

Decision of the FIBAA Accreditation and Certification Committee

11th Meeting on September 20th, 2023

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|---|
| Project Number: | 22/075 (cluster 2) |
| Higher Education Institution: | KIMEP University |
| Location: | Almaty, Kazakhstan |
| Study programmes: | Bachelor of Management Bachelor of Marketing Master of Business Administration Master of Marketing |
| Type of accreditation: | re-accreditation |



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

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are re-accredited.

Period of Accreditation: from July 6, 2023 until July 5, 2030

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

KIMEP University, Kazakhstan

Bachelor/Master programmes:

Bachelor of Management

Bachelor of Marketing

Master of Business Administration

Master of Marketing

Qualification awarded on completion:

Bachelor of Management

Bachelor of Marketing

Master of Business Administration

Master of Marketing

General information on the study programmes

Brief description of the study programmes:

The **Bachelor in Management** equips students with a strong specialised knowledge in management, more specifically on human resource management, leadership development, human relations, organisational behaviour, innovation and change management, entrepreneurship, and global business. The **Bachelor of Marketing** is designed to equip students with a strong specialized knowledge in marketing and a solid foundation of business skills and knowledge, to develop their ability to apply this knowledge, and to enable them to transfer the knowledge to business and industry. The purpose of the Bachelor of Marketing (BMKT) programme is to prepare students for a work in sales, advertising, media, research and development, and other functions associated with marketing.

The **Master of Business Administration** is dedicated to train leaders who can effectively manage and successfully transform organisations both in Kazakhstan and internationally and solve contemporary business problems in a dynamic and competitive global marketplace, in a socially responsible manner. The **Master of Marketing** aims to create graduates with satisfactory knowledge of micro-economic business issues and macro-economic business environment, core business disciplines of organisational behaviour, business communications, strategic marketing management, marketing planning, marketing research, local, regional and international business perspective, the interdisciplinary nature and challenges of business operations and strategic marketing of organisations, in a global context, quantitative and qualitative techniques of problem solving, ethics, responsibility and sustainability as they apply to business practices

Type of study programme:

bachelor and master programmes

Projected study time and number of ECTS credits:

BMGT/ BMKT: 8 semesters; 240 ECTS credits

MBA: 4 semesters, 120 ECTS credits

MMKT: 2 semesters, 60 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

bachelor programmes 50-100 students

MBA 20-30 students

MMKT 10-20 students

Programme cycle starts in:

both winter and summer semester

Initial start of the programme:

bachelor programmes 2013

MBA 1992

MMKT 2014

Type of accreditation: re-accreditation

last accreditation period: July 6, 2018 to July 5, 2023 (with a provisional prolongation till September 30, 2023)

Procedure

A contract for the re-accreditation of the Bachelor in Management, Bachelor in Marketing, Master in Management (MBA) and Master in Marketing was made between FIBAA and KIMEP University on June 17, 2022. On February 26, 2023, 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:

Prof. Dr. Reinhard Bachmann

University of London, the United Kingdom, Professor of International Management (Business Administration, General Management, International Management, Strategic Management, Business Ethics, Marketing, Human Resource Management, Sustainability, Business Systems, Entrepreneurship, Leadership, Organisational Behaviour, MBA-programmes)

Prof. Dr. Yasemin Boztug

Georg-August-University Göttingen, Germany, Professor of Marketing and Consumer Behavior (Business Administration, Marketing, Consumer Behaviour, Trade, e-commerce, online marketing, social media marketing, statistical methods in marketing)

Dr. Loretta O'Donnell

Nazarbayev University, Almaty, Kazakhstan Vice Provost Academic Affairs (Management, Change Management, Human Capital Analysis, ESG Investing, Leadership, Change Management, Corporate Sustainability)

Dipl.-Wi.-Ing. Alexander Nieland

e4 QUALIFICATION GmbH, Ruesselsheim, Germany, CEO e4 QUALIFICATION GmbH, Head of Business, Unit Automotive Engineering, invenio AG (Leadership, Vision, Strategy, Commercial Planning, Project Management, Marketing, Communication, Risk Management, Quality Management, digital business, Big Data)

Vincent Koerner

Maastricht University, Netherlands
Student International Business (B.Sc.)

FIBAA project manager:
Nora Winkel

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on April 19-20, 2023 at the HEI's premises in Almaty. The same cluster included an appraisal of the PhD in Management and the PhD in Marketing. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

¹ The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on August 29th, 2023. The statement on the report was given up on September 4th, 2023. It has been taken into account in the report at hand.

Summary

The Bachelor of Management (BMGT), Bachelor of Marketing (BMKT), Master in Business Administration (MBA) and Master in Marketing (MMKT) offered by KIMEP fulfils the FIBAA quality requirements for bachelor and master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting July 6, 2023, and finishing on July 5, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines in the Master of Business Administration.

The panel members identified several areas where all programmes could be further developed:

- The panel recommends for the **BMKT** including topics in the curriculum like creativity in business, smart sales (sustainability), pricing or copy writing, for the **BMGT** topics like digital eco- systems and for the **MBA** sustainability topics. The panel understood well the sharp tailoring of the **MMKT** as a very specialised programme and recommends to implement, besides SPSS, advanced research methods (see chapter 3.1.1).
- As far as the University uses “KIMEP credit points” internally only (e.g. in internal regulations such as “KIMEP University Faculty Code of Practice”) or in parallel to the ECTS credits (especially for courses and the Diploma Supplement), the panel urgently recommends KIMEP predominantly using the ECTS credits. This will make it easier to gain students from European countries based on the membership of Kazakhstan in the EHEA (see chapter 3.2.2).

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 many criteria in which the programme exceeds the quality requirements:

- Counselling for prospective students (see chapter 2.2)
- Integration of theory and praxis (see chapter 3.1.3)
- Guest lecturers (see chapter 3.3.3)
- Internationality of faculty (see chapter 3.4.3)
- Foreign language content (see chapter 3.4.4)
- Skills for employment (see chapter 3.6)
- Practical business experience of faculty (see chapter 4.1.4)
- Student support by the faculty (see chapter 4.1.6)
- Process organisation and administrative support for students and faculty (see chapter 4.2.2)
- Cooperation with business enterprises and other organisations (see chapter 4.3.2)
- Career counselling and placement services (see chapter 4.5.1)
- Alumni activities (see chapter 4.5.2)
- Programme description (see chapter 5.3.1) and
- Information on activities during the academic year (see chapter 5.3.2)

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

Information

Information on the Institution

Established in 1992, KIMEP University (KIMEP) is an independent, non-profit higher education institution in Kazakhstan serving a multinational student body. KIMEP is licensed and has been attested by the Kazakhstan Ministry of Education and Science (MES, now reorganised as the Ministry of Science and Higher Education, MSHE) as a higher education institution (HEI) authorised to provide educational services. In January 2012, KIMEP obtained a university status.

KIMEP currently offers 35 degree programmes for students, including 15 undergraduate and 20 graduate-level programmes in Business Administration, Finance, Marketing, Management, Accounting and Audit, Information Systems in Business, Economics, International Journalism, Public Administration, International Relations, International Law, Foreign Language, Cognitive Science and Psychology. KIMEP also offers an Executive MBA and, since fall 2018, PhD programmes in Finance, Marketing, Management/Logistics and Accounting and Audit, which in fall 2020 were followed by PhD programmes in Public Administration and Economics. Programmes are offered by the Bang College of Business (BCB), the College of Social Sciences (CSS), the Law School and the College of Humanities and Education (CHE) that are supported by various units on the university level.

Based on 2022 data, there are 2204 students at KIMEP. Including exchange students, KIMEP students historically represent 51 different ethnicities. Currently, there are 155 faculty members, including 112 full-time faculty members. The overall faculty/student ratio for KIMEP is 0.05 or 18.8 students per faculty. About 65.2 % of the university's full-time faculty members hold PhD degrees, and its 11,624 alumni work all over the globe (see self-evaluation report p. 6).

KIMEP is legally structured as a joint-stock company, a non-profit organisation which offers higher education services. Although 60 % of KIMEP shareholders are private and 40% shares belong to the Kazakhstan government, KIMEP does not receive any funding from the government.

Further development of the programmes, implementation of recommendations from previous accreditation, and statistical data

Since 2018, the programmes' curricula and courses have been modified and updated according to the needs of the job market as well as changes in local and global business education trends. Due to state-initiated changes in State Compulsory Education Standards for Higher and Postgraduate Education (GOSO), the length of general education and programme foundation cycles were adjusted and undergraduate thesis requirements as well as a number of internship courses were revised.

In addition, ILOs have been revised, new courses have been added to the curricula, and the programme structure of the specialised MMKT has been changed following the recommendations of the BCB Business Advisory Council, previous recommendations of accreditation agencies and market demand changes within the past five years. KIMEP launched the specialised graduate programme Master in Marketing in 2014. Initially the

curriculum was designed to prepare graduates for certification from the Chartered Institute of Marketing (CIM), UK. However, students have not demonstrated enough interest in getting CIM certification in addition to the KIMEP Master Degree in Marketing. Besides, many applicants preferred to apply for the more prestigious MBA, similar in structure and length to MMKT. Based on the analysis of programmes, a revision of Master in Marketing programme was conducted in 2021. The programme was reduced from 1,5-2 years to 1 year program (60 ECTS credits). The specific courses designed to prepare for CIM certification were eliminated. The updated programme had a first intake in 2022-2023 academic year. The statistical data of all study programmes is shown below:

Appraisal

The panel understood well the chosen changes and further development. They appreciate the strong contact to the BCB Business Advisory Council and the commitment of the University and its staff in striving towards their given goals. This can be seen in the first idea and the renewal of the MMKT which had now a good start. The other programmes show a stable occupancy rate and prove BCB's good position in the Kazakh education and job market.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The common objectives of all BCB programmes are to:

- provide students with undergraduate and graduate-level, cross-functional knowledge in the areas of Economics, Accounting, Finance, Management, Marketing, Information Systems, Operations Management, Business Law and Taxation;
- foster students' critical thinking, analytical and communication skills;
- provide a solid foundation knowledge to graduates who want to pursue advanced study in the field of business and related disciplines;
- educate students for ethical service to their society and the broader regional and international community.

Bachelor of Management (BMGT) prepares students with specialised theoretical knowledge and practical skills in the field of management to meet the diverse needs of contemporary Kazakhstan and the worldwide employment markets. They will also acquire fundamental knowledge in accounting, finance, marketing, operations management, and information systems and computer applications. The programme equips students with a strong specialised knowledge in management, more specifically on human resource management, leadership development, human relations, organisational behaviour, innovation and change management, entrepreneurship, and global business.

Bachelor of Marketing (BMKT) is designed to equip students with a strong specialized knowledge in marketing and a solid foundation of business skills and knowledge, to develop their ability to apply this knowledge, and to enable them to transfer the knowledge to business and industry. The purpose of the Bachelor of Marketing (BMKT) programme is to prepare students for a work in sales, advertising, media, research and development, and other functions associated with marketing. The unique learning objectives of the programme are to prepare graduates who have a thorough knowledge of:

- basic marketing concepts such as customer value, customer satisfaction, marketing mix, promotion mix, and environmental scanning for marketing opportunity;
- marketing strategies as applied to segmentation, targeting, and positioning;
- branding (as a differentiator), brand equity and dealing with competition;
- marketing research, distribution channels, retailing, and integrated marketing communication;
- local, regional, and global strategies as to design and implement tactical and strategic marketing tools as well as differentiation adaptation and standardisation;
- the concepts and theories of ethics, responsibility and sustainability as they apply to marketing.

The **Master of Business Administration (MBA)** programme's learning objectives are to ensure that graduates have:

- a satisfactory knowledge of the Micro-economic business issues and macro-economic business environment, core business disciplines of accounting, finance, marketing, management, operations management, and information systems;
- local, regional and international business perspectives, the interdisciplinary nature and challenges of business operations and strategic management of organisations, in a global context and the quantitative and qualitative techniques of problem-solving ethics, responsibility and sustainability as they apply to business practices;
- the necessary cognitive, interpersonal and self-management skills to undertake supervised independent research, involving the synthesis and application of theoretical constructs to topics in the fields of business, with a specific focus on Kazakhstan and Central Asia;
- the ability to communicate ideas and information clearly and effectively in written and oral English and use information technology for the retrieval, analysis and presentation of information.

The **Master of Marketing (MKMT)** programme's learning objectives are to ensure that graduates have:

- a satisfactory knowledge of micro-economic business issues and macro-economic business environment, core business disciplines of organisational behaviour, business communications, strategic marketing management, marketing planning, marketing research, local, regional and international business perspective, the interdisciplinary nature and challenges of business operations and strategic marketing of organisations, in a global context, quantitative and qualitative techniques of problem solving, ethics, responsibility and sustainability as they apply to business practices
- and the necessary cognitive, inter-personal and self-management skills to undertake supervised independent research, involving the synthesis and application of theoretical constructs to topics in the field of marketing, with a specific focus on Kazakhstan and Central Asia; communicate ideas and strategies clearly and effectively in written and oral English and use information technology for the retrieval, analysis and presentation of information; and work effectively with others in the pursuit of common objectives.

Appraisal:

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

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

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

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

All programmes

In line with the HEI's mission, strategy and core values, the University is fully committed to educating and preparing students for careers in an international environment. KIMEP achieves internationalisation through active recruitment of students and faculty from other countries; active collaboration with international partner institutions in fields such as student exchanges, joint programmes, research activity and corporate connections; and carrying out research of international relevance and scope. As a result of the programme's international orientation, the majority of BCB graduates find employment with multinational companies operating in Kazakhstan and foreign countries.

Appraisal:

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

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

1.3 Positioning of the study programme

All programmes

In the Kazakhstan education market, the programmes are considered to be in the prospector strategy group, focusing on innovation, creativity, and providing English-medium education to premium and talented students. The high quality of teachings and research leads the transition and modernisation of education and society. The main competitors of the programme are KBTU Business School, Narxoz University and University of International Business (UIB). The HEI states in its self-assessment that the BCB programmes are highly regarded in the Eurasian region ranked first in Central Asia and are gaining increasing recognition in the global community.

