jurisprudence Bachelor programme and the Master programme**, Russian language is surely a barrier for attracting international students. However, international outlook is one of University’s strategic goals and it has taken measures to gain students from other countries. The panel encourages the University to promote it further, e.g. by adding more English courses.

The international composition of the faculty in terms of teachers with international academic and professional experience promotes the acquisition of international competences and skills. The measures taken are goal-oriented. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

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

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.4.3 Internationality of faculty | | | X | | |
| 3.4.4 Foreign language contents | | | X | | |

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Jurisprudence (Bachelor):

In addition, in accordance with the University Strategy, supporting students in debates, game trials and other competitions is an important component of the education process. This helps students develop critical and systemic thinking, as well as complex language and public speaking skills.

Students acquire communication, public speaking, cooperation and conflict resolution skills throughout the programme. The study of courses in the Module of Social and Political Knowledge, course such as "Academic Research", "Advocacy", "Administrative Law", as well as preparation and implementation the diploma project is aimed at the formation of the following multidisciplinary competencies and skills:

- the ability to influence the actions and behaviour of both decision-makers and stakeholders of the organization, using tools to influence the behaviour of participants in public relations, demonstrating oral and written communication skills, convincingly formulating arguments and based on facts and research, as well as demonstrating the ability to work in a team;
- the ability to show leadership qualities and practice independent learning, based on advanced knowledge in the professional field, both for the disclosure of individual potential and the formation of legal and entrepreneurial thinking and for the benefit of serving society;
- the ability to constructively participate in the resolution of local labour and other disputes within the organization, offering alternative options for legal solutions.

Within these courses, active (discussions; methods of individual and collective presentations; essay method; presentation of reports at open seminars) and interactive methods (work in small groups; case method) are employed.

Management (Bachelor):

A Bachelor of Management is a future leader of a company, initiator of productive changes in business and economy, with a good theoretical foundation in the field of management. Multidisciplinary competencies are developed in courses such as: Leadership and Team Building, Organizational Behaviour, Brand Management, Change Management, Human Resource Management, and Business Ethics. All topics of the courses are provided for independent study. At the practical lessons, case studies are used to consolidate skills and techniques and means of communication technologies in everyday management practice.

Marketing (Bachelor):

The school required courses such as Business Communications, Organizational Behaviour and Academic Research are aimed at acquiring skills and confidence to deal with a range of challenging and unexpected communication situations, focusing on a range of proven tools and techniques, how to remain calm under pressure, overcome common obstacles, and get message across with style and impact by developing students' multidisciplinary approach. Individual and group assignments, discussions, case-studies, within listed courses promote students to be effective communicators, especially when asked to respond in the moment in a clear, concise, and clever manner.

The students of Marketing acquire communication and public speaking skills, as well as teamwork and conflict resolution skills through the following courses: "Psychology", "Culturology", "Business Ethics", "Principles of Management", "Organizational Behavior", "Business Law", "Consumer Behavior", "Marketing Services", "Global, Ethical and Sustainable Marketing", "Entrepreneurial Marketing".

Master of Applied Finance:

Communication and public speaking skills are crucial for risk managers. These competences are developed not in the scope of just one course, but throughout the whole period of study in most of the courses. The whole study process is built on the development of competences in communication, public speaking and conflict resolution, since students often have group projects and assignments. During the classes, students prepare analytical reports and research projects, the results of which are presented to the group. Preparation of such reports develops oral and written communication skills. Project work in small groups and discussions develop cooperation and conflict management skills.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the descriptions of several courses. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is 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)

Jurisprudence (Bachelor):

The goal of the programme is to train competitive lawyers with a high level of legal culture and legal awareness, fundamental knowledge and competencies in the field of lawmaking, law enforcement, and consulting services. One of the main conditions for the competitiveness of the graduates is the formation of skills necessary for employment.

In this regard, the programme provides for the preparation of students for employment by integrating theory and practice in the content of the programme (see chapter 3.1).

The Legal Clinic also helps to develop the skills and competencies necessary for employment. This activity is mandatory when choosing "Cases by Law" as a course. The material for the cases the Clinic works on is from Pravmedia and the Information Bureau⁴⁰ and is about real world practical situations. Employability is also built from the foundation of the general education courses, which seek to develop interpersonal, communication and team work skills.

Management (Bachelor):

Employability is central to the Narxoz University Strategy. To support this the programme has taken the following steps:

- The study programme is designed to enable students acquire skills in demand by the future labour market and work towards international Certifications (HRCI, CIMA, etc.).
- The academic programmes are reviewed by external stakeholders
- the programme in Management is considered by members of the HSEM Business Council.
- Some teaching staff have professional experience. This helps maintain the theory-practice relationship and thereby increases employability. The Leadership Development Programme further contributes to this goal.
- Internships help students explore career options prior to graduation and develop communication, interpersonal and other critical skills in the job interview process.

All work on the preparation of the educational program, adjustment of the content of lectures, practical material and assignments is updated and improved continuously. This work is carried out with the direct participation of employers and stakeholders.

In addition to the programme itself being designed to enhance employability, the Department works with the Career Development and Alumni Relations on internship provision through liaison with employers to create internship agreements for students in leading companies. This is a high priority issue given the crucial role of practical experience in enhancing employability. Before students begin their internship, training is provided to prepare them to maximize the benefit of the experience.

The Bachelor in Management programme is focused on developing competencies required for successful employment.

In addition to the matrix of correlation of professional competencies with learning outcomes, the educational programme plans to create and implement a personal portfolio of students, which will show all his/her achievements, including non-academic achievements, for the entire period of study at the university.

The internship programme is one of the effective means of improving the graduate employability.

⁴⁰ https://prg.kz/pravmedia/webinars_list/

Thus, joint work with partner enterprises KEGOC, KazMunaiGas, Chocolife. me, JSC "AsiaAgroFood", JSC "KazTransGas", "HR-practice Kazakhstan" LLP, "Worldwide Multimedia Group" LLP, "Kazakhstan Mediation Centre" LLP, "Golden Rill Trade" LLP, "METRO Cash & Carry" LLP, on the one hand, allows to increase the quality of students training, and on the other hand, by participating in the educational process, the enterprise managers are able to select potential candidates for vacant positions for subsequent employment in their enterprise.

Marketing (Bachelor):

Employability is central to the Narxoz University Strategy. To support this the programme has taken the following steps:

- The study programme is designed to enable students acquire skills in demand by the future labour market and work towards international Certifications (CIM);
- The academic programmes are reviewed by external stakeholders, for instance the programme in Marketing is considered by members of the HSEM Business Council.
- Some faculty have professional experience. This helps maintain the theory-practice relationship and thereby increases employability. The Leadership Development Programme further contributes to this goal.
- Internships help students explore career options prior to graduation and develop communication, interpersonal and other critical skills in the job interview process.

All work on the preparation of the educational program, adjustment of the content of lectures, practical material and assignments is updated and improved continuously. This work is carried out with the direct participation of employers and stakeholders.

