

# Decision of the FIBAA Accreditation and Certification Committee



**11<sup>th</sup> Meeting on September 20, 2023**

## **PROGRAMME ACCREDITATION**

<b>Project Number:</b>	22/075 (cluster 4)
<b>Higher Education Institution:</b>	KIMEP University
<b>Location:</b>	Almaty, Kazakhstan
<b>Study programme:</b>	<ol style="list-style-type: none"><li>1. Bachelor of Arts in Economics</li><li>2. Master of Arts in Economics</li><li>3. Bachelor of International Relations</li><li>4. Master of International Relations</li></ol>
<b>Type of accreditation:</b>	re-accreditation

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

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

Period of Accreditation: July 6, 2023 - July 5, 2030

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

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

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## Assessment Report

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**Higher Education Institution:**  
KIMEP University, Kazakhstan

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**Bachelor/Master programme:**

1. Bachelor of Arts in Economics
2. Master of Arts in Economics
3. Bachelor of International Relations
4. Master of International Relations

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**Qualification awarded on completion:**

1. Bachelor of Arts in Economics
2. Master of Arts in Economics
3. Bachelor of Arts in International Relations
4. Master of Arts in International Relations

# General information on the study programme

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## **Brief description of the study programmes:**

### Bachelor of Arts in Economics (BAE)

The Bachelor of Arts programme in Economics teaches students to analyse complex social and economic systems and provides them with an excellent training for different career paths. Studying economics helps a student to thoroughly understand business, markets, finance, trade, government policy, international issues, globalization, health, labour, development, and environmental problems.

### Master of Arts in Economics (MAE)

The Master of Arts in Economics programme offers contemporary knowledge in the areas of Management of investment projects in the public and private sector, governance of organisations, financial analysis and corporate finance, Macroeconomic policies and international financial markets, design of strategies for organisations, the handling and analysis of data. The programme consists of theoretical and applied subjects in economics, finance and statistics. Members of the faculty team are professionals with international experience who actively conduct research and publish in international journals.

### Bachelor of Arts in International Relations (BIR)

The Bachelor of Arts in International Relations and Regional Studies is designed to produce graduates capable of taking on leadership roles in the challenging arena of world affairs, including positions within the diplomatic corps, multinational corporations, education and non-governmental organisations. It gives students excellent skills and competencies to be competitive in the labour market for high paid and interesting jobs.

### Master of Arts in International Relations (MIR)

The Master in International Relations programme covers all aspects of interactions between states and political units in the economic, political, legal, cultural and other spheres. This programme trains professionals for a diverse international career at inter-governmental levels, as well as for communications with international business partners. Graduates study the theory and practice of international relations, the international political economy, including emerging markets, the analysis of natural resource economies and identity construction, and conflict studies.

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## **Type of study programme:**

BAE: Bachelor programme

MAE: Master programme

BIR: Bachelor programme

MIR: Master programme

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## **Projected study time and number of ECTS credits / national credits assigned to the study programme:**

BAE: 8 semesters; 240 ECTS credits

MAE: 3 semesters; 90 ECTS credits

BIR: 8 semesters; 240 ECTS credits

MIR: 3 semesters; 90 ECTS credits

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**Mode of study:**

All programmes: Full-time & part-time

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**Didactic approach:**

All programmes: Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

All programmes: No (optional for MAE)

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

BAE: 120 – 150 students

MAE: 15 – 20 students

BIR: 170 students

MIR: 26 students

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**Programme cycle starts in:**

All programmes: Fall semester

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**Initial start of the programme:**

BAE: August 1999

MAE: August 1992

BIR: August 2010

MIR: August 2002

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**Type of accreditation:**

All programmes: Re-accreditation

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**For 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 of Arts in Economics, the Master of Arts in Economics, the Bachelor of Arts in International Relations and Master of Arts in International Relations was made between FIBAA and KIMEP University on June 21, 2022. On February 26, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Annika Bittner**

Georg-August-University Goettingen and University of Hildesheim, Germany  
Student of Economics and Cultural studies and aesthetic practice

**Mohammad Zaid el-Mogaddedi**

Institute for Islamic Banking and Finance, Hamburg, Germany  
Founder and Managing Director

**Dr. Maigul Nugmanova**

Narxoz University, Almaty, Kazakhstan  
Director of Gender Economics Research Center

**Prof. Dr. Barbara Schnieders**

CBS International Business School, Cologne, Germany  
Professor for European Economics and Politics

**Prof. Dr. Jean-Pierre Izaac van der Rest**

Leiden University, Netherlands  
Professor of Business Economics

FIBAA project manager:  
Priv.-Doz. Dr. Marco Haid

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 20 and 21, 2023 at the HEI's premises in Almaty, Kazhakstan. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 30, 2023. The statement on the report was given up on September 5, 2023. It has been taken into account in the report at hand.