According to the alumni survey administered by the Quality Assurance and Institutional Research Office (QAIR) in 2022, the graduates highly regard BCB education for advanced academic and business-related knowledge, increased professional self-confidence, improved managerial, leadership and organisational skills, as well as advanced knowledge of English. BCB continuously elaborates the academic-related policies and practices and will continue to perform as a world-class institution.

KIMEP and BCB have grown steadily over the past 30 years, and have evolved into a leading business school in Central Asia and the CIS region. The graduates of the management and marketing programmes are highly sought in the job market due to the qualifications gained during their undergraduate and graduate studies, including:

- English language and learning skills proficiency in reading, writing, speaking, quantitative reasoning, and digital communication
- Knowledge of all the major areas of business: economics, accounting, finance, marketing, management, operations management, information systems and business law
- Analytical reasoning, research design, conduct and writing skills
- Professional internship experience and the application of theory to practice
- Soft skills (such as communications and presentation skills) oral and social competencies (such as interpersonal and group working skills)
- Personal development through internships and opportunities to study abroad

Upon completion of the programmes, graduates can expect to find employment in the following fields:

- Industrial companies both private and state, as well as non-profit organisations
- Financial institutions, auditing companies, and banks
- Energy companies; local and foreign
- Service organisations
- Other multinational corporations

The mission of KIMEP is to develop well-educated citizens and to improve the quality of life in Kazakhstan and Central Asia through teaching, learning, community service and the advancement of knowledge in the fields of business administration, law and the social sciences. In accordance with the University's mission, Bang College of Business:

- educates and prepares citizens from Kazakhstan and other countries to become knowledgeable, ethical, and competent business professionals, entrepreneurs, and leaders to work in national and international organisations, assume challenging roles and become lifelong learners;
- promotes faculty and graduates, with diverse professional and research interests including a Central Asian focus, to contribute to the development and prosperity of Kazakhstan and the global economy.

Appraisal:

The reasons given for the positioning in the educational market of this study programme 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 programme is convincingly integrated into the HEI's overall strategic concept. The study programme's 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

Admission requirements for all types of students are recorded in the “Admission Policy”, which is reviewed and issued on an annual basis. These internal regulations are based on and take into account the rules of admission approved by the MSHE that were updated in 2021 and stipulate in detail the procedures, criteria and responsibilities for the admission to higher education programmes. The entrance examination was centralised across the country. HEIs no longer arrange examinations and are separated from admission. After documents’ submission applicants have to register at the database of the National Testing Center (NTC) of the MSHE and at the scheduled time take online (written) examinations on the NTC platform in terms of a UNT (Unified National Test). Then, candidates apply directly to the University Admission Committee with supporting documents. The performance of this test also serves as a competition for eligibility to receive a state educational grant.

On behalf of the University, the Department of Student Recruitment and Admissions (DSRA) issues orders for three types of degree students and for non-degree students. Periods of issuing the orders of admission to undergraduate and graduate programmes are defined by Kazakhstan legislation:

- Orders of admission of undergraduate students, graduate and doctoral students,
- Orders on transfer and reinstatement of undergraduate students,
- Orders for granting access to non-degree educational services (throughout the year).

For the Bachelor programmes, KIMEP’s entry requirements are the following:

1. The applicant needs to present proof of the completed secondary education and as Kazakhstan citizen the UNT certificate issued for the current year with passing scores. For foreign citizens an interview with the programme is required.
2. For the top graduates of professional vocational schools admission to the fast-track study option is granted based on the state classifier of related specialisations.
3. KIMEP awards college credits to graduates of Nazarbayev Intellectual Schools (NIS) possessing an NIS Grade 12 Certificate that reflects completion of higher and standard level courses with grades not lower than C. Direct placement to academic courses is granted, as well.
4. Students may be transferred or reinstated after withdrawal from other universities if they have fully completed the first academic period of a study programme according to the individual study plan (with a GPA of not less than 2.0 or not less than 50%).

The entry requirements for the Master level programmes are different:

1. The KIMEP graduate programmes accept applicants who completed an undergraduate programme with the Diploma confirming the completion of undergraduate degree (certified copy) and a diploma supplement with grades.
2. For MBA and MKMT programmes a special entrance examination (KGET – KIMEP Graduate Entrance Test; a GMAT-like test), is required with a minimum passing score of at least 15 out of 50. KIMEP Bachelor graduates with GPA of 3.0 and above are exempted from programme entrance tests. The KGET measures various skills that should have been or will be developed in an educational and work environment. It does not measure knowledge of business, job skills, specific content in undergraduate studies, abilities in

any other specific subject area, or subjective qualities, such as motivation, creativity, and interpersonal skills. The test is given in English and consists of 3 sections:

1. Problem solving (20 questions in 30 minutes),
2. Data sufficiency (20 questions in 40 minutes),
3. Critical thinking (10 questions in 20 minutes).

KIMEP accepts international certificates of GMAT and GRE tests for the appropriate graduate programmes. Students of graduate programmes of other HEIs can transfer to KIMEP Master programmes if their study programme conforms to those at KIMEP. They must provide all the required documents. Once admitted to KIMEP Master programmes, the student has to submit a detailed description of courses taken at other institutions of higher education to be considered for transfer to the Master programmes at KIMEP.

Applicants for the MBA programme are required to have a minimum of two years of professional experience.

Student admission decisions are recorded in the form of an order specifying the grounds of admission. The KIMEP President approves the final list of admitted students and issues an order on admission to undergraduate programmes, graduate programmes, and non-degree programmes. Each admission order has a list of requirements that admitted students must fulfil to ensure eligibility for full admission. Those admitted students who did not comply with all requirements listed in the admission order are withdrawn as non-matriculated students. Students who comply with all requirements stipulated in the admission orders receive access to course registration in accordance with their programme and terms of study. Admission consideration is separate from financial aid considerations. By granting admission to academic programmes, KIMEP does not make any representations regarding financial aid.

Admitted students will immediately receive notifications to their email address, indicated in their application form, as well as via the Applicant Portal in the section “Acceptance Package”.

Because all KIMEP programmes are taught in English, students’ English proficiency level must be assessed prior to admission. Therefore, determining the level of a student’s English proficiency is mandatory, except for:

1. Holders of completed undergraduate, graduate, or doctoral degrees or their equivalents from English medium universities (authentic diploma, transcript, and confirmation of English-language instruction), including KIMEP graduates,
2. Students of established dual degree programmes between KIMEP and partner universities.

An applicant must fulfil the language requirement in English when applying to a respective studies cohort. The student must submit the English proficiency certificates (if available) or pass the domestic test KEPT. For defining English proficiency, KIMEP accepts international English proficiency test certificates:

- TOEFL
- IELTS
- Cambridge English Examinations
- KIMEP English Placement Test (held throughout the year at KIMEP in Almaty and in other major cities of Kazakhstan).

The KIMEP College of Humanities and Education (CHE) has developed a comprehensive Foundation English Programme for those students whose English proficiency must improve to succeed in their study programmes. It consists of three courses — levels A, B, and C, in descending order of proficiency. The total number of courses that a student needs to complete will depend on his/her proficiency in English.

KIMEP has created two correspondence tables aimed at identifying levels of English proficiency for undergraduate and graduate level students.

Required English proficiency for undergraduate level students

| Level of English Foundation Course | KEPT | CEFR+ | IELTS / IELTS indicator | TOEFL IBT | TOEFL PBT/ Institutional TOEFL | Revised TOEFL paper-delivered test | Duolingo English test |
|------------------------------------|---------|----------------------------|--|-----------|--------------------------------|------------------------------------|-----------------------|
| Academic English | 80-100% | B2 | 5.5 (not less than 5.0 in the Writing section) | 70 | 523 | 52 | 85-90 |
| UF A | 51-79% | B1 | 4.5 | 57-69 | 475-522 | 42-51 | 65 -84 |
| UF B | 30-50% | A1 | 3.5 | 27-56 | 380-474 | 19-41 | 45-64 |
| UF C | < 30 % | Beginner or False Beginner | <3.0 | <26 | <379 | <18 | <44 |

CEFR+: Common European Framework of Reference (Common European competencies of foreign language proficiency: studying, learning, assessment)

Required English proficiency for graduate level students

| Level of English Foundation Course | KEPT | CEFR+ | IELTS/ IELTS indicator | TOEFL IBT | TOEFL PBT/ Institutional TOEFL | Revised TOEFL paper-delivered test | Duolingo English Test |
|--|---------|----------------------------|------------------------|-----------|--------------------------------|------------------------------------|-----------------------|
| Direct to programme | 60-100% | B1 | 4.5 | 70 | 523 | 52 | 65-70 |
| Graduate English Foundation level A | 50-59% | A2 | 4 | 41-69 | 437-522 | 37-51 | 55-64 |
| Graduate English Foundation level B | 21-49% | A1 | 3.5 | 27-40 | 380-436 | 19-36 | 45-54 |
| Graduate English Foundation level C | < 20 % | Beginner or False Beginner | <3.0 | <26 | <379 | <18 | <44 |

CEFR* - Common European Framework of Reference (Common European competencies of foreign language proficiency: studying, learning, assessment)

The DSRA was created to recruit and admit students to KIMEP academic programmes in accordance with admission policies, as well as strategic and operational plans. Annually, the DSRA organises relevant recruitment activities in Kazakhstan, Central Asia, and worldwide. It is responsible for all activities related to collection, review, and data entry from online applications of all KIMEP programmes, based on KIMEP Admission Policy and Admission Orders. The DSRA is also responsible for the review of all applicants to determine admission to KIMEP programmes with the follow up communications regarding arrival, visa, registration and enrolment or re-application for the next intake. Moreover, DSRA serves as a central information point for all inquiries on applications and admissions to academic programmes and closely interacts with other KIMEP units responsible for the admission decision-making, such as the Admission and Scholarship Committee, Academic Council/Summer Oversight Committee, and the President's Cabinet.

In collaboration with deans, faculty, and the DSRA Office, the Office of Academic Affairs plans, organises, conducts, and reports on entrance exams that lead to admission or rejection decisions.

The online application is available in three languages: Kazakh, Russian, and English. Applicants may activate their account in the system by entering a current personal email address. The system automatically sends out a notification on receipt of applications to the email address indicated in the application. The status of the submitted application may be checked using the Applicant portal, section "Admission status".

KIMEP provides counselling to prospective students both in-person as well as through a dedicated IT system. They can receive in-person counselling services from faculty and staff members at "Open House" events regarding admission procedure, programme information, scholarships and financial aid, exchange and academic mobility, dual degree opportunities, and career opportunities. DSRA organises more than 200 annual events such as open houses, educational fairs, exhibitions, and teacher days throughout Kazakhstan and abroad to provide information directly to prospective students and their parents. In addition to the DSRA, the University has appointed 'KIMEP University Admission Liaison Officers' in China. For distance counselling services, the DSRA has developed a dedicated IT system to provide information to prospective students. A 24-hour telephone service (Smartcall), online interactive service (Chatra), and the applicant portal provide necessary information regarding admission, selection, and other counselling services. For current students, the Department of Student Affairs, headed by the Associate Vice President of Student Affairs, provides support and counselling services for study plans, personal counselling needs, and information about the social environment at KIMEP and in Kazakhstan. The status of a submitted application may be reviewed using the applicant portal.

Extracts from the "Policy on Application and Student Admission to Undergraduate and Graduate Programmes" regulating the rules of admission of applicants to undergraduate and graduate programmes, as well as transferring and reinstating students, are published on the KIMEP website in the section "For Applicants": <https://www.kimep.kz/prospective-students/en/admission/>.

According to planned recruitment activities, the University prepares and publishes materials for internal and external advertisement: brochures, booklets, and informational bulletins. KIMEP has also created information boards to place information on majors available in the colleges, as well as extracts from Admission Rules in Kazakh, Russian, and English. Materials for KIMEP Admission Rules and special Applicant memos are prepared for applicants.

KIMEP's Marketing, Communications, and Public Relations Departments, arrange to have information on specialisations offered by the University along with Admission Rules broadcast on radio, placed in public displays on the streets of Almaty and other cities of the country, and published on official digital platforms and KIMEP's social media: Facebook, Vkontakte, Instagram, and popular websites.

Appraisal:

The admission requirements are state given, defined and comprehensible set on the university's level. The panel appreciates that the university ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are tailored based on the target group's needs through a dedicated IT system. They also can receive in-person counselling services from faculty and staff members at defined office hours, by telephone and via e-mail or during Open House events. Moreover, they may directly turn to the student counselling service for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided.

The selection procedure is transparent and ensures that qualified students are admitted, for the MBA, the necessary professional experience corresponds to the defined qualification profile of entrants and the study programme's objectives.

The required language proficiency, required result in a concrete language test or preparatory language courses ensure that students are able to successfully complete the study programme.