In addition to the programme itself being designed to enhance employability, the Department works with the Career Development and Alumni Relations on internship provision through liaison with employers to create internship agreements for students in leading companies. This is a high priority issue given the crucial role of practical experience in enhancing employability. Before students begin their internship, training is provided to prepare them to maximize the benefit of the experience.

Master of Applied Finance:

The whole programme is designed to train students for professional practice. Involvement of authoritative industry experts in teaching (78% of courses), contributes to the employability of programme graduates. Graduates of the programme have a high chance of successfully passing the FRM certification examinations, due to the programme structure: out of 10 GARP courses, 9 courses are part of the MAF FRM curriculum. Graduates can take the FRM Part I examination after their first year of study.

According to the Chairman of the Kazakhstan Stock Exchange A. Aldambergen: “the Exchange feels high demand for professional risk-managers having FRM certificate. Therefore, graduates of the programme upon completion will be able to fill the need for qualified risk managers and contribute to the development of the risk culture in Kazakhstan's financial sector, will be competitive and in demand on Kazakhstan's labour market”.

The NBRK and ARDFM offer two-month internships for students of the programme.

Appraisal:

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

| | 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

For all programmes:

The main regulations in relation to personnel management in Narxoz University are outlined in the Personnel Policy, the Academic Policy, the Academic Quality Committee Meeting Minutes, the Code of Ethical Conduct of Employees, the Regulation on Research Ethics, the Regulation on Conflict of Interest of Employees, the Regulations on the Teaching Load of the Faculty, the Rules of Internal Labor Code, and the Regulations on HR-Commission of Narxoz University.

The level of professional competencies of the faculty is regulated by the state document - the order of the Minister of Education and Science of the Republic of Kazakhstan from June 17, 2015, No 391 "On approval of qualification requirements for educational activities and the list of documents confirming their compliance". The faculty recruitment process follows the University Hiring Policy and Faculty Grading Policy⁴¹.

Hiring full-time is carried out by competition with qualification requirements⁴², announced on the Narxoz University website⁴³. The University has installed hiring committees with members drawn from the administrative and academic staff. After a successful selection, the hired employee is assigned a certain grade based on the meeting of the Grading Committee which is comprised of senior academic managers under the Provost.

The qualifications for full-time academic staff must correspond to the requirements for study, teaching and research. The number of full-time professors should match in the proportion of a ratio 1 professor / 16 students according to state requirements. When applying for faculty positions, competences considered include:

- the presence of an academic degree;
- knowledge of a foreign language;
- work experience;
- research achievements;
- administrative experience;
- references from prior employment;
- motivations of the candidate.

During the academic year all professors should implement activities of research, teaching, administrative service and support for recruitment and marketing.

The recruitment of part-time academic staff is carried out based on the recommendation of the Head of the relevant department, agreed by the Director of the Higher School and approved by the Provost of the University. The applicant must have the same competences as staff hiring for full-time.

⁴¹ Faculty Grading Policy NJSC "NARXOZ UNIVERSITY", September 2021.

⁴² in accordance Article 45 paragraph 1 of the Law on Education.

⁴³ Vacancies: <https://narxoz.edu.kz/jobs>

Job descriptions for different categories of the faculty (professor, associated professor, senior teacher, teacher) are made on the basis of the state qualifying requirements (the Order of the Ministry of Education and Science of the Republic of Kazakhstan № 391 dated June 17, 2015 with amendments), and on the basis of internal university provisions about qualifying characteristics. These documents are discussed at the meetings of the Departments, on the Commissions for quality assurance of the Schools and approved by the decision of the Academic Council.

The following grades are possible:

- Professor 3rd, 2nd or 1st Grade,
- Associate Professor of 3rd, 2nd or 1st Grade,
- Assistant Professor of 3rd, 2nd or 1st Grade,
- Senior Lecturer of 3rd, 2nd or 1st Grade,
- Lecturer

The grading in this structure is performance related, especially dependent on publications.

All faculty members are required to demonstrate high personal and professional skills in teaching and research. Moreover, faculty members are expected to take an active role in the life of the University, participate in the development of educational programmes and in the development and delivery of the University's strategic objectives. They should successfully transfer their knowledge to students, and they should evaluate students' knowledge in an honest and transparent manner.

Cooperation among faculty members is taking place to review the programme specification and refine interrelated courses to achieve the learning outcomes. Faculty members meet regularly to discuss the content and topics taught in courses. In addition to the coordination at the course level, faculty members cooperate in supervising student theses, either as consultants on specific topics or as examiners. The interdependence of the competence approach and the modular principle of learning is determined by the fact that the courses are focused on achieving the appropriate planned learning outcomes.

Also, faculty members in the formation of the educational programme cooperate with employers and each other, which allows to enrich the content of the programme with relevant and practice-oriented disciplines. Also, the faculty members' cooperation results in joint publications.

Support for students is an integral part of the work of teachers and is carried out in cooperation with the Office of Academic Advising⁴⁴. Faculty conduct scheduled office hours which are indicated in every syllabus. Additional consultancy might be provided by the faculty by appointment if needed. Consultations via email, ZOOM, Google meet and Canvas could also be provided.

Moreover, as each student is assigned an academic adviser from admission to graduation, these academic advisers are required to meet with academic advisees each semester to provide guidance on course registration and other academic matters. Thesis supervisors are also required to meet regularly with their students. Beyond these formal meetings and required interactions, faculty members work closely with students on research projects and help assist them in picking up new skills and competencies.

⁴⁴ <https://narxoz.edu.kz/advising>, not in English available

During the online conference students confirmed that most of them are fully content with the support that they received in particular from lecturers and academic advisers.

Jurisprudence (Bachelor):

The composition of the faculty teaching in the Jurisprudence Bachelor programme includes: three professors (Doctors of Law), 14 candidates of legal sciences (associate professors), three PhDs (one of them received his degree in Wroclaw University (Poland) and 8 masters of law (3 of them received their degrees in foreign universities (USA, Germany)).

The total number of teaching staff involved in delivering the curriculum is 28. Of these, 21 are full-time, 7 are part-time, and 6 are teaching in English.

Pedagogical and didactic qualification of the teaching staff of the Law Department varies from two to 53 years. At the same time, the majority of the teaching staff has more than five years of experience in pedagogical work. More than 60 % of the teaching staff of the Department have experience in the field of teaching for more than 5 years. The School also organizes methodological seminars and participation of the faculty in them.