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<sup>1</sup> The panel is presented in alphabetical order.

# Summary

The Bachelor of Arts in Economics, the Master of Arts in Economics, the Bachelor of Arts in International Relations and Master of Arts in International Relations offered by KIMEP University, Kazakhstan fulfil 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 on 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.

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

## **For all programmes**

- As far as the University uses “KIMEP credit points” internally only or in parallel to the ECTS credits, the panel 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).

There are six criteria in which the programmes exceed the quality requirements:

- International orientation of the study programme design (see chapter 1.2)
- Counselling for prospective students (see chapter 2.2)
- Foreign language content (see chapter 3.4.4)
- Skills for employment / Employability (see chapter 3.6)
- Process organisation and administrative support for students and faculty (see chapter 4.2.2)
- Alumni Activities (see chapter 4.5.2)

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

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# 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, 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, 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 2,204 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. 60 % of KIMEP shareholders are private. Although 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**

### **Further development**

There were no specific recommendations for the BAE at the previous programme accreditation in 2018 and the conditions for the MAE programme were fulfilled at the time.

For BIR and MIR, the accreditation team recommended in 2018 to add further content such as international law or international trade and similar courses. The MIR programme has since introduced the option to take the course in Public International Law which is offered by the Law School. For the BIR programme, it has added the courses Law of the WTO, Law of the European Union, International Human Rights Law, Law of International Treaties, International Criminal Law offered by the Law School among the KIMEP-wide electives.

Lacking a faculty member who can cover courses in international trade, it did not include a course on trade in its core curriculum. However, the department includes Principles of Microeconomics, Principles of Macroeconomics, Development Economics, Public Economics, Project Appraisal and Global Economics offered by the economics department among the KIMEP-wide electives. The new major, "European Studies", includes Economics of the European Union as an elective. In addition, the department has hired a trade specialist who is going to join in fall 2023.

For all KIMEP programmes, there were major changes which followed policy decisions of the Ministry of Education and Science: With the 2019-2020 catalogue, there was a rebalancing between foundation electives and foundation-required courses. Since 2019, 60 out of 112 ECTS in the foundation category are offered as electives, up from 24 ECTS in 2018. The 2020-2021 catalogue introduced a compulsory thesis in all bachelor programmes.

### **Appraisal**

Based on the self-evaluation report and insights gained through the panel interview rounds, the experts had no concerns regarding the further development from previous accreditation. The panel members were also satisfied with the development of the statistical data. The application rates show a continuous or even increasing trend while the dropout rate decreases in each programme.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### **Bachelor of Arts in Economics (BAE) and Master of Arts in Economics (MAE)**

The BAE programme develops analytical skills related to problems in economics. The programme emphasises theoretical foundations and empirical analysis. It is targeted at students who want to develop a strong quantitative background to follow a career path in business, government or international organisations. The quality assurance system ensures constant readjustment of the programme in view of students' and employers' needs.

The BAE's programme's learning objectives are to ensure that graduates have the knowledge of core concepts and theories of economics sciences and the ability to put them into perspective, that is:

- to compare theory predictions and to critically assess their applicability in different circumstances;
- ability to structure and analyse situations and to critically assess and evaluate solutions;
- relevant practical skills to establish relationships between economic variables;
- ability to communicate ideas and information clearly and effectively in oral and written English;
- ability to work effectively with others in the pursuit of common objectives.