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 MBA | | x BMKT, BMGT MMKT |
| 2.5* Ensuring foreign language proficiency (Asterisk Criterion) | | | x | | |
| 2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | x | | |

3. Contents, structure and didactical concept of the programme

3.1 Contents

The **BMGT and BMKT** curricula combine study of theoretical concepts, case methods and practical application in course contents and learning materials. At the foundation level, students acquire knowledge of all areas of business and business administration such as in accounting, finance, marketing, management, operations management, information systems, and international business. At the advanced level, students acquire concentrated knowledge mainly in Management (BMGT) and Marketing (BMKT) related areas. The specific curricula are shown below:

BMGT

Suggested Study Plan for BMGT Program

| Suggested Plan for BMGT Program (August 2022 – May 2026 = 4 years) | | | | | |
|---|--|---------|-----------------|---|---------|
| 1 st Year | | | | | |
| Fall Semester | | | Spring Semester | | |
| Code | Title | Credits | Code | Title | Credits |
| GEN1000 | History of Kazakhstan | 5 | GEN/IRL2500 or | Principles of Ethics or Introduction to | 5 |
| ENG/GEN1110 | Academic Listening and Note Taking | 5 | GEN/IRL2510 | Philosophy | |
| ENG/GEN1120 | Academic Reading and Writing 1 | 5 | GEN1300/ | Information and Communication | |
| GEN1201 | Mathematics for Business and Economics | 5 | GEN2301 | Technologies or Business Computer Applications | 5 |
| KAZxxxx or | Kazakh Language 1 or Russian | 5 | GEN2501 and | The Module of Socio-Political Knowledge | 8 |
| RUSxxxx | Language 1 | | GEN2502 | | |
| GEN1101 | Physical Education I | 4 | KAZxxxx or | Kazakh Language 2 or Russian Language 2 | 5 |
| | | | RUSxxxx | | |
| | | | GEN1101 | Physical Education II | 4 |
| | | | GENxxxx | ASC Elective | 5 |
| Total | | 29 | Total | | 32 |
| 2 nd Year | | | | | |
| Fall Semester | | | Spring Semester | | |
| Code | Title | Credits | Code | Title | Credits |
| GEN2402 | Business Statistical Analysis | 5 | MKT3130 | Principles of Marketing | 5 |
| KAZxxxx | Professional Kazakh Language or | 3 | IFS2203 | Management Information Systems | 5 |
| RUS2101 | Professional Russian Language | | ACC2102 | Financial Accounting I | 5 |
| | | | OPM3011 | Quantitative Methods for Business Data Analysis | 5 |
| MGT3001 | Principles of Management | 5 | XXXXxx | Program Foundation Elective | 5 |
| LAW2202 | Business Law | 5 | ENG/GEN1121 | Academic Reading and Writing 2 | 5 |
| ENG/GEN1110 | Academic Speaking | 5 | | | |
| FIN2105 | Business Microeconomics | 5 | | | |
| Total | | 28 | Total | | 30 |

3rd Year

| Fall Semester | | | Spring Semester | | |
|---------------------|--|-----------|-----------------|--------------------------------|-----------|
| Code | Title | Credits | Code | Title | Credits |
| MGT3204 | Human Resource Management | 5 | FIN3210 | Corporate Finance | 5 |
| ACC2201 | Management Accounting I | 5 | MGT3206 | Leadership and Motivation | 5 |
| BUS4251.1 | Internship Program I | 2 | XXXxxx | Program Foundation Elective | 5 |
| MGT4251.2/MGT4204.2 | Internship Program in Management II/Cases in Management (substitute) | 2 | MGT3212 | Organizational Behavior | 5 |
| OPM3131 | Introduction to Operations Management | 5 | MGT3210 | International Business | 5 |
| FIN3121 | Financial Management | 5 | MGT3211 | Principles of Entrepreneurship | 5 |
| FIN2106 | Business Macroeconomics | 5 | | | |
| Total | | 29 | Total | | 30 |

4th Year

| Fall Semester | | | Spring Semester | | |
|---------------|---------------------------------|-----------|-----------------|---------------------------------|-----------|
| Code | Title | Credits | Code | Title | Credits |
| XXXxxxx | Program Foundation Elective | 5 | XXXxxxx | Program Foundation Elective | 5 |
| BUS3334 | ERS in Business | 5 | MGTxxxx | Program Elective Specialization | 5 |
| MGT3208 | Innovation Management | 5 | MGT4201 | Strategy and Business Policy | 5 |
| BUS4271 | Thesis I | 6 | MGT4277 | Thesis II | 6 |
| MGT4251.3 | Internship III | 5 | MGTxxxx | Program Elective Specialization | 5 |
| MGTxxxx | Program Elective Specialization | 5 | MGT3213 | Managing Change | 5 |
| Total | | 31 | Total | | 31 |

BMKT**Suggested Study Plan for BMKT Program**

| 1st Year | | | | | |
|----------------|---|-----------|------------------|--|-----------|
| Fall Semester | | | Spring Semester | | |
| Code | Title | Credits | Code | Title | Credits |
| GEN1000 | Modern History of Kazakhstan | 5 | ENG/GEN1100 | Academic Speaking | 5 |
| ENG/GEN1110 | Academic Listening and Note Taking | 5 | ENG/GEN1121 | Academic Reading and Writing 2 | 5 |
| ENG/GEN1120 | Academic Reading and Writing 1 | 5 | GEN1300/ GEN2301 | Information and Communication Technologies or Business Computer Applications | 5 |
| GEN1201 | Mathematics for Business and Economics | 5 | GEN2402 | Business Statistical Analysis | 5 |
| KAZxx or RUSxx | Kazakh Language or Russian Language | 5 | KAZxx or RUSxx | Kazakh Language or Russian Language | 5 |
| GEN1101 | Physical Education I | 4 | GEN1101 | Physical Education II | 4 |
| GENxxx | The Module of Socio-Political Knowledge | 8 | | | |
| Total | | 32 | Total | | 29 |

| 2 nd Year | | | | | |
|----------------------|---|---------|-----------------|--|---------|
| Fall Semester | | | Spring Semester | | |
| Code | Title | Credits | Code | Title | Credits |
| GEN2500 GEN2510 | Principles of Ethic or Introduction to Philosophy | 5 | MGT3001 | Principles of Management | 5 |
| GENxxxx | Introduction to Social Sciences | 5 | XXXxxxx | Program Foundation Elective | 5 |
| KAZxx or RUS2101 | Professional Kazakh Language or Professional Russian Language | 3 | IFS2203 | Management Information Systems | 5 |
| FIN2105 | Business Microeconomics | 5 | MKT3150 | Strategic Marketing | 5 |
| MKT3130 | Principles of Marketing | 5 | ACC2102 | Financial Accounting I | 5 |
| GENxxx | ASC Elective | 5 | OPM3011 | Quantitative Methods for Business Data Analysis | 5 |
| Total | | 28 | Total | | 30 |

| 3 rd Year | | | | | |
|------------------------|--|---------|-----------------|--------------------------|---------|
| Fall Semester | | | Spring Semester | | |
| Code | Title | Credits | Code | Title | Credits |
| XXXxxxx | Program Foundation Elective | 5 | MKT3210 | Services Marketing | 5 |
| ACC2201 | Management Accounting I | 5 | MKT3201 | Consumer Behavior | 5 |
| BUS4251.1 | Internship Program I | 2 | MKT3202 | Marketing Communications | 5 |
| MKT4251.2 MKT4204.2 | Internship Program in Marketing II/Cases in Marketing (substitute) | 2 | LAW2202 | Business Law | 5 |
| OPM3131 | Introduction to Operations Management | 5 | MKT3214 | Brand Management | 5 |
| FIN3121 | Financial Management | 5 | FIN3210 | Corporate Finance | 5 |
| FIN2106 | Business Macroeconomics | 5 | | | |
| Total | | 29 | Total | | 30 |

| 4 th Year | | | | | |
|----------------------|------------------------------------|---------|-----------------|---------------------------------|---------|
| Fall Semester | | | Spring Semester | | |
| Code | Title | Credits | Code | Title | Credits |
| XXXxxxx | Program Foundation Elective | 5 | XXXxxxx | Program Foundation Elective | 5 |
| BUS3334 | ERS in Business | 5 | MKTxxxx | Program Elective Specialization | 5 |
| MKTxxxx | Program Elective Specialization | 5 | MKT4201 | Strategy and Business Policy | 5 |
| MKT4203 | Marketing Research | 5 | MKT4272 | Thesis II | 6 |
| BUS4271 | Thesis I: | 6 | MKTxxxx | Program Elective Specialization | 5 |
| MKT4251.3 | Internship III | 5 | MKT4210 | Digital Marketing | 5 |
| Total | | 31 | Total | | 31 |

Throughout their studies, students are also able to customise their degree with optional specialisations and minor programmes which offer the opportunity to acquire additional competencies and skills. **BMGT** students have the opportunity to choose one of the two specializations: (1) Human Resource Management, and (2) Leadership. **BMKT** students have the opportunity to choose one of the three specializations: (1) Marketing Communications, (2) Branding, and (3) Tourism and Hospitality. The specialization provides students theoretical foundations and practical knowledge in different functional areas of marketing communication, brand management, and tourism and hospitality.

Students of both programmes also can choose one of the following minors: accounting, finance, management, marketing, information systems, computer applications, leadership,

human resource management, entrepreneurship, tourism and hospitality management, big data management and analysis, logistic and supply chain management, and taxation. A minor requires a set of required and elective “Basic Discipline” courses for a minimum of 15 ECTS credits. A student is not required to choose a minor. One who graduates without a minor has more flexibility in selecting elective courses within the basic discipline section of the programme.

MMKT

The programme trains future leading experts in marketing and is designed to deepen students’ knowledge of marketing. The programme introduces students to several fundamental marketing topics and also focuses on more niche topic such as business analytics, market research, digital marketing, and consumer behaviour. At the foundation level, students acquire knowledge of key areas of marketing. At the advanced level, students acquire concentrated knowledge mainly in specialized areas of marketing. The University defined the Intended Learning Outcomes (ILOs) as follows:

Table 1.6. ILOs Matrix for Master of Marketing Programme

| Intended Learning Outcomes | Foundation Courses | Specialized Courses | Internship | Research Work and Thesis |
|---|--------------------|---------------------|------------|--------------------------|
| Describe micro- and macro-economic perspectives on operation of business organizations, in a global context | √ | √ | | |
| Define and apply the concepts and theories of managing people and organizations | √ | | | |
| Describe and apply the concepts and theories of strategic marketing | | √ | | |
| Develop skills for effective business communications | | √ | √ | √ |
| Analyse and solve business problems, using the necessary quantitative and qualitative tools | | √ | | |
| Use information technology for the retrieval, analysis, and presentation of information for effective management of business organizations | | | √ | √ |
| Undertake supervised independent research and practical training, involving application of theoretical constructs related to marketing management in the context of Kazakhstan and the Central Asian and CIS region | | | √ | √ |
| Synthesize cross-functional knowledge of management and marketing and apply for strategic marketing activities of organizations, in a global context | √ | √ | | |
| Conduct market research and present results in a professional manner | | | √ | √ |
| Apply marketing practices related to high ethical standard, socially responsible and global sustainability standards. | | √ | √ | √ |
| Analyse consumer behaviour, consumer and industrial markets for domestic and multinational organizations | | √ | | |
| Apply marketing concepts and theories from international perspective | | √ | | |

The curriculum, designed to achieve the ILOs, is shown below:

Suggested Study Plan for MMKT Program

| Fall Semester | | | Spring Semester | | |
|---------------|---|-----------|-----------------|--|-----------|
| Code | Title | ECTS | Code | Title | ECTS |
| MGT5100 | Business Communication | 2 | MKT51XX | Elective Course | 5 |
| MGT5101 | Organizational Behavior and Leadership Ethics | 4 | MKT51XX | Elective Course | 5 |
| BUS5200 | Business Research Methods | 3 | MKT51XX | Elective Course | 5 |
| MKT5101 | Fundamentals of Marketing | 2 | MKT51XX | Elective Course | 5 |
| MGT5110 | Fundamentals of Management | 2 | MKT5170.3 | Internship: Directed Projects in Marketing | 5 |
| MKT5171 | Research Internship | 2 | MKT5175.1 | Thesis Defense and Publications | 12 |
| MKT5150 | Master Thesis | 8 | | | |
| Total | | 23 | Total | | 37 |

MBA

The MBA curriculum is highly integrative and built on prior knowledge and work experience of students. At the foundation level, students acquire relevant knowledge of, and critical engagement with, the key issues of all areas of business and business administration. At the advanced level, students acquire concentrated knowledge mainly in their specialized knowledge areas. MBA students can have one or more specific areas of business administration, choosing from the following: accounting and audit, finance, management, marketing, and logistics and supply chain management. The programme is designed to position theory into practice. It combines the study of theoretical concepts, case methods and practical application in its course content and learning materials. The programme is built on the practical experience of the participants along with the academic and practitioner expertise of the faculty. Students without the necessary business education background are required to take foundation courses at the beginning of the programme. The curriculum is shown below:

Suggested Study Plan for MBA Program

| Suggested Study Plan for MBA Program (August 2022 – May 2024 = 2 years) | | | | | |
|--|---|--|----------------|--|--|
| 1st year | | | | | |
| Fall 25 ECTS | | | Spring 17 ECTS | | |
| ACC5001 | Foundations of Accounting - 3 ECTS | | MKT5201 | Organizational Behavior and Leadership Ethics - 4 ECTS | |
| FIN5001 | Foundations of Finance - 3 ECTS | | ACC5203 | Financial Reporting and Management Control - 5 ECTS | |
| MGT5001 | Foundations of Management - 3 ECTS | | FIN5202 | Advanced Corporate Finance - 5 ECTS | |
| MKT5001 | Foundations of Marketing - 3 ECTS | | BUS5200 | Business Research Methods - 3 ECTS | |
| IFS5001 | Foundations of Information Systems - 3 ECTS | | | | |
| OPM5001 | Foundations of Operations Management - 3 ECTS | | | | |
| MGT5100 | Business Communications - 2 ECTS | | | | |
| FIN5200 | Managerial Economics - 5 ECTS | | | | |
| Summer I & II 18 ECTS | | | | | |
| MKT5202 | Advanced Marketing Management - 5 ECTS | | | | |
| MGT5211 | International Business - 5 ECTS | | | | |
| ACC/FIN/MGT/MKT5270 | Internship - 8 ECTS | | | | |

| 2nd year | | | |
|--|---|---|---|
| Fall | 18 ECTS | Spring | 42 ECTS |
| MGT5250 XXXxxx XXXxxx OPM5203 | Strategic Management - 3 ECTS Specialization Elective - 5 ECTS Specialization Elective - 5 ECTS Logistics and Supply Chain Management - 5 ECTS | ACC/FIN/ MGT/MKT 5275 ACC/FIN/ MGT/MKT 52xx ACC/FIN/ MGT/MKT 52xx | MBA Thesis - 18 ECTS Research Internship - 12 ECTS Thesis Defense - 12 ECTS |

Rationale for Degree and Programme Name

KIMEP offers **Bachelor / Master level Management and Marketing** degrees according to the Law of the Republic of Kazakhstan “On Education” # 319-III dated 27 July 2007 (with amendments and additions as of September 1, 2022), the State Programme for the Development of Education and Science of the Republic of Kazakhstan “High Quality Education: Educated Nation” for 2021-2025 (approved by the Decree of the Government #726 dated 12 October 2021), Resolution of the Government of the Republic of Kazakhstan #28916 dated 27 July 2022 “State Mandatory Standards for Higher and Postgraduate Education”, as well as other regulatory legal acts of MSHE. Names of the Bachelor of Management and Bachelor of Marketing programmes, as well as Master of Business Administration and Master of Marketing programmes are also in line with the Law on Education of the Republic of Kazakhstan and correspond to the Classifier of the Higher and Post-Graduate Education programmes approved by the Order # 569 dated 13 October 2018.