In the academic year 2020-2021 the following teachers participated in professional development activities:

| Title |
|--|
| Practical seminar on "Analysis of the normative resolution of the Supreme Court of the Republic of Kazakhstan № 2 dated July 10, 2008. "On Some Issues of Application of the Legislation on Partnerships with Limited and Additional Liability". - Nur-Sultan, April 21, 2021. |
| "Winter Research School" January 11-15, 2021, with the issuance of a certificate |
| Training program for teachers of educational institutions on mediation (50 hours) with the issuance of a certificate, April 2021. |
| Narxoz University authors workshop: "Scopus account and authors profile" |
| "Arbitration Practice of Disputes Arising out of Breaches of Contract," November 2020. |
| "Contract Law," October 2020. |
| «Research grants and applications», October 2020 |

More than 60 % of the teaching staff has more than five years of practical work experience. 10 out of 30 faculty members have practical experience in various fields, such as constitutional law, civil law, criminal law, international law, international private law, tax law, corporate law and labor law. Some faculty have work experience in international consulting companies specialising in tax, corporate and business law. For example, in institutions such as PricewaterhouseCoopers LLP, Ernst and Young LLP, Signum Law Firm LLP, DG Global Advice Tax and Legal, Deloitte Kazakhstan. There are also faculty with experience in national companies specializing in oil and other industries, such as Caspian Offshore Construction LLP, Karazhanbasmunai JSC, Sovereign Wealth Fund "Samruk-Kazyna" JSC.

The head of School, who is also a lecturer at the School, has experience as a tax lawyer in New York and Massachusetts (USA) and has the relevant certifications.

Some of faculty are currently working as experts and consultants on national and international law for the Government of Kazakhstan, Institute of Legislation of Kazakhstan, Supreme Court of Kazakhstan. Professors are also actively involved in practical activities through membership in various associations and organizations, and are arbitrators and mediators in institutions such as the Arbitration Center of the National Chamber of Entrepreneurs of the RK "Atameken", the Chamber of Legal Advisers "Ədilet", the Kazakhstan International Arbitration, the Scientific Advisory Council at the Supreme Court of the Republic of Kazakhstan, or the the Chamber of Legal Consultants "Civilists" of Almaty.

Management (Bachelor):

Faculty currently meet University professional requirements and HSEM strategic goals with an acceptable level of academic and practical experience, research and teaching performance. The programme employs 17 full time and 11 part-time faculty, 12 of them being academically qualified and with part-timers who have degrees from internationally recognized universities and/or being professionally qualified. Faculty having doctorate degree or equivalent (candidate of science) are categorized as academically qualified. Lecturers with master degree and a reasonable level of professional experience are considered to be professionally qualified. Faculty with internationally recognized certifications are also classified as professionally qualified.

In addition to academically qualified faculty, the courses are taught by faculty who are practicing professionals in their field. The practical experience of the teaching staff facilitates the integration of theory and practice. (50 %) full-time teaching staff have practical experience as a director, manager or economist. Adjunct teaching staff have practical work experience. The practical skills of the teaching staff of the department increase the practical orientation of conducted classes and the quality of research conducted by students.

Marketing (Bachelor):

Faculty currently meet University professional requirements and HSEM strategic goals with an acceptable level of academic and practical experience, research and teaching performance. The programme employs 17 full time and 11 part-time faculty, 12 of them being academically qualified and with part-timers who have degrees from internationally recognized universities and/or being professionally qualified. Faculty having doctorate degree or equivalent (candidate of science) are categorized as academically qualified. Lecturers with master degree and a reasonable level of professional experience are considered to be professionally qualified. Faculty with internationally recognized certifications are also classified as professionally qualified.

About 30 % of Department of "Management and Marketing" faculty have practical experience currently occupying the positions in public companies and business.

Master of Applied Finance:

To achieve its practice-oriented learning objectives, the Centre for Applied Finance adheres to a business model in which only invited lecturers from industry and academia are involved in teaching. This approach ensures that the content of the courses and research is always up-to-date and contributes to the development of the content of the programme. In addition, it gives flexibility to the management of the Centre for Applied Finance to provide quality teaching staff.

MAF FRM programme students study 23 courses. There are 26 faculty members involved in teaching these courses. There are two professors, two associate professor and two PhD holders. 15 have a Master of Science or MBA degree and the rest holds international professional qualifications (FRM, CIMA, CAP, CIPA). Some courses are taught by more than one lecturer; some faculty teach 2 or more courses.

The majority of courses are taught by professionally certified lecturers from industry. More than two thirds of lecturers are practitioners in the financial industry, working for the NBRK, ARDFM, second-tier banks, investment companies, pension fund.

The procedure of selection and further verification of lecturers qualifications are conducted in accordance with the grading policy of the University and in consideration of recommendations of NBRK and ARDFM. Selected candidates are approved by GSB Council.

The Centre for Applied Finance engages visiting (part-time) lecturers whose professional or academic activities coincide with the subject area of the courses to be taught. Visiting lecturers regularly develop professional qualifications at their main place of work.

The concept, content, sequence and scope of topics, assessment tools and content of examinations in the courses taught by the teaching team are determined as a result of collaboration. For instance, the teaching team of the course “Supervision and regulation of financial market” is represented by the heads of the three key supervisory units of the national financial regulator. This course covers three key fields of financial market for any country: banks, insurance and stock market. In order to deliver courses like this, lecturers coordinate at planning and implementation stages. The Head of the Centre of Applied Finance ensures consistency and logical integrity of the study programme in collaboration with the faculty and the School QAC.

Students always have the opportunity to get faculty advice. Within the framework of each separate course, students receive support on performing tasks during the course of study. Also, they have an opportunity to consult with certified faculty on issues related to passing international professional certification exams like FRM, CFA.

Appraisal:

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty’s composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the

requirements of professional practice are fully satisfied. The panel met very dedicated teaching staff and welcomes their academic and pedagogical qualification.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

Taking into account the grading policy of Narxoz the panel **recommends** the University raising the structure of the academic staff. For the **Master of Applied Finance** the faculty should include full-time professors which could increase the research and the scientific reputation of the Master programme.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The panel notes that the faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. During the online conference students showed that they were “fully content” with the support they receive.

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

4.2 Programme management

Jurisprudence (Bachelor):

The responsible person for programme management and development is the chair of the department.

Duties include the following:

- Day to day programme management covering scheduling of classes dealing with faculty issues and acting as a first point of contact for students
- Ensuring that examinations are approved and delivered and that diploma projects are relevant, and timely, delivered with the close support of the faculty assigned
- Ensuring that School and University level quality assurance requirements are met and working at the key lead on programme accreditation
- Development of learning outcomes and study plans for the programme to ensure that outcomes are met
- Development of the concept of the model graduate of the programme
- Planning for, and ensuring delivery of, support materials such as learning resources and facilities to allow the programme to run effectively and allow students to acquire the skills and knowledge intended
- Leading programme reviews with stakeholders to ensure the continuing relevance of the programme content based on survey data, experience of program delivery and consultation with employers, faculty and students.
- Providing support for recruitment in schools and with employers
- Liaison with the Career and Alumni Development Centre to support students in finding appropriate internships, subsequent employment and tracking of labour market trends

Management / Marketing (Bachelor):

The responsible person for programme development is Management and Marketing Department Chair who monitors the Management and Marketing Bachelor programmes. The purview includes

inter alia advisor assignments, thesis supervisor assignments, leading programme meetings, planning programme events and representing the programme within the University. At least once a year, the Head of department ensures regular updating of training programmes based on market trends and recommendations of the HSEM Business Council⁴⁵ and developments in accounting and audit.