At the successful completion of the programme, graduates will be able to:

1. Describe the core threshold concepts and basic economic principles;
2. Use economic concepts and techniques and apply them to solve problems and make decisions;
3. Describe the standard approach to human behaviour in economics and derive predictions;
4. Describe and apply economic concepts and techniques to evaluate and compare the welfare effects of policy alternatives and of institutions which govern social interactions, support arguments and viewpoints;
5. Describe economic theories relating to the behaviour of economic aggregates and derive predictions;
6. Describe and apply economic concepts and techniques to recommend policies and institutional arrangements which govern macroeconomic variables and support arguments and viewpoints;
7. Critically reflect on the problems and conditions of the Kazakhstan and Central Asian economies;
8. Formulate a research question, empirically implement it and statistically evaluate the results;
9. Independently undertake research or scholarly enquiry.

The MAE programme provides graduates with the analytical tools necessary to evaluate business or government projects and to forecast economic and business scenarios.

It also provides its graduates with a strong foundation in economics, both theoretical and applied, that is required to advance their professional careers or to continue their studies in doctoral programmes. It inculcates in its graduates the analytic skills which are necessary in the workplace, whether as managers or as economic analysts for business, government, and non-profit organisations.

The MAE's programme's learning objectives are to ensure that graduates have the

- ability to critically discuss the core concepts of economics;
- ability to structure and analyse situations and to formulate and evaluate solutions;
- ability to theoretically explore and empirically test relationships between economic variables;
- ability to relate economic concepts to the practice of the Central Asian economies;
- ability to communicate ideas and information clearly and effectively in oral and written English;
- ability to work effectively with others in the pursuit of common objectives.

The programme intended learning outcomes (ILO)s are implemented in the course syllabi to make sure that at the successful completion of the MAE programme, graduates will be able to:

1. Use economic concepts and techniques to analyse and solve problems and make decisions;
2. Explain the standard approach to human behaviour in economics and critically reflect the approach and its predictions;
3. Explain and apply economic concepts and techniques to analyse, evaluate and compare the welfare effects of policy alternatives and of institutions which govern social interactions, support arguments and viewpoints;
4. Explain economic theories relating to the behaviour of economic aggregates and critically assess the approach and its predictions;
5. Describe and apply economic concepts and techniques to analyse and recommend policies and institutional arrangements which govern macroeconomic variables and support arguments and viewpoints;
6. Critically reflect on the problems and conditions of the Kazakh and Central Asian economies;
7. Formulate a research question, empirically implement it and statistically evaluate the results;
8. Undertake independent research.

### **Bachelor of International Relations (BIR) and Master of International Relations (MIR)**

The BIR and MIR programmes are offered by the Department of International Relations and Regional Studies. The undergraduate programme leads to an award that signifies that students have completed the first cycle under the Qualification Framework for the European Higher Education Area (QF-EHEA), which is the overarching framework for qualifications in the European Higher Education Area (EHEA). It is in accordance with the recently issued National Qualifications Framework.

The **BIR** curriculum allows students to obtain knowledge in all aspects of international and comparative politics: domestic (Kazakhstan-related), regional (Central Asia, EU, and China) and world affairs (with multiple issues focus). The programme's uniqueness allows to envision employment variety for its graduates and is designed to:

- produce graduates capable of taking on leadership roles in the challenging arena of world affairs, including positions within the diplomatic corps, multinational corporations, education and non-governmental organisations;
- offer an integrated multidisciplinary curriculum programme that compares favourably in standards and quality to comparable programmes in Western universities.

The objectives of **BIR** programme are to

- (1) train professionals capable of taking on challenging jobs and playing leadership roles in the international arena as diplomats, consular agents, communications officers, international affairs analysts and advertising specialists;
- (2) provide a solid foundation for future scholars who want to pursue graduate study and research in international relations and related fields in the social sciences and humanities;
- (3) foster students' critical and analytical thinking and to expand their linguistic, technical, research and communication skills;
- (4) analyse the core fields and sub-fields in the discipline through innovative teaching;
- (5) develop student/faculty collaboration that allows students to attain the political literacy necessary for good citizenship;
- (6) help students understand the concepts, theories and methodologies used in the disciplines so that students can integrate theoretical knowledge and practical experience.