Integration of Theory and Practice

All four programmes integrate theoretical knowledge and practical insights throughout the structure of each programme into the curricula, courses, and teaching methods. Many courses include both theoretical and practical elements, and the coursework and assessment of these courses encourages students to engage with the links between the two.

The BCB Business Advisory Council (BAC) is one initiative to integrate theory and practical knowledge together. It meets regularly and consists of the industry experts. Such meetings provide the colleges an opportunity to incorporate industry suggestions on curricula improvements, strategic directions, and university-industry cooperation.

Credit-bearing internships are a mandatory part of each programme. **BMGT and BMKT** students are required to take three internship courses, whereas **MBA and MMKT** students are required to take one internship course (apprenticeship) with one of KIMEP’s partner organisations to gain practical industry experiences at private or public companies and institutions. Based on these internships, students are required to write internship reports on issues related to applied theories and practises. Students are also involved in industry projects in several courses. These projects involve the study of particular topics related to real organisations’ operations. Some courses offer excursions to companies/factories/techno-parks to observe. By completing these components of the programmes, students gain professional competencies both in academia as well as in industry.

Guest lectures from respective fields, case studies, and simulation games add value to students’ corporate world learning. They bring the latest examples or business practices from industry environments and can provide valuable examples by adding case studies to the theoretical background covered by the text and theory-based materials. Some of the courses

are taught by industry practitioners as adjunct lectures of the programmes. In addition, many faculty members conduct consulting services to the industry to provide academic experiences and knowledge to the society.

KIMEP Job Fairs, Alumni Talks and Career Days are organised by the KIMEP Corporate Development Department, who invite working experts to share their experience every semester. These activities increase the employability of our students after their graduation.

Since 2010, the BCB has offered the Leadership Certificate Programme for KIMEP students. At least 16 business leaders from the industries are invited as speakers to each of the three courses composing the programme. Occasionally, faculty members arrange industry visits for students to help them gain insight into the day-to-day functioning of companies and corresponding management and practical experiences. In addition, during COVID-19, KIMEP hosted online the Global Leadership Forum (GLF) for KIMEP students and community. Eight globally recognised guest speakers participated in the GLF in spring 2021.

Interdisciplinary Thinking

The **BMGT and BMKT** students must take 56 ECTS in General Education, usually in the first two years of their programme, which encourages the development of interdisciplinary thinking and skills of inquiry outside of their major fields. Students can attend courses such as Introduction to Drama, Painting, Visual Arts Studio, Introduction to World Literature, Globalisation and Culture, Animals and Society, Transmedia: The Art of Contemporary Storytelling, and others to develop inter-disciplinary, multidimensional thinking and cross-field awareness. According to KIMEP, this coursework can help the students develop a critical and inquiring attitude, an appreciation of the interdisciplinary nature of subject areas, and acceptance of persons of diverse backgrounds or values. Students must learn to comprehend complex scientific and social materials, evaluate moral and ethical dilemmas, consider different and sometimes conflicting perspectives, derive solutions to problems, and communicate effectively throughout the process.

MMKT programme students are exposed more to marketing-oriented subjects as the programme is of a more specialised nature. The skills developed in **MBA and MMKT** programmes include oral and written communication skills as well as quantitative skills which include statistical analysis, decision science modelling and basic information technology skills. Interpersonal skills are developed through the use of group projects. Master level programmes are more practical oriented and based on case studies.

Ethical Aspects

All programmes train the students to maintain high ethical standards and moral values in their personal and professional life. As part of this, the BCB course “Ethics, Responsibility and Sustainability (ERS)” contributes to an institutional ethical culture, embedding ethical and sustainability issues in courses and modules, encouraging ethical engagement and discussion of the faculty members, and integrating ethical aspects in programme learning outcomes. Key elements of the ethical culture within KIMEP include institutional policies, code of practice for both students and the faculty members, designated sites in the institutional setting for monitoring and exercising control over ERS issues. Several courses include one or more designated sessions on ERS, while others include ERS issues into lectures and discussions

throughout the semester. The KIMEP Times, a student-run newspaper, regularly features articles and interviews by students and faculty that deal with ethical issues from student and faculty perspectives.

The foundation for ethical standards is laid out in the KIMEP University Charter which is published on the website along with a statement about KIMEP values.

BMGT and BMKT students learn about research ethics in the Academic Reading and Writing I & II and Marketing Research courses as well as in their bachelor's thesis projects, when they collect data for independent research. **MMKT and MBA** students learn about research ethics in the Business Research Methods course.

All students must adhere to ethical research standards that are in line with international practice, including principles of informed, voluntary consent (participants must be briefed on what the research involves and sign a form agreeing to participate), avoidance of harm, and maintenance of confidentiality.

Methods and Scientific Practice

BMGT and BMKT students are required to complete Academic Reading and Writing 1 & 2 and Quantitative Methods for Business Data Analysis courses, **MBA and MMKT students** attend compulsory Business Communication and Business Research Methods courses.

In those courses, students learn and develop scientific work competencies through knowledge on research methods, data analysis skills, and report writing skills. A range of required and elective courses include student-generated group projects and group research assignments. Additionally, students are required to complete an industry internship and write an internship report and thesis using scientific research methods.

Examination and Final Thesis

In **all programmes**, the assessment of the courses is planned in order to reinforce course intended learning outcomes. Students are informed about the type and amount of assessment in the course syllabus. Student performance follows the syllabus requirements, including assessment types, duration, and respective requirements as academically approved by the BCB's Curriculum and Quality Enhancement Committee, including thesis. Based on MSHE, the course assessments of all BCB programmes are divided into 3 parts: 2 assessments/exams that constitute 60 % of the total points and the final assessments/exams that equal 40 %. The University allows sufficient flexibility to faculty members to devise their own assessment systems, subject to a few general guidelines. Usually, faculty members use different types of questions, multiple choice questions, scenario analyses, case analyses, and other methods to assess different learning outcomes of the courses. Other than written examinations, faculty members conduct class tests, presentations, written projects, and assignments for the purpose of evaluations. To ensure the intended learning outcome, colleges have developed exam questionnaire policies whereby faculty members are required to include a wide variety of questions to assess students' critical thinking, logical reasoning, numerical competences, and verbal and written communication skills.

All programmes have a dissertation component.

In **BMGT und BMKT** Thesis I helps the students to formulate the topic, do the literature review, formulate research questions and proposals; Thesis II is more independent work with the guidance of supervisors. The students first defend their thesis proposals to the leader of the

Thesis I course and other KIMEP faculty. After completing their thesis research under their supervisor's guidance, they defend their thesis in a public oral defence, where KIMEP faculty, including the supervisor and assigned examiner, listen to the student present their work and ask questions, after which suggestions for revision are provided.

Every **MBA and MMKT** student must write a thesis before graduation, guided in the structure Thesis, Research Internship, and Thesis Defence. The master's thesis evaluation process includes evaluation of the main supervisor, internal committee member, and the external supervisor of the thesis committee.

A master's thesis must show that the student has:

- demonstrated an appreciation of the academic and professional literature pertinent to his/her research
- demonstrated a knowledge of, and ability to apply, the research methods pertinent to his/her research
- used information sources, and analytical tools pertinent to effective research and analysis pertinent to his/her research
- demonstrated the acquisition of transferable and personal skills such as reasoning, report writing, independent learning, communication, critical thinking, personal management, and presentation skills

Bachelor and Master Thesis Guidelines help the students to understand the rules and structure.

Appraisal:

The panel members appreciate that the curricula of all programmes adequately reflect the qualification objectives. The contents of the courses are, in general, well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisations with required and elective courses enable students to acquire additional competences and skills. However, both bachelor programmes and the MBA could benefit more from the strong link to the companies by implementing trendsetting topics as an Add-On to the well done programmes. Thus, the panel recommends for the **BMKT** topics like creativity in business, smart sales (sustainability), pricing or copy writing, for the **BMGT** topics like digital eco-systems and for the **MBA** sustainability topics. The panel understood well the sharp tailoring of the **MMKT** as a very specialised programme and recommends to implement, besides SPSS, advanced research methods. The university affirmed that it already offers some courses in the area of sustainability. Besides, advanced research methods have been addressed in a long-standing research methods course that acquaints students with SPSS, R, and, starting from Fall 2023. The panel members appreciate this development. All degree and programme names correspond to the contents of the curriculum and the programme objectives.

Within all four programmes BCB integrates theoretical knowledge and practical insights into the curriculum and teaching methods systematically. They include above-average guest lecturers and part-time lecturers from business. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The panel welcomes that the students are required to take internships that enable students to gather practical

experience in business as well as the strong link to the companies in developing the programmes further close to the needs of the market.

The governmental requirements stipulate the training of interdisciplinary courses. BCB consequently includes respective compulsory and elective courses. Therefore, the panel is convinced that the four programmes qualify the students for interdisciplinary thinking.

Ethical questions and requirements are thoroughly dealt with and appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. Several courses regarding scientific work and methodological skills are offered in the programmes and build upon each other.

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. KIMEP uses a variety of test formats, and the system of continuous assessment appears properly to check on the students' achievement of the intended course learning outcomes. However, after discussions during the on-site visit, the panel recommends KIMEP making full use of the diverse formats of examinations.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove their ability to do scientific work at the respective undergraduate and graduate level as well as the achievement of the study programmes' qualification objectives. All BCB thesis defence sessions are open to the public and corporate representatives are welcome.

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

3.2 Structure

| Study programme | BMGT, BMKT | MBA | MMKT |
|---|-------------------|---------------|---------------|
| Projected study time | 4 - 4.5 years | 2 - 2.5 years | 1 – 1.5 years |
| Number of credits (national credits and ECTS credits) | 240 | 120 | 60 |
| Workload per credit | 30 h | 30 h | 30 h |
| Number of modules/courses | 52 courses | 22 courses | 12 courses |
| Time required for processing the final thesis/project and awarded credits | 16 weeks | 16 weeks | 16 weeks |

The credit system that is used at KIMEP University in parallel to the ECTS - the “KIMEP credits” - follows the American credit hour system and is oriented at necessary contact hours for each lecture whereas the ECTS includes contact hours as well as the self-study time per course. As the Republic of Kazakhstan is a member of the European Bologna Process the universities are required to use the ECTS only.

KIMEP has elaborated a syllabus for every course which serves as information for students and for faculty. It provides all necessary information and detailed descriptions such as the course title, credit hours, course description, information about the instructor, assessment description, semester schedule/plan, the prerequisites for the course (if applicable), intended learning outcomes, methods of assessments, teaching and learning methods. Content-wise the course descriptions are included in the “KIMEP Catalogue” which is published annually.

For all programmes, the University issues a Diploma Supplement according to EHEA standards and in English.

Students should complete the total of 240 ECTS credits to earn the Bachelor of Management and Bachelor of Marketing degrees, 120 ECTS credits for MBA, and 60 ECTS credits for MMKT programme. Table 1.10 illustrates the structure of these programmes.

Table 1.10. Structure of Programmes

| Courses | ECTS | | |
|---------------------------------|------------------|------------|-------------|
| | BMGT,BMKT | MBA | MMKT |
| Undergraduate General Education | 56 | N/A | N/A |
| Program Foundation Courses | 112 | 60 | 10 |
| Elective Specialized Courses | 60 | 10 | 25 |
| Research Work | N/A | 30 | 13 |
| Final Attestation | 12 | 12 | 12 |
| Total, ECTS | 240 | 120 | 60 |

The structure aims to help the students combine the core subjects (theoretical background studies and concepts, textbooks, literature review and research assignments) with the practical components, which have become an integral part of each course (guest lectures, company visits, work-place oriented practical assignments, business case studies). The programme schedule is planned in advance and available electronically (from the programme’s website) or in the student portal.

The undergraduate classes are scheduled during the week (daytime) and graduate classes are scheduled in the evenings during the week and on Saturdays. The learning objectives stated in the syllabi guide students to manage their workload and help acquire skills related to the learning objectives. The students also know from the syllabus what is expected from them as learners. The course assessments are outlined in the curriculum. When any course starts, students are routinely informed about the form of course evaluation that will be offered.

Undergraduate students are allowed a maximum of 10 years to complete the degree. Master degree students have a maximum 5-year limit to complete their programme. Any period of academic leave from KIMEP is included in these time limits. Any student who does not regain good standing is put on academic suspension and is placed on the Academic Support Programme (this is a mandatory recovery programme for students in academic suspension). The Academic Support Programme is designed to help students regain good standing with emphasis placed on self-responsibility, proper decision-making and study skills. If later students are not able or willing to regain good standing, they will be dismissed from the KIMEP. Academic suspension is allowed only once during the whole student's study time.

As to the exams regulations, a special section describing the evaluation criteria, examination policy and faculty expectations from students is included in the syllabus of each course at all level degree programmes. There, the course assessment methods are explained in detail. Suggested assessment-related learning activities are identified to guide students on their allocation of study time. Special assessment arrangements, especially in relation to final examinations, are also made on a case-by-case basis for students with confirmed physical disabilities or special learning needs.

The University uses a letter grading system A, B, C, D, F, etc. Letter grades are further differentiated with "+" for the top of the grade range or "-" for the bottom of the grade range. Based on the grades assigned, a grade point average is calculated and recorded on the student's transcript (thus KIMEP's top grade is an A+). Details of the grading system are included in the KIMEP catalogue.

Total Mark (all exams/assignments/tests):

| Quality | Grade description | Percentage | GPA |
|---------|-------------------|------------|------|
| A+ | Highest grade | Above 90 | 4.33 |
| A | Excellent | 85–89 | 4.00 |
| A– | Very good | 80–84 | 3.67 |
| B+ | Good | 77–79 | 3.33 |
| B | Satisfactory | 73–76 | 3.00 |
| B– | Pass | 70–72 | 2.67 |
| C+ | Pass or Fail | 67–69 | 2.33 |
| C | Pass or Fail | 63–66 | 2.00 |
| C– | Pass or Fail | 60–62 | 1.67 |
| I | Incomplete | — | — |
| W | Withdrawn | — | — |

KIMEP has established five general requirements that a student must meet to earn a Bachelor degree:

- Earn credits with a minimum passing grade of “D–” or better in each course,
- Have a cumulative grade point average (GPA) of at least 2.00,
- Complete general education required courses (GER) based on programme curriculum,
- Receive a passing grade in all required non-credit prerequisite courses,
- Complete all of the requirements in a KIMEP degree programme.