Moreover, the Department Chair interacts with employers and the expert community to further develop and update the programme.

Master of Applied Finance:

The Director of the Centre of Applied Finance is responsible for the management of the educational programme. The Director of the Centre of Applied Finance is a member of the Quality Assurance Committee of the Graduate School of Business, the Council of the Graduate School of Business. At the university level, the Director of the Centre of Applied Finance is a member of the Academic Council of the University and a member of the Academic Quality Committee. As part of their duties to participate in the collegial quality management bodies, the Director has the opportunity to participate in professional discussions and exchange of experience on the development of the programme, strengthening content and implementation of quality management tools.

The Director of the programme has a wide range of job responsibilities, including:

- involvement of employers in the implementation of the programme, and establishment of partnership relations with them;
- organising development, annual revision and update of curricula;
- organisation of admission procedures for applicants, including entrance examinations and counselling of applicants;
- acting as an adviser;
- recruitment of faculty members;
- organisation of internships;
- organisation of master classes;
- preparation of reports on the implementation of the study process.
- development of marketing materials.

The Programme coordinator is responsible for curriculum development, and ensures academic quality of the programme.

For all programmes:

In the educational activities and the implementation of the programme faculty and students are supported by the administration and structural units of the university in several respects:

In terms of administrative support Narxoz University has a clear distribution of powers and responsibilities for the educational management, for scientific and information support, international development and partnership, personnel issues, security department, legal department, record keeping and archive department. The Head of department plays a significant role in the organisation of the programme, facilitating communication and assisting students and

⁴⁵ <https://en.narxoz.kz/sem/business-council>

faculty members. Other administrative units within Narxoz also help students and faculty with registration, course materials (including the online course management programme), information technology, library resources, and obtaining Institutional Review Board approval, among other things.

Advisors and the department management carry out explanatory work with students on the choice of elective disciplines, during the established terms of study and provide them with advice on the implementation of Bachelor's individual educational plans. An automated Student Help Desk has been created known as Student Help Desk, which allows applications and appeals of students on any issue.

Moreover, the department annually holds an orientation week for first-year master students. This is aimed at familiarising students with the organisation of the educational process at the university and its structural units, which have a direct involvement in ensuring accessibility, transparency and openness of educational services. In order to ensure that students are informed, each of them is given a "Catalogue", which provides information about the University, academic policy of the University, rights and obligations of students and the specifics of education in terms of credit technology.

Students are members of the School's QAC, along with the teaching staff, which shows their involvement in the decision-making process related to their areas of activity. Narxoz has student self-governing bodies that have a say in committees of higher education institutions and the Academic Council. A Memorandum between Narxoz University and the Alliance of Students of Kazakhstan has been concluded, which commits to purposeful joint work to promote the principles of higher education and students' freedom of choice of disciplines. Narxoz has established an Endowment Fund, which will provide ongoing financial support for youth projects: scientific conferences, Olympiads, forums, etc.

Appraisal:

The Heads of the departments organise the activities of everyone involved in the programme and ensures that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

Jurisprudence (Bachelor):

The Law Department of Narxoz has relationships with a large number of education institutions, such as:

- People's Friendship University, Russia (PFUR), Russian Federation, Moscow;
- Financial University under the Government of the Russian Federation, Russian Federation, Moscow;
- Pskov State University, Pskov, Russian Federation;
- Southern Federal University, Russian Federation, Rostov on Don
- Saratov State National Research University. N.G. Chernyshevsky Saratov State National Research University, Russian Federation;
- Urals State University of Economics, Ekaterinburg, Russian Federation;
- Don State Technical University, Russian Federation, Rostov-on-Don;
- Lobachevsky National Research University of Nizhny Novgorod, Russian Federation;
- Coventry University, United Kingdom;
- Pennsylvania State University (USA);
- Lahore University of Management Sciences, Lahore, Pakistan;
- Amsterdam University of Applied Sciences, Netherlands, Amsterdam;
- Mykolas Romeris University, Latvia, Vilnius;
- Baltic International Academy, Riga, Lithuania;
- Kyrgyz National University named after M.V. Lomonosov, Kyrgyz Republic.
- Balasagyn Kyrgyz National University, Kyrgyzstan, Bishkek;
- Kyrgyz-Russian Slavic University, Kyrgyzstan, Bishkek;
- Osh State University, Kyrgyzstan, OSH;
- Hankuk University of Foreign Studies, South Korea, Seoul;
- Yonsei University, South Korea, Seoul
- Girne American University, Cyprus, Girne;
- Beijing Foreign Studies University, China, Beijing.

The main areas of cooperation are: organization of student and faculty mobility; creation of joint educational programmes in the areas of training implemented in the partner universities; organization of joint research projects.

Joint programmes for the bachelor degree in International Economic Law with the Financial University under the Government of the Russian Federation and in Law with Coventry University (Great Britain) are in place. In partnership with the Pennsylvania State University (USA) the Penn State Law Week was held and a training course "Introduction to US Law" was organized, which

students of the Jurisprudence programme completed.

Management / Marketing (Bachelor) / Master of Applied Finance:

Partnership with academic institutions has become a high-profile issue engaging an increasing number of students and staff. Narxoz University has signed several partnership agreements with HEI abroad. Some of them gave grounding to develop dual degree and academic mobility.

The dual-degree with Coventry (GB) started in 2014, currently ten students study in the programme⁴⁶. The main partners for academic mobility are:

- University of Lodz, (Poland)
- University of Tsukuba, (Japan)
- IESEG School of Management, (France)
- National Louis University (Poland)
- Shoreline Community College (USA)
- University of Ferrara (Italy)
- FH Joanneum University of Applied Sciences, (Austria)
- Solbridge International Business School (South Korea)
- Plekhanov Russian University of Economics, (Russia)

The academic mobility is one-way mobility so far, but the increasing number of courses offered in English as well as the attractive location of the city encourage its future alignment.

Cooperation with business enterprises and other organisations

Jurisprudence (Bachelor):

Memoranda of understanding for developing long-term partnership, and specific short-term agreements for students' internship have been signed with a number of employers (Narxoz presented 45 companies). Among them are the following:

In June 2021 Narxoz University signed a Memorandum of Understanding with the Court of the International Financial Center Astana, where the parties agreed to cooperate in the following areas: (1) knowledge exchange; (2) seminars and training; (3) cross promotion of events, activities and publications; (4) preparation of future employees for the AIFC Court; (5) Internship, career development and employment opportunities; (6) participation of Narxoz University students in the AIFC Court and IAC Moot Competitions; (7) Training courses.