At the successful completion of the programme, graduates will be able to:

1. Describe and articulate the key concepts, major paradigms and theoretical perspectives within the discipline;
2. Demonstrate the impact of cultural, historical, geographic, and economic factors on the formation of different states, regions and civilizations within the international system;
3. Discuss the structure and dynamics shaping the contemporary international system and regional structures such as the European Union, NATO, the Eurasian Economic Union, the Shanghai Cooperation Organisation, the Asia Pacific Economic Conference, and others;
4. Explain the behaviour and interactions of the primary actors within the international system and regional subsystems so as to be able to explain their impact on state-level policy decision-making, risk assessment and conflict resolution;
5. Define the structure of political systems and the impact of social classes, ethnic groups, social/political movements and interest groups on the formation of foreign and domestic policy in various states;
6. Illustrate the role of global institutions, international law, and fundamental values or ethical considerations in the formulation of foreign and domestic policy;
7. Interpret the impact of major threats to the global order, including the breakdown of the global financial system, economic and social polarization, geopolitical rivalry, resource scarcity, environmental degradation, terrorism and nuclear proliferation;
8. Utilise the skills and knowledge noted above to frame the policies of Kazakhstan and other Central Asian states in a global context;
9. Implement some basic social scientific research skills while conducting written projects.
10. Work effectively with others in the pursuit of common objectives.

The **MIR** programme is the next level within the framework for qualifications in the EHEA and Kazakhstan's National Qualifications Framework. The programme provides opportunities to upgrade the knowledge and skills for bachelor degree holders and young specialists in the field international relations and regional studies. At this level, the offered courses with a solid theoretical-conceptual basis are accompanied with the electives to facilitate the research interest of the trainees. The core aim of such a combination is to foster analytical abilities, critical thinking and research skills and define the research interests in one of the topics. Equipped with the appropriate assessment logics, the courses taught at master level developed and enforce the research skills from the initial to advanced level. The final result of these efforts is a master thesis, written and defended according to the requirements.

The objectives of **MIR** programme are to

- (1) provide students with graduate-level theoretical and practical knowledge and analytical skills needed for employment in public, non-profit, and private organisations with an international orientation as well as government agencies and higher education institution;
- (2) educate graduate students for ethical service to their society and the broader regional and international community;
- (3) prepare graduates for doctoral studies in areas relevant to international relations.

At the successful completion of this programme, graduates will be able to:

1. Explain, analyse and summarise the structure and fundamental dynamic processes of the international system;
2. Articulate and discuss the major paradigms and theoretical perspectives within the discipline;
3. Reveal and evaluate the behaviour and interactions of the primary actors within the international system so as to be able to construct basic models of policy decision-making
4. Discuss and investigate the impact of culture, history, geography, and power and wealth differentials on the formulation of foreign policies of different states;
5. Appraise and correlate the impact of social classes, ethnic groups, social/political movements and interest groups on the formation of foreign policy in various states;
6. Evaluate and combine the role of global institutions, international law, and fundamental values or ethical considerations in the formulation of foreign policy and produce recommendations;
7. Utilise the skills and expertise noted above to frame the policies of Kazakhstan and other Central Asian states in a global context;
8. Plan, design and conduct original research that shows critical thinking and critical analysis skills, and develop the capacity to communicate that knowledge via written and oral presentations at a satisfactory level in English.

Both programmes' objectives are reviewed and revised on an annual basis by the programme Committee, resulting in regular minor changes in curriculum, ensuring that the programme is able to prepare full-time and part-time undergraduate students for leadership positions and service in governmental, public and non-profit organisations, private sectors, or for further graduate study (see self-evaluation report p. 47).

## Appraisal:

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

The objectives 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 KIMEP University's (KIMEP) 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 exchange, joint programmes, research activities and employer connections; and carrying out research of international relevance and scope and, in the case of the Economics Department, by largely following the international standard curriculum. The language of instruction is English, and vast majority of faculty members teaching on the programme have been educated at overseas institutions.

In 2010, Kazakhstan joined the European Higher Education Area, which commits the country to the Bologna Process. Accordingly, the programme is aligned with European Higher Education Standards. KIMEP follows the Lisbon Treaty in recognizing coursework and degrees from HEIs abroad and applies the ECTS system to grant final qualifications. As a result of the programme's international orientation, a substantial share of graduates find employment with multinational companies operating in Kazakhstan and foreign countries.