To earn a graduate degree from KIMEP, a Master level student must fulfil the following requirements:

- Complete a minimum of 60 ECTS credits of Master’s coursework beyond the undergraduate degree,
- Complete a residency requirement consisting of a minimum of 50% of graduate coursework completed at KIMEP. Up to six credits of graduate coursework completed at a partner university in a KIMEP -sponsored exchange programme can be included in the 24 credits. Additional credits earned at partner universities can be transferred but cannot be applied to the KIMEP minimum credits. The thesis and internship normally are supervised by KIMEP.
- Receive a passing grade in all required credit and non-credit courses,
- Complete the number of credits required by the degree programme with a passing grade in each course,
- Grades between “A+” and “B–” are passing grades. “C+”, “C”, or “C–” can be passing subject to the 2 C’s policy limitation
- In order to obtain a MMKT/MBA degree, a student must complete all necessary coursework with an overall GPA of 3.00 (with a maximum of 2 C grades).
- Research, write and publicly defend the thesis,
- Meet all programme requirements in the student’s major field of study.

KIMEP follows the Lisbon Recognition Convention that has been ratified by Kazakhstan and has elaborated respective guidelines fulfilling the MSHE requirements. A study period abroad will be recognised if there are no substantial differences between the course taken abroad and the learning outcomes of the KIMEP course. This is applied to both organised students’ exchange and the so-called free movers.

As to the feasibility of the study workload, the average undergraduate and graduate course at KIMEP is based on 150 learning hours which corresponds to 5 ECTS. Of these 150 learning hours, the student workload is divided between:

- The minimum in-class activities of 45 contact learning hours or “teaching period,” including lectures, seminars, theoretical and practical exercises, group discussions and interaction with the course teachers and guest speakers as well as mid-term exams,
- The remaining learning hours of the student self-studies or “learning period,” including reading literature, research/problem investigations, homework, assignment and case-study preparation, consultation with teaching faculty and other activities designed to be organised outside of the class, including final exams.

The overall workload for a bachelor and master student is 60 ECTS per year which is based on 30 learning hours per one credit and will correspond to 1,800 learning hours per year.

Regarding the workload, the programme administration and teaching faculty: (a) guide students throughout the programme; (b) follow the status of their academic progression; and (c) provide assistance upon request just in case the students feel they are not keeping up.

The fact that all coursework involves continuous assessment (not just final assessment) is aimed at helping students know where they stand in a course. Feedback from faculty and students is considered when the programme is designed, and the workload is defined.

The students are supported by faculty and administrative units to make sure that they successfully complete their studies on time. Faculty members maintain regular office hours to consult students. There are teaching assistants for each course who provide additional academic support to students on the subject matters.

In addition, the students have access to the counselling services of the programme managers. KIMEP-wide, the Student Learning Support Centre provides both academic and personal support to help students continue and complete their studies. The support includes academic tutoring, psychological counselling, and a special programme to address at-risk students.

KIMEP describes itself as being committed to a policy of equal opportunity for learning opportunities to all qualified individuals and to the principles of continuing life-long education also. It does not discriminate any individual or group on the basis of race, ethnicity, nationality, religion, gender, social or sexual orientation, creed, marital status, physical disabilities, remote area location, age and/or any other subjective criteria. KIMEP seeks to enrol outstanding students who have demonstrated the potential to succeed through leadership and talent as well as having shown evidence of their capability to contribute to the community. The University has created procedures for applying and accepting individuals with a diverse academic background and academic needs: Kazakhstani and international applicants, undergraduate students (graduates of high schools and vocational professional schools, transfer and reinstated students), graduate students and non-degree students for short and long-term study terms (international summer school, visiting exchange students, continuous non-degree students, adult learners etc.). Any information concerning an applicant's disability provided during the admissions process is voluntary and leads to the specific services once eligibility is proven through professional documentation to KIMEP Medical Centre. It is maintained in accordance with laws relating to confidentiality. No limitations are placed on the number or proportion of people with disabilities who may be admitted or enrolled.

Appraisal:

Both the undergraduate and the graduate programmes consist of courses that are categorised in groups. Since it is a programme with full class attendance, the MBA programme includes a substantial proportion of structured contact.

ECTS credits are assigned per course on the basis of the necessary student workload. As far as the University uses "KIMEP credit points" internally only (e.g. in internal regulations such as "KIMEP University Faculty Code of Practice") or in parallel to the ECTS credits (especially for courses and the Diploma Supplement), the panel urgently recommends KIMEP predominantly using the ECTS credits. This will make it easier to gain students from European countries based on the membership of Kazakhstan in the EHEA.

Each programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. Practical components, in particular internships, are designed and integrated in such a way that credits can be acquired. The 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 that are based on the governmental regulations. They contain all necessary rules and procedures. The study programmes are 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 each 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. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

KIMEP University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programmes and the 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 approach of all KIMEP programmes is student-centred. Students are considered as active participants in the process of learning and shall be equipped not only with relevant theory and knowledge in their disciplines, but skills which enable them to become critical thinkers, problem solvers and lifelong learners.

Thus, the faculty members employ a various range of active learning teaching methods such as a student discussion, hands-on projects, analysis of case studies, student reports and presentations, data analysis, practical exercises, learning games, project work (team and individual), self-study reading, note-taking, chapter reviews, different tests and exams, class and home assignments, lectures, guest lectures (conferences), field work and researches, tuned to the specific content. Almost all the courses in the programmes use numerous case studies to improve students' decision-making abilities and to understand application of theoretical knowledge in real management scenarios. For instance, in some of the courses, instructors use online simulation games to get closer to the real business situations. When

courses are co-taught with industry practitioners, the courses are coordinated by the full-time faculty members. For courses with many sections, one faculty member is selected as the course coordinator to ensure uniformity of the course content and assessment schemes across the sections.

Faculty members use as course materials course books, journals, E-journals, magazines and software programmes. The course teachers are responsible for their learning materials. College departments, BCB Undergraduate /Graduate Programme Committees, and BCB Curriculum and Quality Enhancement Committee/ BCB Methodological Committee academically review course syllabi on annually basis. The programme administration keeps syllabi and related learning materials for reference. Learning materials are provided to students before a course begins, with additional materials, when appropriate, distributed by the teaching faculty during lecture/contact hours.

All programmes are supported by a range of supplementary material drawn from the latest and most influential research. The Olivier Giscard d'Estaing Library (OGEL) has one of the largest academic collections in the English language in Central Asia. BCB regularly orders new books to supplement current holdings. Additional journal articles, book chapters or online resources are provided to students as needed. In addition, OGEL has several academic electronic databases available for both faculty and students. All learning materials are regularly updated and also made available for students through the library and online as well through the Moodle and L-drive that are accessible for the students 24/7 from any computer connected to the Internet.

Faculty office hours and appointments are aimed at developing students' academic and personal skills via advising, consulting, and directing the learners on concerns.

All management and marketing programmes' faculty members invite guest lecturers in different courses. They are selected from a wide range of professional domains such as a CEO and top executives of multinationals and local business organisations, civil servants, public sector specialists, internationally distinguished leading consultants and academicians.

Instructors ensure a combination of the academically qualified and professionally qualified members who have practical business experience, i.e. visiting professors, guest lecturers, or adjunct lecturers. According to the student's survey, the guest lecturers provide broader learning horizon and perspectives including interdisciplinary aspects and create additional networking circles for students.

Tutors are students who have been selected by academic department faculty and have completed a tutor training programme conducted by the Student Learning Support Centre. Tutoring is available for all undergraduate students. The tutoring programme is part of the Academic Support Programme and is designed for students who are seeking additional assistance to improve their academic performance. It is available at no additional cost to students.

Appraisal:

In the view of the panel, the didactical concept of each study programme is described, plausible, and oriented towards the specific programme 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 sufficiently to the required qualification level. They are up to date, digitally accessible for the students, user-friendly and encourage students to engage in further independent studies.

The panel team appreciates the integration of guest lecturers on a regular basis in almost every course, their contribution forms an integral part of the study programme's didactical concept and supports the strong link to the business field. This enhances students' chances of employment thanks to the profound insights they gain.

Lecturing tutors support the undergraduate students in the learning process and help them develop competences and skills.

| | 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 BMKT, BMGT | | x MBA, MMKT |

3.4 International outlook

The University's goal for all programmes is to educate students to an international standard and enable them to become competent professionals in Kazakhstan or abroad. BCB designed the curricula following this goal: Students attend "International Business" as a required course in **BMGT and MBA** and as an elective for **BMKT and MMKT**. In addition, courses as Business Communication, Organisational Behaviour and Leadership Ethics, Leadership and Motivation, Human Resource Management, Strategic Management, Cross-Cultural Tourism Marketing, and International Marketing include content related to diversity, cross cultural issues and other international aspects of business and management functions.

Textbooks for the courses are selected from leading international publishers such as McGraw Hill, Pearson, Wiley, etc. and introduce examples and cases from all around the world to our students. An understanding of multiculturalism, global interaction and the impact of business on society is developed in the programmes' curricula and create a cross-cultural awareness.

As part of the university mission and vision, BCB hosts a growing number of international students. International degree students come from 19 foreign countries including China, USA, Korea, Russia, Tajikistan, Ukraine, Turkey, Uzbekistan, Australia, and Canada. At the same time, BCB students participate in international mobility programmes with the University's partners from 38 countries. The proportion of international degree students in the total student body has remained remarkably stable throughout the years, constituting 12 % in fall 2022 (Table 1.13). Specifically, in the fall 2022 the international degree students originated from 17 countries (Table 1.14) and can be found in each study programme (BMGT 19, BMKT 9, MBA 2, MMKT 1 in cohort 2022, see statistical data).

Table 1.13. BCB International Student Population (as of 28.10.2022)

| BCB Student Population | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Student Population, # | 1481 | 1379 | 1313 | 1249 | 1365 |
| International Student Population, # | 185 | 162 | 152 | 143 | 163 |
| International Student Population, % | 12.5 | 12 | 12 | 12 | 12 |

Table 1.14. Countries of Origin of International Students for Fall 2022

| Citizenship | BMKT | BMGT | MBA | MMKT | Total |
|--------------|-----------|-----------|----------|----------|-----------|
| Australia | - | 1 | - | - | 1 |
| Azerbaijan | 1 | - | - | - | 1 |
| Canada | 1 | - | - | - | 1 |
| China | 6 | 4 | - | 3 | 13 |
| Iran | 1 | 1 | - | - | 2 |
| Korea | 3 | 9 | - | - | 12 |
| Kyrgyzstan | 3 | 5 | - | - | 8 |
| Morocco | - | - | 1 | - | 1 |
| Mongolia | - | 1 | - | - | 1 |
| Nigeria | 1 | - | - | - | 1 |
| Pakistan | - | - | 1 | - | 1 |
| Russia | 4 | 1 | 1 | - | 6 |
| Tajikistan | 3 | 10 | - | - | 13 |
| Turkey | - | 2 | - | - | 2 |
| Turkmenistan | - | - | 1 | - | 1 |
| USA | - | 1 | - | - | 1 |
| Uzbekistan | 5 | 4 | - | - | 9 |
| Total | 28 | 39 | 4 | 3 | 74 |

The number of foreign students in each study programme is shown in the statistical data

KIMEP has international professors with western terminal degrees, from such countries as the US, Canada, and EU. KIMEP plans to further increase the number of international faculty (both visiting and exchange).

When recruiting new faculty, BCB undertakes a global search to ensure that the pool of candidates reflects the best available scholars. Holding a doctoral degree from a recognised western-style university in a field related to a programme is a necessary prerequisite for KIMEP. Relevant teaching experience and an appropriate array of publications is required for appointments above Assistant Professor. The remuneration packages offered are competitive with those provided by European universities.

The KIMEP faculty pool is partly international. Faculty members in the BCB originate from six countries (Kazakhstan, Turkey, Bangladesh, New Zealand, US, and Pakistan), with educational backgrounds from different countries. The share of international faculty members and core local faculty with substantial academic or professional experience is 73 %.

In the academic year 2021-22, BCB had 30 full-time faculty members, of whom eight were from foreign countries, each holding a doctoral degree. The full-time faculty is supported by local adjuncts, many of whom are professionally qualified and possess either academic or professional experience.

All foreign and Kazakhstani faculty members are diverse in gender, language, ethnicity, religion, and personal background, as Kazakhstan is a multilingual and multicultural society with the coexisting cultures of Kazakh, Russian, Turkish, Tatar, German, Uzbek, Uyghur,

Korean, Chinese, and other ethnicities. The BCB core faculty publications in international outlets in recent years include academic and practice-oriented research articles in journals, books, and conference proceedings papers. BCB faculty research has been recognised with awards from the Web of Science and Emerald Publishing. Building on the expertise, BCB annually organises an international research conference for researchers, practitioners and students.

BCB faculty members regularly participate in international faculty development and research projects. Many BCB faculty and staff have participated in faculty mobility programmes, such as Erasmus:

BCB outgoing and incoming mobility 2017-2022 with Erasmus

| Erasmus | Outgoing | incoming |
|------------------|-----------------|-----------------|
| Faculty mobility | 8 | 8 |
| Staff mobility | 3 | 2 |
| Total | 11 | 10 |

The official language of all BCB programmes at KIMEP is English. Therefore, all course contents, learning materials, and course instruction are offered in English, which helps students develop strong foreign language competencies. In some cases, students with lower English language competencies must complete additional foundational English language courses in the first year of study. Moreover, students can also take courses on other foreign languages such as Chinese, Korean, and German. In a recent report on EME (English Medium of Education) published by the British Council, KIMEP was taken as a case study, and the report concluded that KIMEP had a highly favourable environment for successful English-medium instruction.

Appraisal:

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.