In May 2019, the University signed a Memorandum of Cooperation and Cooperation with KPMG Tax and Advisory. The purpose of the cooperation is to consolidate and deepen the knowledge of students and graduates of the School of Law obtained during their studies, as well as to impart the necessary skills and practical skills in law. The cooperation includes joint innovative projects and organization of internships and/or work placements in the specialty of law.

In September 2019 the University and the Chamber of Legal Advisors "Kazakhstan Bar Association" signed a Memorandum of Interaction and Cooperation with regard to:

⁴⁶ The double degree programme is not subject of this accreditation.

- development of business relations between the School of Law and the Chamber in the research, educational and law enforcement fields;
- exchange of scientific knowledge and recommendations through joint conferences, forums, roundtables, seminars and other forms of communication between the Chamber members and students;
- advising and training students on advanced solutions in the field of jurisprudence;
- facilitating the organization of all types of internships for students at the Chamber and, if possible, assisting in the employment of graduates.

Similar memoranda of cooperation and interaction have been concluded with Integrities Kazakhstan LLP, Ernst and Young Kazakhstan LLP.

The HSLPP cooperates with the Academy of Justice under the Supreme Court of the Republic of Kazakhstan. The agreement provides for joint research, mutual visits of faculty for the purpose of teaching, professional development and exchange of research experience, exchange of experience and information on educational programs, teaching methodology and approaches used in the educational process, as well as joint scientific publications. Based on these relationships, the Law faculty has the opportunity to organize a whole range of activities such as guest lectures and internships which contribute greatly to the development of professional competences of graduates of the programme.

Management / Marketing (Bachelor) / Master of Applied Finance:

Memoranda of understanding for developing long-term mutually beneficial partnership, future implementation of joint programmes and projects in field of education and research, as well as specific short-term agreements for designing students' internship have been signed with a number of employers as shown in the table below.

| # | Partner name | Duration |
|----|--|-----------|
| 1 | LLP METRO Cash&Carry | >5 years |
| 2 | LLP KTA (Kazakhstan Association of Hotels and Restaurants) | >5 years |
| 3 | LLP HR-Practice Kazakhstan | >4 years |
| 4 | LLP Central Asian Advertising Association | >2 years |
| 5 | LLP RG Brands Kazakhstan | >3 years |
| 6 | LLP KAZ «Minerals Management» | >5 years |
| 7 | LLP Qoldau Etpreneurship Centre | >2 years |
| 8 | LLP JTI | >5 years |
| 9 | LLP Green Agro Trade | >5 years |
| 10 | JSC Halyk Bank of Kazakhstan | >5 years |
| 11 | JSC KEGOC | >5 years |
| 12 | JSC Kaspi Bank | >5 years |
| 13 | JSC Forte Bank | >5 years |
| 14 | JSC Forte Leasing | >5 years |
| 15 | JSC Bank Home Credit | >5 years |
| 16 | JSC Kazpost | >5 years |
| 17 | JSC Eurasian Financial Company | >5 years |
| 18 | JSC Bank CenterCredit | >5 years |
| 19 | JSC Danone Berkut | >5 years |
| 20 | JSC Rakhat | >10 years |

Master of Applied Finance:

The Centre for Applied Finance is the legal successor of the NBRK Master's Programme, so the partnership between the University and the NBRK has a long history of more than 18 years. Currently, the academic partnership with the NBRK is implemented on the basis of the Agreement on cooperation №176 from 13.05.2020. Under the Agreement NBRK participates in the development of curricula, syllabi, topics of master thesis projects, in the commissions for the recruitment of applicants, for the protection of master's projects, ensures the participation of its employees in the classes. Every year at the time of admission of Master students to training, the NBRK and the University sign an Agreement on assistance in training and retraining of personnel for government agencies and financial institutions. In accordance with the Agreement, the NBRK assists in the organization and conduct of internship as part of the educational process and has the right to monitor the quality of teaching and give recommendations for the improvement of the educational process.

The partnership with the ARDFM is organized on the same principle, based on the Agreement on cooperation No.78 of 01.09.2020. In addition to the educational process, the cooperation agreements with NBRK and ARDFM provide for joint holding of forums, conferences, courses and master classes with the University.

Partnership relations are not limited to the participation of NBRK and ARDFM. The programme actively cooperates with many financial organizations of Kazakhstan on internships for students, in participation in commissions for defence of Master projects, and involvement of practicing experts in teaching.

| No. | Name | Term of the Agreement |
|-----|---------------------------------------|-----------------------|
| 1 | JSC Sberbank | 14.01.2024 |
| 2 | JSC Alfa-Bank | indefinite |
| 3 | JSC AlтынBank | indefinite |
| 4 | JSC Kaspi Bank | 26.12.2023 |
| 5 | JSC Eurasian Bank | indefinite |
| 6 | JSC Kassa Nova Bank | 25.12.2025 |
| 7 | JSC Forte Bank | 30.12.2025 |
| 8 | JSC European Insurance Company | 15.11.2022 |
| 9 | JSC Oil Insurance Company | 22.05.2024 |
| 10 | JSC Insurance Company NOMAD Insurance | 30.12.2025 |
| 11 | JSC Kommesk Omir | 14.02.2025 |
| 12 | LLP Ronex Security Company | 19.06.2024 |

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme as well as with business enterprises and other professional institutions are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

Master of Applied Finance

Moreover, cooperation with business enterprises and other professional organisations is actively promoted for example by means of meetings of those who are involved in the study programme in responsible positions, in order to discuss the further development of the programme. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in projects, provision of traineeships, appointment of professionals in teaching), they significantly contribute to students' development of qualifications 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) | | MAF | BLAW, BMAN, BMRK | | |

4.4 Facilities and equipment

For all programmes:

As the on-site visit had to be replaced by an online conference because of the Covid-19 pandemic Narxoz made available to the panel numerous photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof.

In the 2021/2022 academic year, the University's computer park has 1,483 personal computers (PCs), of which 744 are used in the educational process, which is 50.1% of the total number of computer equipment. There are 25 computer classrooms and 11 specialized laboratories, 73 classrooms in the ULK-2 building, 12 classrooms in the business school. After the completion of the reconstruction of the main educational building, additional 26 computer classrooms will be put into operation with 508 seats, equipped with new equipment for conducting classes. Wi-Fi is accessible to all students and faculty on the whole campus.

The infrastructure also includes office equipment, projection equipment, network and telecommunications equipment, including MFDs, copiers, printers, scanners (340 pieces), projectors (205 pieces), servers (15 pieces), network equipment (328 pieces), and Telecommunication equipment (154 pieces). Lecturers and students at the University have access to all PCs (free from classes) in the computer classrooms of the DIT.

In the educational process of the University, computer classrooms, multimedia classrooms are used. Multimedia audiences belong to the linguistic center. To carry out laboratory work in specialized disciplines, there are “1C Laboratory”, “Electronic Learning Laboratory” in the direction of Finance and Data Analytics. Also “Data Science Lab”, “Newton Lab”, “Cybersecurity Lab”, “Graphics & Media Lab” and “Cloud Computing Lab” for students.