## Appraisal:

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

Internationality in teaching and study is emphasised by the programme design, especially by the organisational culture, the university's understanding of international dimensions (good selection of topics and (business) examples) and the HEI's combination and integration of Kazakh, European and American backgrounds. Thus, the programme enables graduates to competently cope with international tasks.

	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

#### **Positioning of the study programmes in the educational market**

The **BAE** programme was designed to satisfy the recognised need for graduates with a broad, Western-style educational background and special training in the various sub-disciplines of economics and adjacent fields. Because KIMEP is a fee-paying private university, the qualification need is also established and tested by the response to the programmes offered in the higher education market.

As an English-language programme, the main local competitor is the BAE programme offered by the International School of Economics at the Kazakh-British University (KBTU). Unlike the KBTU curriculum, the KIMEP curriculum is developed with Kazakhstani applications in mind and with all faculty members in residence. Narxos University and al-Farabi Kazakh National University offer a bachelor programme in economics in three languages.

The **MAE** programme was initially designed to provide graduates who had different backgrounds, in particular, in sciences and mathematics, with a broad, Western-style education and special training in economics so as to satisfy the perceived needs of society and the business community in Kazakhstan. While still serving this clientele, the programme has been further developed to provide graduates with a bachelor degree in economics the training necessary to advance their careers or to prepare for joining doctoral programmes in Kazakhstan and overseas. Because KIMEP is a fee-paying private university, the qualification need is also established and tested by the response to the programmes offered in the higher education market.

Despite a push of local universities to offer programmes in Kazakh, Russian and English, as a pure English-language programme, the **MAE** programme has few direct competitors in Almaty. Al-Farabi Kazakh National University offers an array of graduate degree programmes in economics and adjacent fields. Narxos University offers a range of master programmes in cooperation with the National Bank of Kazakhstan. Other competitors are Nazarbayev University in Astana and overseas institutions, in particular when competing for graduates from the KIMEP **BAE** degree.

**BIR** and **MIR** are multidisciplinary programmes which provide cutting-edge, well-rounded education, modelled after and delivered according to the highest international standards (see self-evaluation report p. 48). The study programmes have received international recognition from programmes such as the Internal Masters in Russian, Central and Eastern European Studies programme (Glasgow University, UK, and Tartu University, Estonia), which offers a joint degree within MIR programme (see self-evaluation report p. 48). By closely cooperating with a KIMEP-based research institute, the Department of International relations and Regional Studies are establishing itself as an internationally-recognised base of excellence in research and the training of future scholars (see self-evaluation report p. 48).

### **Positioning of the study programme on the job market for graduates (“Employability“)**

The employment record, as for all KIMEP programmes, has been and stays exemplary. According to survey results, the main destination of **BAE** graduates is the banking sector. This is in line with the programme’s qualification objectives, which emphasize decision-making skills and competence in analysing the behaviour of macroeconomic aggregates.

The majority of graduates finds employment in the wider business community. Alumni in particular express satisfaction with transferable skills such as research and analytical skills. Because courses at the **MAE** programme are scheduled to make studying on the programme compatible with full-time employment, the vast majority of MAE students are already employed while studying. Since 2016, full tuition-paying scholarships are offered annually for two MAE students from other Central Asian countries. This has further broadened the target group. The first graduate from the programme with this background has secured employment with the World Bank.

The objectives of the **BIR** programme are connected to the need of the state for highly skilled leading professionals to respond to modern challenges in international, regional, and domestic politics. While providing students with solid training in the social sciences and liberal arts both theoretically and practically and offering three majors (Global Security and International Affairs, Major in Regional Studies and Energy Politics, and European Studies) the programme prepares highly competitive specialists for various fields of global politics capable for quick job placements and meeting the expectations of the job market. The programme’s curriculum committee at the Department of International Relations and Regional Studies updates and revises the relevance of the objectives and offered majors and minors within the programme, as well as the courses (electives) in relation to the current job market needs. It targets the graduates for diverse job positions, such as positions in the Ministry of Foreign Affairs (MFA) and other governmental positions, international organisations, regional organisations, NGOs, public and private sector positions. The **MIR** programme provides skills required for employment in the private and public sector and also for research-oriented occupations.

Six months after graduation, as reported by the KIMEP Career Centre, 96.4 % BIR graduates are hired (up from 91.6 % in 2018) and 100% for the MIR programme (see self-evaluation report, p. 48).