The international composition of the student varies from programme to programme and correspond to the programme concept. The measures taken to promote internationality are goal-oriented. The panel welcomes that KIMEP University promotes the international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) as a fundamental element which is shaping the profile of the study programme and promotes the acquisition of international competences and skills. As all study programmes are taught in the English language, respective language courses and required foreign language materials correspond with their qualification objectives. Internationality is clearly a key element of the study programmes' profile.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

BMGT and BMKT students are required to take courses in areas such as sociology, psychology, philosophy, history, and culture of Kazakhstan as part of general education to broaden their understanding of life, society, and the world beyond the limits of business education during the first two years of their studies. They are also required to take programme foundation course from other business disciplines such as accounting, finance, marketing, and information systems. Finally, they complete their specialised courses related to different aspects of organizational management such as human resources, international business, international management, innovation management, decision making, and others. Attending courses from different disciplinary backgrounds improves students' multi-skilling competencies to deal with complex business decisions.

MMKT and MBA students are required to attend core and programme foundation courses before attending courses related to their specialised professional domain. The acquisition of multidisciplinary competences, such as leadership skills and broad contextual knowledge, is included. MBA students select courses from diversified perspectives such as Strategic Management, HRM, Supply Chain and Logistics Management, Change Management, Innovation Management, Leadership and Motivation. MMKT students take such courses as Organisational Behaviour and Leadership Ethics and Business Communication.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. 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)

Skills such as critical thinking, problem solving, personality development, communications, creative and entrepreneurial skills, as well as social competencies are described and reflected upon in the learning objectives and outcomes. According to KIMEP University, 95 % of graduates are employed within six months after graduating.

QAIR administers “The Survey on Employer Satisfaction with KIMEP Alumni” every four years by sending out the questionnaires via e-mail, fax, courier mail, and through personal meetings. According to the results of the most recent employers’ survey (2021), employers are satisfied with the skills and qualities of graduates. The portion of employers expressing a wish to continue to hire KIMEP graduates in the future has grown from 82 % in 2013 to 97 % in 2021. The survey further demonstrates that KIMEP offers high quality education and produces competitive and in-demand professionals to satisfy labour market needs. In the view of the University, this is one of the reasons that KIMEP annually takes 1st place among the humanitarian-economic universities according to nation-wide IQAA Ratings. In 2019, IQAA RK in National Ranking of the Best Humanitarian and Economic HEIs of Kazakhstan also distinguished KIMEP as first in “Reputation Leader by Experts’ Evaluation” and first in “Reputation Leader among Employers”. Moreover, in 2021 BCB’s undergraduate programme in marketing was evaluated as being in first place among marketing programmes by the national chamber of entrepreneurs “Atameken”.

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. All programmes are systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

| | 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

KIMEP aims at sustaining a pool of high-quality core business administration faculty which is of central importance for the continued achievement of the programme's overarching goals of:

- Promoting excellence in the study and practice of business administration through the building and strengthening of the analytical, problem-solving, and leadership capacities of its graduates;
- Training students who as graduates can effectively manage and successfully transform organisations both in Kazakhstan and internationally;
- Preparing high-quality decision-makers and business leaders capable of solving contemporary business problems in a dynamic and competitive global marketplace ethically and in a socially-responsible manner.

As for the academic staff, KIMEP has elaborated the following overview:

BCB Faculty Composition. Fall 2022 (unless specified as FTE² the numbers relate to headcount)

| | Indicator for the School | | | Indicator for the School |
|--|--------------------------|--------------|--|--------------------------|
| <u>Core faculty</u> | Female | Total | Number of core faculty with foreign professional or study experience | 16 |
| Number of academic staff members | 15 | 30 | Ratio FTE students / FTE core faculty | 45.5 |
| Full professors | 0 | 4 | Core faculty hired in last 3 years (FTE) | 13 |
| Associate professors | 4 | 5 | Core faculty departed in last 3 years (FTE) | 17 |
| Assistant professors | 8 | 15 | <u>Adjunct faculty</u> | |
| Other | 3 | 6 | Total number of adjunct faculty | 21 |
| Full-time equivalent (FTE) | 15 | 30 | Full-time equivalent (FTE) | 11.5 |
| Number holding a doctoral degree | 12 | 23 | <u>Visiting professors in current year</u> | 1 |
| Number teaching in executive education courses | 3 | 6 | Number from foreign institutions | 1 |
| Number of non-nationals | 0 | 8 | Number from domestic institutions | 0 |
| Number of nationalities (citizenship) | 1 | 6 | <u>Teaching and research assistants on short-term contracts</u> | 35 |

Notes:

1. **Core faculty**: Qualified academic staff employed on a permanent basis and for whom the institution is the sole or principal employer. Permanence is indicated by an open-ended contract or by a fixed-term contract of a minimum of 2 years.
2. **Number of non-nationals**: Double passport holders are always be counted as nationals, if one of the passports is the domestic one.
3. **Number of core faculty with foreign experience**: Number of core faculty (excluding foreign only passport holders) with significant professional/work experience or study abroad (e.g., completed a degree), i.e., living abroad for at least one full year (i.e. not made up of part years).
4. **Adjunct faculty**: Teaching staff for whom the school is not the primary employer or who work for the school on a part-time basis under a permanent or an occasional contract.

² Full-time equivalent.

5. Visiting professors in current year: Academic staff that are core faculty at another academic institution and visit the school to teach for a consecutive period of not less than 2 weeks.
6. In describing the size of the faculty, the “full-time equivalent” (FTE) is the total of faculty contract days divided by 5, assuming that 5 is 100% employment. For example, 5 faculty members with 3-day contracts would be the equivalent of 3 faculty members with 100% contracts. In this case, the headcount is 5 but the FTE is 3.
7. The ratio FTE students / FTE core faculty is calculated by dividing the number of full-time equivalent students by the number of full-time equivalent core faculty.

KIMEP has installed a formal process of teaching staff hiring, which is outlined in internal regulations and in compliance with Government regulations. The hiring process is carried out by competition with qualification requirements. All candidates applying to fill any teaching staff positions in KIMEP must meet the qualification requirements for the positions of employees of higher educational institutions. The academic qualifications of the teachers selected to deliver classes are aligned with the academic requirements set by BCB and follow the programme objectives. For teaching at the undergraduate level, faculty members must have at least a Master’s degree. A doctorate degree is required for teaching any graduate programme.

Moreover, a minimum of three years of teaching experience in higher education including examination methods, English proficiency, and evidence of remote instructional design are required. During interviews, special attention is given to assessment and feedback practices. These are the minimum required qualifications. Interviews are conducted with all prospective faculty by a committee, during which more detailed questions about teaching philosophy and assessment style are asked. In some cases, job candidates are asked to give a demo lesson.

A few faculty members not holding a doctoral degree, are either professionally qualified (PQ) or are currently pursuing the DBA/PhD degree at KIMEP or at a foreign university. Faculty members are strongly encouraged to continue conducting and publishing research. BCB provides research and teaching enhancement support. Faculty members are given the possibility of research-based teaching remission, including doctoral (DBA/PhD) research. But a research leave is not possible at present.

As per the Faculty Code of Practice, all full time (core) faculty members are required to teach four standard courses every semester (eight per academic year). This means a teaching load per week of 12 hours. A faculty may be requested to teach one graduate level course; faculty holding a doctoral degree with sufficient teaching qualifications and background are requested to teach at the doctorate level programmes. In 2022-2023 academic year, the average workload per faculty is 6.6 courses. During the on-site visit KIMEP announced that the regular teaching load may be further reduced.

According to KIMEP, the University’s faculty has the highest proportion of holders of terminal degrees from Western universities among the CIS countries. For continuing faculty members, BCB provides regular trainings through the ‘KIMEP Centre of Educational Excellence’ to improve and hone pedagogical competencies. The centre serves as a collaborative platform to host professional workshops, seminars, webinars, conferences, discussion groups, professional development programmes, and additional opportunities for the educational market for the whole university. Further, faculty members regularly participate in international academic mobility programmes to learn and update teaching and research qualifications.

The list of professional development workshops organised for KIMEP faculty members is presented in the following table:

Professional Development Workshops for KIMEP Faculty

| Year | Professional Development Workshops |
|------|--|
| 2022 | Best practices in inclusive education Strategies around student anxiety and depression |
| 2021 | Blended and Blended Online Learning |
| 2020 | Evidence of Understanding and Learning Remote Teaching and Learning Programme Quality Online Course Design |
| 2019 | Inclusive Education Improving Pedagogy Junior Faculty Research |
| 2018 | Student-Centred Course Design & Instruction |

Moreover, BCB faculty members attend international teaching, research seminars, and research workshops to improve further pedagogical qualifications in their respective areas. KIMEP provides financial incentives occasionally in this respect.

Most of the faculty members, together with their academic and research experience, have managerial and professional experience. Faculty members regularly participate in both international and local professional associations, such as American Chamber of Commerce, EUROCHAMBRE and others. Faculty members cooperate with businesses, industries, and various field experts in organizing guest lectures by professionals from different industries. BCB faculty members, in cooperation with the Executive Education Centre (EEC), have created professional platforms where company CEOs, industry and business professionals, and market experts can gather to share ideas, problems, and experiences. Faculty members of BCB regularly conduct trainings and professional seminars on investment, accounting for Kazakhstani banks specialists, investment firms, and oil and gas companies. Also, a faculty member should have relevant work experience and must engage in a sufficient level of activities including but not limited to:

- Consulting,
- Publications in trade journals,
- Recertification of professional credentials,
- Participating in professional workshops,
- Presentations at professional conferences.

There are opportunities for faculty to collaborate and interact. Deans, the Associate Deans and the respective Department Chairs ensure internal collaboration and overall administration. At the beginning of each academic year, the BCB Dean forms committees for internal cooperation and the smooth operation of the programmes, assigning full-time faculty to serve in departmental and university-level committees. Each of those committees are required to meet regularly to discuss all the related issues and report to the Dean on a continuous basis. The BCB has separate Undergraduate and Graduate Programme Committees to constantly review curricula, courses, course content, assessment methods, learning materials, and teaching methods and practices.

The BCB Dean holds 'Weekly Administrative Meetings' to coordinate all routine operational and strategic decisions of different departments and research centres. The Dean also periodically convenes 'General Faculty Meetings' to improve internal cooperation among the faculty members. The BCB Research Office organises weekly research seminars to promote joint research and internal research cooperation among the faculty members. Occasionally, social events are arranged to promote faculty team-building. Department Chairs organise departmental meetings to promote internal communication and coordination among faculty members.

Student learning support and coaching are integral parts of the services provided by KIMEP and are offered on a regular basis according to the syllabi. Where necessary, the students are given full support with academic and related issues. The students are provided with support on skills development and activities aimed at their individual and team success regarding the learning process.

In order to support students, faculty members are requested to publish their student advising hours in their syllabi and on their office doors. Programme administration is available to support students with administrative issues. Programme administrators help faculty in preparing the course materials, providing technical support to faculty. For students completing their theses, supervising faculty are in regular contact with them via email and Zoom calls and/or face-to-face meetings. BCB also arranges support activities like training sessions on how to write conference abstracts, or more informal help with research and conferences, for graduate students. During the on-site visit students underlined to be fully content with the support by faculty members.

Appraisal:

During the interviews and based on the CVs and tables, the panel members are sure, that structure and number of the faculty correspond to all programmes requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic, pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. 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 the further qualification of the faculty members are implemented.

The panel appreciated the shown above- average business experience of the faculty members, proved by for example the used case studies out of the own business, their CVs and their network which leads to a high amount of guest lecturing in the programmes.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. They are available for the students outside the specified office hours as well. The students are "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

The KIMEP Programme Managers coordinate the activities of everyone involved in the programme and have to ensure that the programme runs smoothly. They coordinate on an academic level with the Associate Deans for Undergraduate and Graduate Programmes. Activities of all BCB programmes within the academic year are analysed and documented on a regular basis and reported to the BCB Dean in terms of academic affairs. The programme activities are reported to the Associate Deans to monitor the organisational performance.

At the higher levels, the programmes are managed through four formal committees:

- The Curriculum and Quality Enhancement Committee periodically revisits the curricula, course contents and the course management of the programmes.
- At College-level Undergraduate and Graduate Programmes Committees check and make recommendations regarding the management, quality, and standards of the respective programmes, consistent with intended learning outcomes.
- The College Council approves the management, operations, changes, and improvements of the programmes to align with the strategic vision, mission and objectives of the BCB. Faculty members and student representatives are included.
- At University-level the Academic Council as the supreme academic policy making authority, provides final approval of the programme management activities. Also, faculty and students representatives are involved.

Intensive cooperation between BCB administration and its faculty members of respective programmes are required for decision-making on all academic issues. BCB programme management works closely together with the Dean and the Registrar's Office to provide necessary support related to registration, course scheduling, classroom assignment, and on-time grade submission. Faculty members and students are informed about the programme, schedule, course requirements and expectations, and other necessary details. The students evaluate the performance of the instructors near the end of every course. Administrative

support teams assess the student course evaluation results regularly and develop future improvement plans accordingly.

KIMEP has developed its own Online Registration System, which allows the students, faculty, the registrar, and administration to use a number of web-based real-time services, and effectively supports the administering of the education process. Using the system, students can exercise the following features from any location in the world online: check the schedule for the upcoming semester, communicate with their academic advisors, choose the courses according to their descriptions and prerequisites, register for courses, check their grades for the previous semester, check their GPA for the previous semesters, review their financial obligations to KIMEP, and check their individual academic requirements.

Faculty members can exercise the following features online directly from their offices: check the actual number of students registered for the course during the registration period, obtain the list of students registered for the course, carry out advisory services, and enter final grades. The Office of the Registrar can obtain the following current and exact information on any student directly online: number of credits obtained, GPA, list of courses completed, individual schedules, and financial obligations.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

The administrative staff acts as a service provider for students and faculty- this impression got the panel during the interview rounds in which the great commitment of the administration staff in supporting students' life and faculties' issues.

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

4.3 Cooperation and partnerships

The University has established links and partnerships with more than 100 universities in North America, Europe and East Asia that offer exchange programmes and dual degree programmes for undergraduate and graduate students; joint forums and research opportunities; faculty visiting and exchange programmes; summer schools; and study abroad programmes. BCB has active collaboration with about seventy international partner institutions.