There is a Bloomberg laboratory with 12 terminals, which is also used as a classroom for courses that involve mastering of Bloomberg functionality. The Bloomberg terminal can also be used via remote access, which further enhances its effect in the learning process. In addition, the University offers dormitories to students.

Students have access to International scientific databases:

- EBSCO “E-book business collection” www.search.ebscohost.com offers over 21,000 book titles for students and academics doing research in a variety of business areas. The collection includes books from Oxford University Press, Business Expert Press, University of Chicago Press, Entrepreneur Press and American Management Association, as well as summaries of all the most recent Harvard Business Review, books, and press reviews available in the eBook Business Collection.
- JSTOR (The Scholarly Journal Archive) - full-text base of English-language scientific journals, is included in the top 10 scientific bases in the world scientific space. The JSTOR collections are composed of reputable international periodicals. The JSTOR ESSENTIAL collection covers 694 titles in 45 disciplines, including economics, business, finance, political science, law, education and other social disciplines (according to the profile of the university). JSTOR's

archival collections contain over 2,400 scientific journals in 60 disciplines. JSTOR works with 1200 publishers from over 57 countries.

During the academic year, 18 webinars were held for students and teachers at the university, dedicated to the use of information resources of the library and research topics.

Comfortable conditions for independent work have been created for all categories of users, including for students with disabilities. In accordance with the policy of ensuring equal access to education for students with disabilities of the university, students with disabilities have equal access to the information base of the scientific library.

Jurisprudence (Bachelor):

Licensed access to the «Paragraph» (that is information legal system) is provided to the students and faculty. It is a unique electronic database that contains a set of legal information that contains not only the texts of normative legal acts, but also: comments on the legislation of lawyers - scientists and practitioners, decisions of the Supreme Court and other courts of the Republic of Kazakhstan; reviews of judicial practice; international law documents; draft laws that are under consideration by the Parliament of Kazakhstan; sample forms of legal and business documents and many other equally important documents.⁴⁷

The library works closely with faculty and academic managers to keep resources up to date. When purchasing educational and scientific literature, priority is given to educational programs with the greatest need for resources. For each discipline, recent editions of textbooks, collections of problems, exercises, workshops and manuals for laboratory work are available in Kazakh, Russian and English languages.

Management (Bachelor):

Academic Library Foundation contributes to meeting the needs of both educational and research activities of students in the programme "Management". In total, the fund of the Academic Library is 816 830 units of publications in national, Russian and foreign languages, including educational and methodical literature – 411 151 units of publications, scientific literature – 405 678 units of publications, out of which 3 088 units of educational literature related to management.

Marketing (Bachelor):

Academic Library Foundation contributes to meeting the needs of both educational and research activities of students in the Marketing programme. In total, today the fund of the Academic Library is 912 022 units of publications in national, Russian and foreign languages, including educational and methodical literature - 411 456 units of publications, scientific literature - 500 566 units of publications, out of which 6 452 units related to Marketing.

Master of Applied Finance:

The Academic Library contributes to meeting the needs of both educational and research activities of students in the MAF FRM programme. In total, today the fund of the Academic Library is 816,830 units of publications in Kazakh, Russian and foreign languages, including educational and methodical

⁴⁷ <https://online.zakon.kz/lawyer>

literature - 411,151 units of publications, scientific literature – 405,678 units of publications, out of which 6,788 units related to financial risk management.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the University’s buildings. Instead, Narxoz provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

The panel got the impression that the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students’ needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

| | 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 support the transition to employment the Career Development and Alumni Relations Centre (CDAR) was established in 2005. The focus is on interaction with companies on practical training, internships and employment. A key area of activity is the management of a vacancy website which seeks to match students with opportunities. Partners include the Big Four companies, leading oil and gas and financial service companies. This includes career guidance and skills development services that – beside the support by faculty⁴⁸ - are a key to successful professional and business life.

The main areas of work of the Department of Career and Alumni Relations are:

- assisting students and graduates of the university in employment and career development;

⁴⁸ See above chapter 4.1.

- assistance in the organization of educational, industrial, pre-diploma and research internships of students;
- establishing partnerships between students and the business community of Kazakhstan through round tables with employers, and promotion of entrepreneurship among graduates of Narxoz University;
- organizing master classes, guest lectures, online webinars for students.

Also, Narxoz has put up a Public Association “Narxoz Alumni Association”. Its activities are:

- creating a professional alumni community that promotes effective communication among alumni and students of Narxoz University, as well as assistance in their professional growth;
- combining the efforts of its members to ensure the activities of the Association to attract graduates of the University on the basis of close cooperation with public and other organizations, whose activities meet the objectives of the Association;
- assisting the University administration in the implementation of the adopted University Development Strategy in terms of the implementation of measures to attract graduates of the University.

To achieve these goals, the Association carries out activities such as:

- using the potential of the University graduates for the development and implementation of innovative (research and social) projects in the educational and research area of the University, related to the University Development Strategy;
- assistance in improving the qualifications of the University staff, mastering new forms and methods of socio-economic and management activities, advanced domestic and foreign experience;
- assistance to future graduates of the University in the selection of a place of work in accordance with their qualifications and abilities;
- conducting conferences, symposia, seminars, round tables, discussions, competitions, trade missions and other events at the University.

Master of Applied Finance:

In addition to the capabilities of the CDAR, the Centre of Applied Finance under the Cooperation Agreement with the ARDFM and the Agreement with the NBRK on training and retraining of personnel for government agencies and financial institutions provides candidates from among its students for their employment with the ARDFM and the NBRK.

Moreover, those master students, who studied on the grants of the NBRK, have an obligation to the NBRK and ARDFM to work in these organizations if a position is provided to them. In general, NBRK and ARDFM render all possible assistance in employment of the graduates of the programmes of the Centre of Applied Finance. NBRK searches for vacancies not only in the structure of NBRK, but also in its subsidiary organizations. The fact that the financial industry practices (banks, investment companies, insurance organizations, pension fund, etc.) are widely involved in the educational process to a great extent is a unique feature of the programme.

Appraisal:

The panel welcomes that Narxoz provides career counselling and placement services for the students and graduates to promote their employability, in addition to the efforts that faculty members offer.

For the **Master of Applied Finance**, the panel has noted that career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the School-wide corporate network. The School brings its graduates in contact with representatives from financial institutions.

The panel also welcomes that an alumni organisation has been set up with the aim of developing an 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 | | MAF | BLAW, BMAN, BMRK | | |
| 4.5.2 | Alumni Activities | | | X | | |

4.6 Financing of the study programme (Asterisk Criterion)

Funding for academic programmes is provided by the receipt of financial resources in the form of tuition fees, both from the state budget, and at the expense of students.

The Departments receive support for materials, equipment and other costs through the university budgeting and spending allocation process. Payroll is the largest direct cost. All financial operations are managed through the central administration in consultation with the relevant Departments.