### **Positioning of the study programme within the HEI's overall strategic concept**

KIMEP’s mission 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, humanities, education, law and the social sciences.

The **BAE**’s programme’s learning objectives are to ensure that the graduates of the programme possess the knowledge, analytical and critical thinking and social skills that enable them to serve the country and its business community in various roles, thus furthering KIMEP’s mission and strategic concept.

The **MAE** programme draws on synergies in teaching with the other CSS departments in particular in offering the CSS-wide courses Psychology and Management for the Social



Sciences and the course Research Methods and Methodology. Students may take electives with the business school.

**BIR** and **MIR** are integral parts of the College of Social Science (CSS), a crucial school for a bona fide university. The establishment of this School was designed to help position KIMEP as the leading HEI in Kazakhstan. The programme draws on synergies in teaching with the Department of Public Administration, the Department of Economics, and the Department of Media and Communication, offering minors in these fields and in Law.

More generally, the departments are integrated within the interdisciplinary research network at the college through its participation in events organised by the China and Central Asia Studies (CCASC) and their own research projects, which emphasize interdisciplinary aspects within the social sciences – such as recent research projects focusing on China’s Belt and Road Initiative endeavours in Central Asia.

### 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 panel positively highlight the good employability of KIMEP students.

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

KIMEP is committed to a policy of equal opportunity for admission of all qualified individuals. The University is also committed to the principles of continuing life-long education, and it does not discriminate against 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 non-academic criteria.

KIMEP seeks to enrol outstanding students who have demonstrated the potential to succeed through leadership and talent and who have also shown evidence of their capability to contribute to the community.

KIMEP has created clear and transparent application and acceptance procedures for individuals with diverse academic history and academic needs: Kazakhstani and international applicants, undergraduate students (graduates of high schools and professional vocational schools, transferring and reinstating students), graduate students and non-degree students for short and long-term study terms (international summer school, exchange programme, adult learner programme, etc.).

Admission requirements for all types of students are in the Admission Policy, which is reviewed and issued annually. State admission legislation applies when making admission decisions<sup>2</sup>. KIMEP and its academic units review specific requirements for submission of documents and criteria of admission of students to each programme on an annual basis. The University Academic Council (the Summer Oversight Committee in the summer), as well as by the President's Cabinet approve the requirements.

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:

- Orders of admission of undergraduate students, graduate and doctorate students
- Orders on transfer and reinstatement of undergraduate students
- Orders for granting access to non-degree educational services (throughout the year) for:
  - Non-degree students taking undergraduate or graduate-level courses
  - Auditing students with the purpose of increased access to higher education
  - Exchange students from other universities aiming to increase academic mobility
  - International Summer School visitors aiming to increase academic mobility
  - Any other non-degree groups

Admitted students will immediately receive notifications to e-mail address that they indicated in their application form, as well as via the Applicant Portal in the section "Check your Admission Status".

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<sup>2</sup> including the Law of the RK on Education, Standard Rules of Admission to Academic Institutions Offering Undergraduate Education, Standard Rules of Admission to Academic Institutions Offering Graduate Education, and Rules for Students' Transfer and Reinstatement, as well as Kazakhstan Government Order #701 (dated 9 July 2013).

### Admission Criteria (Undergraduate programmes)

Kazakh educational organisations that implement professional academic programmes at undergraduate levels may admit graduates from high schools and professional vocational schools as well as undergraduate students for a second undergraduate degree (i.e. fast track option).

For undergraduate programmes the following entry requirements apply:

#### 1. Completed secondary education

Attestat (diploma) for completion of high school or professional vocational school (authentic copy).

Kazakhstani citizens: The original Unified National Testing (UNT) or Comprehensive Testing (KTA) certificate issued for the current year with passing scores as set by MSHE for the year of entry. Results of the entrance examinations with passing scores are required for the applicants to bachelor degree programmes.

Foreign citizens: interview for the programme is required.