In fall 2022, 35 BCB students were on exchange to 12 countries and 21 universities, such as University of Glasgow, EM business school, IESEG School of Management, California State University, Beijing Normal University, EWEA Woman's University, Middle East Technical University, and others. Besides, BCB has 162 international degree students. This constitutes almost 12 % of the total BCB student population, they come from 19 countries.

The network of international mobility partnerships provides good opportunities for exchange programmes, research and training for students, as well as for faculty and administrative staff. KIMEP participates in Erasmus Mundus partnership consortium for academic mobility and TEMPUS IV projects. Over the past five years, 16 members of BCB faculty and staff have participated in academic mobility for professional training, teaching, or exchange of expertise at partner HEIs. In its turn, BCB has hosted eleven professors from partner universities, including the University of Deusto, Spain; University of Tartu, Estonia; Tomas Bata University, Czech Republic; University of Ljubljana, Slovenia; National University of Public Service, Hungary; University of Las Palmas de Gran Canaria, Spain; University of Glasgow, UK; Collegium Civitas, Poland; Opole University of Technology, Poland; and University of Koblenz-Landau, Germany.

The BCB Centre for Entrepreneurship and Innovation (CEI) was established as a result of international collaboration. It advises students in their entrepreneurial endeavours, supports them in participation in various start-up competitions, and organises various events that promote and strengthen the culture of creativity and innovation among students. In collaboration with corporate partners and student organisations, the CEI conducts annual competitions for KIMEP students. The CEI competitions conducted include BCB Video Contest, BCB Game Design Competition, and BCB Startup Million. The cooperation agreements with HEIs also offer BCB faculty and staff members a range of opportunities to study, carry out research and experience international academic life at our partner universities worldwide. Faculty and staff members gain valuable experience, live in an international environment, challenge themselves and try something new at partner institutions in countries as diverse as Germany, the Netherlands, Denmark, the UK, the USA, Korea, China, Sweden, Spain, Slovenia, Romania, Hungary, Turkey and Poland.

A full list of partner universities and co-operation agreements, student mobility statistics and dual degree accomplishments are available at the KIMEP International Office website.

KIMEP and BCB, in particular, has a well-defined policy for maintaining partnership programmes with Kazakhstani and international businesses, organisations and donor agencies. Its corporate partners and sponsors helped lay the foundation for KIMEP to become the only institute of its kind in the CIS (Commonwealth of Independent States: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan). KIMEP has 139 corporate partners.

KIMEP's sponsors and partners receive priority access to its educational and human resource development services. To help select, manage and maintain beneficial, long-term partnerships with the business community of Kazakhstan and abroad, the KIMEP Corporate Development Department, Business Advisory Council (BAC), KIMEP Alumni Association, KIMEP Career Centre were established. BCB signed MOUs with the Astana International Financial Centre (AIFC) and the Astana International Exchange to bring fresh learning platforms on capital market financing solutions and retail market investment solutions. BCB programme students and faculty actively use these cooperations:

- Students have the opportunities for experiencing and recognising real business practices and challenges through internships.
- Faculty members conduct consulting services to the industry to provide academic experiences and knowledge to the society.
- Faculty members of the MBA and MMKT programmes regularly participate and organise seminars, conduct collaborative research and consulting activities with its corporate partners in areas related to their expertise.

These activities in conjunction with regular feedbacks or inputs from corporate partners, internship programme, career workshop/seminars help KIMEP to update its curriculum to ensure its relevance in Kazakhstan and within the CIS. The importance of corporate partnerships is evidenced by the presence of industry professionals among its teaching faculty and broad representation of key Kazakhstani organisations in KIMEP's Board of Trustees, which is responsible for formulating the specifics of the institute's mission, establishing policies to fulfil this mission and strategic development of KIMEP, the utilisation of up-to-date international educational technologies, and the development of research activities and international academic collaboration.

Appraisal:

The scope and nature of cooperation with universities, other academic institutions and networks as well as with business enterprises and other institutions relevant for the programme 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.

Moreover, the cooperation with business enterprises and other organisations is actively promoted (for example by means of regular joint conferences in order to discuss the further development of the programme). Such cooperation has a formative impact on the contents of the programmes and on the profile of the graduates, may it be in the employers- market-oriented design of the MBA and MMKT or in the strong contact of bachelor students with potential employers. By means of specific measures (e.g. cooperation in projects, provision of internships for students and traineeships, appointment of professionals in teaching), the cooperations significantly contribute to the Bachelor development of qualifications and skills and to the quality of the final theses.

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

4.4 Facilities and equipment

KIMEP's campus consists of eight buildings, including the two main academic buildings: Valikhanov Building and the New Academic Building; the Olivier Giscard d'Estaing Library (OGEL), and the Dostyk Building (administration building). The University campus hosts the Residence Hall for students and own apartments, as well as the apartment in Samal micro-

district for foreign faculty and top-managers; also, there is a plant building and a publishing and printing department building.

Dostyk Building was constructed in 1954. It hosts BCB, College of Humanities and Education (CHE), Sports Center and the university administration. It also hosts two auditoria with a total area of 105 square meters, 118 offices with the total area of 3,418 m². Since 1992 the building was reconstructed several times. In 2016 the cosmetic renovation of Sports Center was done together with renovating the faculty offices at the third and fourth floors for the total area of 2,258 m². In 2017 the major repairs were performed at the third floor, including corridors and offices (500 m²).

In 2017 the capital reconstruction of the West wing of the building was undertaken, with installing the modern engineering equipment, the new furniture and the new equipment for teaching in the classrooms. The reconstruction of the North wing of the building was done in 2018-2021 in accordance with all modern requirements and tendencies.

The Valikhanov Building was constructed in 1975. It hosts College of Social Sciences (CSS), Computer and Information Systems Center, the canteen with an area of 1,013.2m², a coffee shop, a stationery shop and a copying centre. The building is a host for 40 classrooms and 136 offices. Academic rooms, besides the general classrooms, include six computer labs, three conference halls, a media laboratory for journalism department and the specialized classroom for teaching arts.

The New Academic Building was commissioned in the fall of 2008. The total area of the building amounts to more than 6000 m² out of which 2,301m² are teaching facilities. It hosts 21 classrooms, three computer labs and a recreation area with wireless KIMEP LAN and Internet access. The building also hosts the School of Law. These classrooms and offices are maintained on the basis of scheduled maintenance work. In 2017 a Starbucks coffee shop was opened on the second floor of the building.

The Residence Hall Building was constructed in 1972 and designed for 424 students to reside in double or triple rooms. The Building also hosts the modern Executive Education Center, the Medical Center, the Office of Student Affairs, the International Office and the Career and Employment Center and a canteen. In 2013-2014 the first of three stages of major repairs were done at the first, fourth and fifth floors, including the lounge rooms and study rooms between the 2nd and the 5th floor (2,358 m²), as well as of the façade and of entrance of the building; one of existing elevators was replaced by the modern one, and a partial replacement of the old furniture was done. The second stage was completed in 2015 and includes a major renovation of the third floor with partial replacement of the old furniture (1,149 m²). The final stage was completed in 2016 (1,149 m²).

For faculty Housing, KIMEP owns 2/3 of the apartment house located on campus, in which there are 18 furnished 2-rooms and 3-rooms apartments for faculty and management of the University.

Besides annual enhancements of educational operations KIMEP pays attention to advancement of a healthy lifestyle. The University has a modern indoor Sports Centre and a soccer field. Besides, jointly with “Bank of Astana” in 2016 the workout site was opened on campus. In 2018 the University has constructed a new open-air basketball and volleyball court. In 2017 enhancement of campus infrastructure was made via developing the working project of installing the automatic irrigation system and landscaping design.

All three academic buildings are equipped with ramps, elevators; automatic sliding doors are installed at entrances to academic buildings. In addition, special buttons are installed at the entrances to all buildings to call staff if any assistance is needed. Since the buildings are of quite old construction, gradual reconstructions are carried out. Reconstructions meet all current building standards, including standards required for students with special educational needs.

Reconstruction of the Valikhanov Building was carried out between 2017 and 2021. A stationary lift (mini elevator) at the cafeteria entrance was installed adding to previously installed elevators. All entrances to buildings are equipped with tactile tiles and buttons to call staff for assistance. Each floor is equipped with specialised restrooms for people with disabilities.

The total area available in KIMEP is 6,383 square meters. The total number of classroom seats available is 3,791.

Teaching Facilities

| Building Location | Area m ² | Seating Capacity | Screens | OHP | LCD | Computer | TV Set | Video | Telephone | Tribune | Air-Con. |
|-------------------|---------------------|------------------|-----------|-----------|-----------|------------|----------|-----------|-----------|-----------|------------|
| Valikhanov | 3432 | 2326 | 44 | 31 | 41 | 249 | 4 | 3 | 0 | 33 | 62 |
| CCE | 130 | 48 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 |
| Dostyk | 2258 | 151 | 2 | 2 | 2 | 25 | 1 | 0 | 2 | 2 | 8 |
| Library | 2719 | 69 | 2 | 2 | 2 | 87 | 0 | 5 | 3 | 1 | 3 |
| New Acad. | 2301 | 1,107 | 15 | | 20 | 126 | 2 | 2 | 0 | 21 | 24 |
| Total | 10,840 | 3,701 | 65 | 37 | 67 | 489 | 9 | 12 | 7 | 59 | 101 |

Notation: OHP - Overhead projector; LCD – Display

The current student to computer ratio is 7 to 1.

Seventy-three classrooms are equipped with LCD-projectors, LCD-panels, and computers, which allow multimedia presentations and access to file servers, electronic materials, and the Internet during lectures. A number of conference halls, such as the Great Hall and the High-Tech Conference Hall, are equipped with all necessary hardware to run multimedia presentations for groups of varying size. There are also 11 study rooms available with wireless Internet.

The Olivier Giscard d'Estaing Library (OGEL) is located in a separate building on the University campus with an area 2,719 m² and can serve up to 350 students at a time. OGEL users are not only students, teachers and staff of KIMEP, but also KIMEP alumni. The library works 64.5 hours per week: on weekdays from 8.30 to 20.00, on Saturday from 10.00 to 19.00. OGEL facilities include public reading areas for the library's circulating collection and for reference, periodicals, and reserves materials; a conference room, two independent study laboratories with computer workstations, which provide access to electronic resources. The library has 87 computers with unlimited access to the Internet at the disposal of its users. The library's conference room and computer laboratory are equipped with all necessary software and hardware to run multimedia presentations.

KIMEP owns one of the biggest English-language library collection in Central Asia. The library collection includes 100,583 print copies (of these 70,869 in English), and 21 international and local electronic resources, which comprise over 700 thousand full-text documents (e-books, magazines, conference materials, legislative acts of Kazakhstan and foreign countries) and

can be accessed from any computer on campus: CARD (the library's own bibliographic database), Ebook Central, EBSCO EconLit, EBSCO Business Source Complete, EBSCO Ebooks, Emerald, Encyclopaedia of Public International Law in Asia, JSTOR, Hein Online's Core collection, Paragraph, Polpred, ProQuest One Business, Sage Premier, Scopus, Taylor & Francis Ebooks, Taylor & Francis Social Science and Humanities eJournals, The Chronicle of Higher Education, TOL, Lexis, Web of Science and Zakon. The remote access is organised to 15 electronic databases, so now library users can access these resources from any place outside the campus. Bibliographic records of all print literature are entered into an electronic catalogue (KIMEP uses AMLIB as its library management system), which is accessible to all users both in the library and through KIMEP website.

The library is constantly developing a book collection and its electronic resources. Twice a year the library organises textbook orders, that usually include reference and research titles requested by the faculty and students. The budget allocated for acquisition of learning resources for 2022-2023 academic year will allow increasing the library collection for nearly 1,000 print books, renewing subscriptions for the existing electronic resources and subscribing to two new electronic databases.

In order to ensure students with necessary literature for the study programmes, OGEL provides the Textbook Rental Service. Every student may take the necessary course title for rent for a semester. Usually, the library acquires the number of copies assigned for the relevant course equal to 30-50 % of the planned enrolment number. Also 3-5 copies from this amount go to reserve collection, which is created to make the course titles available for all students. Reserve titles can be used only in the library reading rooms and can be checked out for the overnight loan. So, if a student cannot take the course title for rent, there is always a copy in the library available for reading.

Eleven library staff members provide a wide range of services to all users: open access to the entire book collection; selection of books on the subject; individual consultations, presentations, trainings, orientation sessions to entering students and new faculty, seminars, webinars on the use of the electronic catalogue and electronic databases. Also, the Library organises practical trainings for students together with teachers; scanning materials for teachers; draws up thematic exhibitions; regularly updates and places information on the website, on social networks; provides unlimited internet access.

Annually, the QAIR conducts a survey among students and graduates regarding the work of all departments, including the library, and all their recommendations and comments are analysed and taken into account in the future direction of the library in providing services.

Appraisal:

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 via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

Services for adequate support of the participants are documented. The requirements for students' work-station at home are listed (e.g. technical IT-equipment).

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

KIMEP established the Career Center in 1996 with the purpose of building strong cooperation between the business community, alumni, and students of KIMEP. The Career Center provides students, starting from their first year of study, with all necessary tools to successfully manage professional development: career advising, career events, recruitment, employer outreach programmes, and networking opportunities (Career and Employment Service – CES).

The dedicated staff of the centre provide job seekers, who are KIMEP students and alumni, with such services as counselling on internship opportunities, preparation for job interviews, writing resumes, and job presentation skills. Further, the Career Center organises annual job fairs and maintains close connections with leading companies to have full information about job vacancies. The department also runs a platform for online employment opportunities that is considered a leading job portal in Almaty.

The KIMEP Alumni Association was established to maintain a permanent relationship between KIMEP and its alumni, with the purpose of mutual service and support. An active alumni network makes a stronger university and multiplies the value and prestige of a KIMEP degree. The goal of the Alumni Association is to keep Alumni up to date with the programmes and activities of KIMEP and provide support to the university and its programmes. The Alumni Association assists the University in the growth of its cultural and extracurricular activities and facilitates KIMEP's involvement in the community. Alumni currently serve on KIMEP's business advisory board and as mentors to various student organisations on campus.