The purchase of equipment and devices, educational stands and training materials is carried out in accordance with the public procurement plan, which is approved annually by a specially created commission. This commission based on the principle of consistency and priority taking into account the specificity of educational units decides on equipping of Departments of HEIs in the current year. Annual increase in allocated funds for replenishment of material and financial assets, providing conditions for education associated with the replenishment of the book fund, purchase of educational equipment. Implementation of programme implies expenditure on Internet communications for the implementation and use of new learning technologies. Every year the University allocates funds for the renewal, expansion of material, scientific and educational laboratory base, the purchase of computers and photocopyers, software and equipment for

classrooms. Financial resources are allocated according to the plan of re-equipment and introduction of new learning technologies.

Appraisal:

Narxoz University has presented its revenue and cost structure for each study programme. The panel is convinced that the study programme is funded for the entire accreditation period (until 2027) so that students will definitely be able to complete their studies.

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

5. Quality assurance and documentation

Narxoz's Quality Assurance (QA) system is based on a quality management strategy. Its task is supporting the overall strategy and the University's profile through enhancing the quality of teaching, research; improving key stakeholders' satisfaction and improving operational effectiveness. The QA system includes both (academic and non-academic) areas of University functioning. The task of quality management is to review and coordinate the University units' related activities that are critical in terms of achieving quality requirements. The internal QA documents are publicly available on the University's website.⁴⁹

The quality management strategy takes into account Narxoz University Strategy 2020-2025 (revised in 2021), the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)⁵⁰, the Ministry of Education and Science of the Republic of Kazakhstan (MES) policies and regulations⁵¹, Narxoz's Quality Assurance Policy and the University Quality Assurance Handbook.

Both the QA Policy and the QA Handbook describe explicitly and in detail the internal QA system with objectives, procedures and mechanisms, key parameters and include external assessments as a tool.

The quality management process is intended to create system-wide mechanisms that enable the University to monitor and improve its operations and to enhance quality. The quality management is focused on core activities (education, research and administration) and on resources (human resource and infrastructure) that are required to ensure quality provision of core activities. The University designs the QA process as a dynamic process that shall continuously follow the Plan-Do-Check-Act Cycle. Thus, it consists of four stages: (1) developing regulatory background and plan, (2) collecting quality data, (3) analysing findings and (4) making revisions or changes based on data analyses.

Narxoz University has established a framework for quality assurance that includes the mechanisms for institutional, departmental, and programme quality assurance. It is embedded in each Higher School and all university departments and utilises both quantitative and qualitative data. The results of this continuous QA process are communicated via Academic Quality Committees and the Academic Council and serve to benefit all internal and external stakeholders in their decision-making.

As far as the competencies, responsibilities and interactions of academic and administrative quality management staff and departments are concerned structural divisions and collegial bodies of the University are involved in the process of continuous provision of the academic quality: the Academic Council, committees under the AC, councils of the Higher Schools and of the PhD department.

⁴⁹ <https://en.narxoz.kz/quality-assurance>.

⁵⁰ [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#)

⁵¹ <https://www.gov.kz/memleket/entities/edu?lang=en>

The University community members (students, teaching and administrative staff) are part of collegial committees at the Higher School and University level. Corporate partners and external stakeholders are also involved in different committees and play an active role within the quality management system.

Faculty and staff of the University are informed about quality management measures and the results obtained at the meetings of the Academic Council, the QA Councils of the Higher Schools, regular meetings, and faculty general assemblies with the President and Provost of the University.

The University carries out on a regular basis a systematic assessment and discussion of the quality of all aspects of the academic process and educational programs. The assessments are based on monitoring the quality of teaching and surveys of students, teachers, alumni and employers. Based on the results obtained, the University management, the University QA Committees under the Academic Council, the Higher Schools Committees, the Heads of the Departments / Centers and structural divisions are provided with the reports. The structural units provide feedback in the form of a "Progress Report", which is then provided to the trainees and other target groups of the survey.

The University has developed an organisational structure, established a division of responsibility for quality assurance, reflected in the regulations on structural divisions and job descriptions, as well as the delineation of the functions of collegial bodies. This can contribute to the development of a culture of quality in which each structural unit / employee of the University could efficiently respond to emerging problems.

Narxoz University students, faculty and staff, and external stakeholders (employers, alumni) are involved in the QA system and are given the opportunity to take an active role in the quality management. Their opinions are asked in various surveys.

Evaluation by students is carried out through a number of regular and on-request institutional research activities. The key instrument is the Faculty Teaching Evaluation Survey (FTES) that is conducted primarily to provide a measure of assurance of the teaching quality at the University level. The FTES collects the opinions of all undergraduate and postgraduate students on their perceptions of instructional effectiveness, quality of teaching and their learning experience for each subject in which they are enrolled.

The questionnaire consists of 18 multiple choice and open-ended questions relating to the quality of teaching in three important fields: 1) faculty, 2) class Sessions and 3) course. The first section consists of questions about instructional delivery and professional attitude towards students while the second part covers questions about management of class sessions and the learning environment. The third part incorporates questions about student understanding of the course requirements, syllabus and availability of course materials. Summary questions 19 and 20 identify the overall level of satisfaction with the course and teaching quality. Two open-ended questions soliciting general comments and remarks about instructors and workload are also included in the questionnaire.

At the end of the academic year, the faculty submit a completed Course Management form. Assessment covers key aspects of teaching. This form must be accompanied by the final exam sample and submitted to the Department Chairs at the end of the semester.

Higher Schools QA Committees analyse the results of the surveys and develop recommendations accordingly. The results of the teaching evaluation survey are used in the Faculty Grading system to assess the performance of a faculty member.

After the accreditation the departments submit the reports on the survey. The Higher Schools Quality Assurance Committees provide a Progress Report and feedback to the recommendations of survey participants. Students are informed via the Student Senate.⁵²

Faculty members are involved in assessment processes through regular and on-request activities. The Faculty Satisfaction Survey is the mechanism for feedback on working conditions, professional development, and quality of management at Narxoz University.

The Narxoz Alumni Survey⁵³ aims to assure the quality of professional preparation of graduates by collecting their feedback about work experience, job performance and level of satisfaction with the quality of Narxoz University's education, which allows identification of areas for improvement. The survey is conducted each summer among the Narxoz Alumni (one year after graduation) via e-mails, phone interviews and online questionnaires. The Alumni answer questions including 5-point scale, multiple choice and open-ended questions that touch upon details of their current employment (company, salary, position, etc.) and/or further studies, contribution of the Narxoz programme to their career, satisfaction with/suggestions for Narxoz services and ways to get involved with the University.

The survey results are reported to the top management and shared with Narxoz University employees and alumni. To facilitate programme assessment efforts data are broken down by programmes. The key messages are taken as the basis for the further enhancement of the University's programmes, services and environment.

The Alumni Employers' Satisfaction Survey seeks the opinion of employers on levels of Narxoz graduates' professional preparedness in terms of knowledge, skills and attitudes. The survey is conducted through different channels: electronic mail, fax, post, social networks (Instagram, Facebook, Telegram, WhatsApp, YouTube); phone calls and visits. The survey results are placed on the website. They can illustrate employers' perception of Narxoz graduates' professional quality and help to determine ways of further improvement of academic programmes.

The official website of Narxoz University contains information about the University's governance structure and organisational structure, its strategy, about quality assurance, national ranking results, professional certifications of the study programmes, institutional and programme accreditations, and programme descriptions. Moreover, the website provides interactive communication with potential applicants. Each school of the University has its own page on the website⁵⁴. Also, information on the composition of the commission on academic quality and various advice is available and it is possible to ask the dean a question through the Internal regulatory documents of the University are published, updated and stored on the corporate portal of the university. On the main page of the portal, it is possible to review local news, useful videos, and visit thematic fora. The portal menu is a transition to the necessary pages, depending on the status and interests of the user.

⁵² Student Senate <https://narxoz.edu.kz/student-life/stud-sovet>

⁵³ Narxoz Alumni Survey <https://alumni.narxoz.kz/ru/page/statistics-and-reports>

⁵⁴ <https://narxoz.edu.kz/sem/>, <https://narxoz.edu.kz/slpp/>, <https://narxoz.edu.kz/ste/>, <https://narxoz.edu.kz/hhs>, <https://narxoz.edu.kz/gsb>

In a specialized section, readers can familiarise themselves with the following documents:

1. The academic calendar, is posted in three languages: Russian, Kazakh, and English.
2. The current exam schedule is presented on the website. Course registration Instructions for students with teaching quality evaluation are also posted in this section.
3. Policies and regulations are presented, such as: transfer policy, President of the Republic of Kazakhstan scholarship policy, policies of academic leave and course registration, information on grants and dormitories, as well as sample applications.

All students have access to the digital resources of the university. At the moment, the core consists of Banner Student as well as LMS CANVAS. All course related information is placed on Canvas and available for students and the course administrators. Other information such as tuition payment reports, transcripts, class registration and schedules are available on Banner Student.

The university interacts with partners through social networks, fairs, joint projects, mailing list and digests. Thus, partners are in the information field of the university and receive information. To build effective communication with the general public, the university is actively working through the media and social networks through broadcasting such as interviews with the president, provost, deans, and delivering expert opinions from teachers and university staff. The University adheres to the policy of building long-term and fruitful cooperation with a number of media outlets, in particular, the creation of dialogue platforms and platforms for interaction with the public. In addition, the university provides free legal advice to the population through the media - zakon.kz and Informburo.kz and provides a legal clinic⁵⁵ based on international experience.

Appraisal:

Within the frame of a comprehensive quality assurance system Narxoz has installed a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the study programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

The evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation by alumni and employers is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

⁵⁵ <https://en.narxoz.kz/slpp/law-clinic/>

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

Quality profile

HEI: Narxoz University, Almaty, Kazakhstan

Bachelor programmes:

1. Management
2. Marketing
3. Jurisprudence

Master programme:

4. Masters of Applied Finance

| | | 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) | | MAF ⁵⁶ | BLAW, BMAN, BMRK ⁵⁷ | | |
| 1.2* | International orientation of the study programme design (Asterisk Criterion) | | | X | | |
| 1.3 | Positioning of the study programme | | | | | |
| 1.3.1 | Positioning of the study programme in the educational market | | | X | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates („Employability“) | | | X | | |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept | | | X | | |
| 2 | Admission | | | | | |
| 2.1* | Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 | Counselling for prospective students | | | X | | |
| 2.3* | Selection procedure (if relevant) | | | X | | |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | | X |
| 2.5* | Ensuring foreign language proficiency (Asterisk Criterion) | | | X | | |
| 2.6* | Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | X | | |
| 3 | Contents, structure and didactical concept | | | | | |
| 3.1 | Contents | | | | | |
| 3.1.1* | Logic and conceptual coherence (Asterisk Criterion) | | | X | | |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion) | | | X | | |
| 3.1.3* | Integration of theory and practice (Asterisk Criterion) | | | X | | |

⁵⁶ Master of Applied Finance

⁵⁷ Bachelor Law, Bachelor Management, Bachelor Marketing

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.1.4 | Interdisciplinary thinking | | | X | | |
| 3.1.5 | Ethical aspects | | | X | | |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion) | | | X | | |
| 3.1.7* | Examination and final thesis (Asterisk Criterion) | | | X | | |
| 3.2 | Structure | | | | | |
| 3.2.1* | Modular structure of the study programme (Asterisk Criterion) | | | X | | |
| 3.2.2* | Study and exam regulations (Asterisk Criterion) | | | X | | |
| 3.2.3* | Feasibility of study workload (Asterisk Criterion) | | | X | | |
| 3.2.4 | Equality of opportunity | | | X | | |
| 3.3 | Didactical concept | | | | | |
| 3.3.1* | Logic and plausibility of the didactical concept (Asterisk Criterion) | | | X | | |
| 3.3.2* | Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 | Guest lecturers | | | X | | |
| 3.3.4 | Lecturing tutors | | | X | | |
| 3.4 | Internationality | | | | | |
| 3.4.1* | International contents and intercultural aspects (Asterisk Criterion) | | | X | | |
| 3.4.2 | Internationality of the student body | | | X | | |
| 3.4.3 | Internationality of faculty | | | X | | |
| 3.4.4 | Foreign language contents | | | X | | |
| 3.5* | Multidisciplinary competences and skills (Asterisk Criterion) | | | X | | |
| 3.6* | Skills for employment / Employability (Asterisk Criterion) | | | X | | |
| 4. | Academic environment and framework conditions | | | | | |
| 4.1 | Faculty | | | | | |
| 4.1.1* | Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* | Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* | Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 | Practical business experience of faculty | | | X | | |
| 4.1.5* | Internal cooperation (Asterisk Criterion) | | | X | | |
| 4.1.6* | Student support by the faculty (Asterisk Criterion) | | X | | | |
| 4.1.7(*) | Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | X |

| | | 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 | | | | | |
| 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) | | MAF | BLAW, BMAN, BMRK | | |
| 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 | | MAF | BLAW, BMAN, BMRK | | |
| 4.5.2 | Alumni Activities | | | X | | |
| 4.6* | Financing of the study programme (Asterisk Criterion) | | | X | | |
| 5 | Quality assurance and documentation | | | | | |
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | |
| 5.2 | Instruments of quality assurance | | | | | |
| 5.2.1 | Evaluation by students | | | X | | |
| 5.2.2 | Evaluation by faculty | | | X | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | X | | |
| 5.3 | Programme documentation | | | | | |
| 5.3.1* | Programme description (Asterisk Criterion) | | | X | | |
| 5.3.2 | Information on activities during the academic year | | | X | | |