Alumni Association activities include:

- Developing an active network of alumni branches, as well as discipline-specific alumni groups;
- Serving an important role to KIMEP as benefactors, as spokespersons and advocates for the university, as advisors to the Colleges, and as a positive voice championing the importance of a KIMEP degree;
- Acting as role models for current KIMEP student;
- Fundraising for current students through the Rakhmet Scholarship Fund;
- Annual reunions, luncheons and networking activities that recognize outstanding alumni in areas of professional development and community service.

Alumni are invited to participate in all events undertaken by the EEC, which are often also open for general public as well, like: HR club, Marketing Club, Corporate Governance Certifications, KIMEP International Research Conference, HR International Conference, some social events like New Year party.

Appraisal:

In addition, 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 HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

At University and college level, an alumni organisation has been set up with the aim of developing an alumni network. Alumni are integrated into the revision of curricula and share their experiences from a professional view. The alumni activities are planned on a long-term basis, performed regularly and are actively used for assessing and evolving the programme. Sufficient resources are available for this purpose. What is more, the alumni network facilitates the development of infrastructure.

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

4.6 Financing of the study programme (Asterisk Criterion)

BCB was established in 2003 as an autonomous academic unit within KIMEP. It is the largest college of the university, accounting for almost two-thirds of total KIMEP students. BCB generates more than 60 % of total revenues of the University and operates with a financial surplus, which ensures smooth financing and sustainability of all BCB Programmes. KIMEP's main income is based on the tuition fees in particular from the Bachelor programmes (more than 84 %), whereas the Master programmes contribute around 3.6 % and the Doctoral programmes 1.5 % (in the academic year 2022/23). The University achieves a yearly surplus of about 2 million €. More detailed Information on the School's Financial Situation has been presented to the panel.

Appraisal:

The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

| | 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

KIMEP's Quality Assurance system (QA) is based on its "University policy for quality assurance in education". Its task is enhancing the quality of teaching, research, personnel as well as improving key stakeholders' satisfaction and operational effectiveness. The QA includes both academic and non-academic areas of University functioning. The task of quality management is to review and coordinate the University units' activities that are critical in terms of achieving quality requirements. The QA functions as a dynamic and continuous process, which implies the constancy of the quality assurance process in the form of a continuous repetition of the PDCA (Plan-Do-Check-Act) cycle.

In its QA Policy KIMEP has established a framework for quality assurance that is compatible with mechanisms for institutional, departmental, and programme quality assurance. This framework is embedded in each college and in every department, both academic and non-academic.

The academic structure of KIMEP enables the management to oversee all colleges and academic affairs departments, programmes and curriculum, faculty, budget, and assessment strategies. Each college or academic division is responsible for creating their own continuous quality assurance process to include annual and cyclical programme reviews of each aspect. Annual programme reviews are limited in scope to particular programme learning outcomes, and include overviews of curriculum, faculty, finances, student learning, and programme effectiveness. Full programme reviews occur every 3-5 years and incorporate thorough assessments of the same information in addition to an overview of all programme learning outcomes and student learning assessments.

Information from both annual and cyclical reports is used to revise the curriculum and programme effectiveness, as well as to determine market needs, student interest, value added, and financial impact. Both types of programme review are completed in the fall semester following the academic year in which data was collected and analysed. After completion, programme reviews are sent to the Vice President of Academic Affairs, Curriculum Review Committee, QAIR, and the Admission and Scholarship Standing Subcommittee for review and feedback. For major issues or revisions, programme reviews are presented to the Academic Council and the President's Cabinet.

QAIR is responsible for collaboration between different units at KIMEP – executive, management, departmental, and programmatic – in order to provide necessary information to support strategic decision-making and quality assurance systems, which promote integrity and effectiveness across the University. The primary roles of the office are as follows:

- Provide the information and analysis necessary to support decision-making at the institutional level and within colleges / divisions,
- Undertake such reviews and audits as necessary to safeguard the integrity and quality of the institution's activities,
- Advise the institution on quality implications of proposals, policies and strategic plans.

QAIR conducts the student evaluations as well as annual alumni surveys regarding employment and overall satisfaction with the quality of KIMEP's education. It also determines the students' success rates every semester and acts as a liaison between state bodies, higher education institutions, and both national and international agencies to share best practices and develop strategies for the benefit of the community as a whole. Additionally, upon request they

carry out various studies that investigate particular quality aspects in individual programmes or separate areas of the university's performance.

The Academic Council of KIMEP has to manage general academic affairs, to oversee academic quality assurance and curriculum review, and to develop recommendations for further approval by the President's Cabinet and the Board of Trustees. College Deans, the Director of the Admission and Financial Aid Office, and the Deputy to the President for Student Recruitment & Admission have representation on this committee, directly or by proxy, and provide administrative support for the committee.

This committee reviews the curriculum to ensure alignment with the National Qualifications Framework, that each programme submits viable programme reviews, and oversees continuous academic quality assurance. The function of the committee is to evaluate, analyse, and determine the appropriateness of any new programmes or courses, or of changes to existing programmes. It further establishes criteria for quality assurance controls over all matters of academic import, and makes recommendations concerning admission and scholarship, including additional criteria and student enrolment rules not covered by state standards for each major.

The President's Cabinet as the executive body of KIMEP has the right to make decisions on any issues of KIMEP operations that are not covered by Kazakhstan's legislation and are not governed (according to the Charter) by other bodies and officials of KIMEP, including financial management, strategic planning, development of organisational structure of the institution, and resolution of departmental or programmatic issues.

One of the most valued instruments for teaching performance evaluation is student evaluations. Student Perception of Instruction Survey (SPIS) is part of the general formal faculty evaluation process and is mandatory for each course taught at the Bachelor, Master and Doctorate Programmes as it allows retrieving student opinion on their perceptions of the instructional effectiveness, quality of teaching, and their learning experience. QAIR distributes the student survey at the end of each semester and the results of SPIS to faculty in the first part of the ensuing semester.

The SPIS is conducted employing a standard internet-based approach that aims at greater audience scope and higher rate of responses. Links to questionnaires are distributed via email, regular reminders are sent, and respondents are encouraged, but not obliged, to answer all questions. QAIR processes and analyses the questionnaires.

The questionnaire looks at the quality of teaching in three important fields: 1) faculty, 2) class sessions and 3) courses. The first section consists of questions about instructional delivery and academic professional attitude towards students, while the second part covers questions about management of class sessions and learning environment. The third part addresses student's understanding of course requirements and syllabus, availability of course materials and the overall level of satisfaction. This also includes the question whether the workload was manageable. Respondents through two open-ended questions are also provided with the possibility to add any information regarding the faculty member and course quality.

To ensure objectivity, students fill in the SPIS forms after the completion of final examinations but prior to issuance of final grades, and the survey is anonymous. Feedback to faculty members is provided on the basis of each course and in aggregated format on a semester level.

The Faculty Satisfaction Surveys measure the level of faculty satisfaction pertaining to working conditions, professional development and leadership at KIMEP to further develop the university's status as an outstanding employer and academic institution. The survey has been conducted every spring semester since the 2005-06 academic year on an anonymous and voluntary basis. All faculty members are invited to take part in the survey. Survey results are presented to management and faculty in the form of a report that highlights both strong and weak points of KIMEP's working conditions and compares overall satisfaction with data from previous periods. The collected responses are components of efforts to create a better working and learning environment.

KIMEP also elaborates an Alumni Survey (KAS). It aims to assure the quality of professional preparation of graduates by collecting their feedback about working experience, job performance and level of satisfaction with the quality of KIMEP education, which allows identification of areas for improvement. The survey has been conducted each summer since 2005 by means of email and phone interviews with graduates of previous year. Survey results are reported to management and shared with KIMEP faculty and students.

One of the recommendations of FIBAA experts presented within the accreditation period held during 10-12 April 2019 was to increase the frequency of the Alumni Survey in order to gather sharper insights from graduates and reflect their career paths. Moreover, both five- and ten-years post-graduation institutional research and assessment are well known practices worldwide, usually aiming to track alumni career paths and gather their opinion on how their education influenced their current activity. After reviewing the recommendations, it was decided to extend the target respondent group of Alumni Survey to include KIMEP alumni who graduated 5 and 10 years ago. As a result, since 2019 the QAIR has been conducting an extensive Alumni Survey aiming to simultaneously collect the opinions of 3 cohorts of alumni — those who graduated 1, 5, and 10 years prior.

According to the Alumni survey administered by the QAIR in 2022, the graduates highly regard BCB education for advanced academic and business-related knowledge, increased professional self-confidence, improved managerial, leadership and organisational skills, as well as advanced knowledge of English. BCB continuously develops the academic-related policies and practices and will continue to perform as a world-class institution.

As far as the Employer Satisfaction Survey (ESS) of KIMEP Alumni is concerned, ESS seeks opinion of employers on levels of KIMEP graduates' professional preparedness in terms of knowledge, skills, and attitudes. The survey has been conducted every fourth year since 2007 through electronic means and supporting calling campaigns. The most recent evaluation was conducted in fall 2021. It had the overall result, that 98% of surveyed employers are satisfied with the skills and qualities of KIMEP graduates. At the same time, the proportion of employers who expressed a desire to continue hiring KIMEP graduates in the future increased from 82 % in 2013 to 97 % in 2021. The survey results illustrate employers' perception of KIMEP graduates' professional qualities and help to guide further improvement of academic programmes.

The MSHE also periodically evaluates the programmes. All assessments have indicated a satisfactory level in programme management.

All programme descriptions and curricula including course syllabi, learning strategy and methodology, and other relevant documents about the programmes are communicated to

newly-admitted students during each induction session, and are alternatively available for the programme applicants through various channels including the university's catalogue, programme brochures, and leaflets. Some documents are accessible on the University's webpage in electronic format. The information is also available upon request through the offices of the respective programmes.

The Marketing, Communications and Public Relations Department (MCPR) department at KIMEP is responsible for the internal and external dissemination of KIMEP-related information and news. Internally, the MCPR regularly informs students, faculty, and staff of upcoming events (visiting speakers, athletic and intellectual competitions, and performances), undergraduate, graduate, and doctor degree programmes, student services, publications, and accomplishments of KIMEP community members. Externally, MCPR shares information regarding admissions, scholarships, academic programmes, athletic and intellectual competitions for school students, events that are open to the greater community, and institutional accomplishments.

The MCPR staff operate several social media accounts (Instagram, Facebook, LinkedIn, YouTube, Vk.com, Telegram); disseminate mail and e-mail; place advertisement placards on building facades and billboards; design and print leaflets, brochures, and posters; photo-zones, press-walls, banners, flags, create digital campaigns (targeted and contextual ads), produce promo videos and conduct photoshoots, order KIMEP branded souvenirs, and organise the graduation ceremony. Among the main media partners of KIMEP are Khabar channel, Kazakhstan national TV channels, and Forbes Kazakhstan. The MCPR department also manages the KIMEP website (kimep.kz), which is the main source for information on KIMEP, its administration, and its student body. The annual online KIMEP Catalogue provides full details concerning the academic calendar, academic policies, and codes of conduct, disciplinary procedures, student facilities, student support services, as well as details concerning all admission requirements, programme structures, courses, and graduation requirements.

MCPR also provides counselling and printing services for the KIMEP Times, the independent student newspaper, founded in 1995. It is the only student newspaper that has been awarded a licence (# 1689-A) by Kazakhstan's Ministry of Culture and Information and is published in English and Russian. It is published every three months throughout the academic year. The newspaper publishes articles and commentaries on KIMEP programmes, achievements of students, faculty and staff and many other things. MCPR coordinates the production and distribution of the yearbook for graduates, a student-driven project, founded in 2020. At the beginning of each academic year, MCPR develops the marketing activities plan and obtains a list of necessary advertisement and informational materials approved by all units of KIMEP.

Appraisal:

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

plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

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

The study programme is described in detail and the documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency. The panel appreciates the high commitment of the University in running the social media, supporting the newspaper KIMEP times and actively maintaining various marketing ideas. In its annual report the HEI presents a summary of the activities of the academic year.

| | | 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: KIMEP, Kasachstan

Bachelor and Master programmes: BMGT, BMKT, MBA, MMKT

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

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|-------------|
| 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 BMGT, BMKT | | x MBA, MMKT |
| 3.4 Internationality | | | | | |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) | | | x | | |
| 3.4.2 Internationality of the student body | | | x | | |
| 3.4.3 Internationality of faculty | | x | | | |
| 3.4.4 Foreign language contents | | x | | | |
| 3.5* Multidisciplinary competences and skills (Asterisk Criterion) | | | x | | |
| 3.6* Skills for employment / Employability (Asterisk Criterion) | | x | | | |
| 4. Academic environment and framework conditions | | | | | |
| 4.1 Faculty | | | | | |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | x | | |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion) | | | x | | |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | x | | |
| 4.1.4 Practical business experience of faculty | | x | | | |
| 4.1.5* Internal cooperation (Asterisk Criterion) | | | x | | |
| 4.1.6* Student support by the faculty (Asterisk Criterion) | | x | | | |
| 4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | x |
| 4.2 Programme management | | | | | |
| 4.2.1* Programme Director (Asterisk Criterion) | | | x | | |
| 4.2.2 Process organisation and administrative support for students and faculty | | x | | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.3 | Cooperation and partnerships | | | | | |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | x | | |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | x | | | |
| 4.4 | Facilities and equipment | | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | x | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | | x | | |
| 4.5 | Additional services | | | | | |
| 4.5.1 | Career counselling and placement service | | x | | | |
| 4.5.2 | Alumni Activities | | x | | | |
| 4.6* | Financing of the study programme (Asterisk Criterion) | | | x | | |
| 5 | Quality assurance and documentation | | | | | |
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | x | | |
| 5.2 | Instruments of quality assurance | | | | | |
| 5.2.1 | Evaluation by students | | | x | | |
| 5.2.2 | Evaluation by faculty | | | x | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | x | | |
| 5.3 | Programme documentation | | | | | |
| 5.3.1* | Programme description (Asterisk Criterion) | | x | | | |
| 5.3.2 | Information on activities during the academic year | | x | | | |