#### 2. Other requirements

- a) Admission for the fast-track study option for the best graduates of professional vocational schools is done based on the results of Comprehensive Testing (KTA) as well as the state classifier of related specialisations.
- b) KIMEP recognises secondary students' participation in the International Baccalaureate Programme (IB) and awards college credit for completion of higher level courses that show grades of four, five, six, and seven corresponding to GE courses offered at KIMEP. Moreover, direct placement to academic courses is granted to those IB diploma holders whose final score is 24 and above (out of 45).
- c) Students may be transferred or reinstated after withdrawal from other universities if they have fully completed the first academic period of a programme of study according to the individual study plan (with a GPA of not less than 2.0). The student may be transferred or reinstated to any programme of study and to any specialisation of undergraduate studies. Requests for transfer or for reinstatement are considered by the programmes and the academic difference in disciplines of working curricula is defined during the period of summer and winter breaks within five business days before the start of the next academic period. Final documentation is signed by the appropriate college dean, the Vice President of Academic Affairs and the KIMEP President. Within three business days from the date of issuing the order on transfer or on reinstatement, DSRA sends a written request to the student's previous university of study for the personal file of the student.

### Admission criteria (Graduate programmes)

Graduate programmes accept those individuals who have completed undergraduate programmes.

#### 1. Completed higher education

Copy of a diploma confirming the completion of undergraduate degree(s).

Copy of a transcript (diploma supplement) with grades

#### 2. Submission of applications

According to the MSHE Standard Rules of Admission to Academic Institutions Offering Graduate Education, all applicants are obliged to submit a complete application package to the Admissions Office by July 30 of the year they wish to begin to attend (starting with fall classes).

### 3. State Foreign Language Test (SFLT)

SFLT follows the method developed by the MSHE National Testing Centre.

Graduate applicants with international certificates proving knowledge of a foreign language in accordance with the Common European Framework (standards) of foreign language are exempt from the entrance examination in a foreign language to graduate, residency, postgraduate and doctoral programmes:

English language: Test of English as a Foreign Language Institutional Testing Programme (TOEFL ITP – at least 460 points), Test of English as a Foreign Language Institutional Testing Programme Internet-based Test (TOEFL IBT, threshold score – at least 87), (TOEFL threshold score – at least 560 points), International English Language Tests System (IELTS, threshold score – at least 6.0);

German language: Deutsche Sprachprüfung für den Hochschulzugang (DSH, Niveau C1/ level C1), TestDaF-Prüfung (Niveau C1/level C1);

French language: Test de Français International™ (TFI – at least level B1 in reading and listening), Diplôme d'Etudes en Langue Française (DELFL, level B2), Diplôme Approfondi de Langue Française (DALF, level C1), Test de connaissance du français (TCF – at least 400 points).

### 4. Entrance examinations by specialisations

- a) Entrance examination for **MAE** programme (KGET – KIMEP Graduate Entrance Test) – with a score not lower than 14;
- b) Entrance examinations for MPA, **MIR**, LLM and EXMBA programmes are held in the form of an interview in the field of study by departmental committees;

### 5. International certificates

KIMEP accepts international certificates of GMAT and GRE tests for the appropriate graduate programmes. They are considered on an individual basis by the departments. The code for KIMEP for GMAT examination is BLP-9V-74 and BLP-9V-70.

### Counselling for prospective students

KIMEP has an open and transparent process of applying to academic programmes on a year-round basis. Department of Student Recruitment and Admissions (DSRA) serves as the central information point for all internal and external inquiries on applications and admissions to academic programmes.

DSRA specialists provide assistance and answer all questions regarding the application and admission process. The University ensured that all interested applicants, regardless of their location can address their questions through several means of communication: e-mail, telephone call, inquiries through the applicant's portal, and inquiries through Chatra communication and Smart Call system. In case of specific questions regarding curricula, career prospects, etc. prospective applicants are forwarded to programme advisors or programme coordinators who are available by phone, e-mail, or for a personal visit. Contact details of the programme advisors are indicated in the HEI's internal documentation, which is

distributed during all and every recruitment event and during the application process (examples are attached).

The DSRA always strives to improve its communication with prospective students, applicants and admitted students. In 2013, DSRA and the Computer and Information Systems Centre, jointly developed the “Applicant Portal” system of electronic application submission. This allows applicants to submit their applications and other necessary documents in an electronic mode. This system allows applicants to identify application status, define the package of documents necessary to submit, register for entrance exams and clarify the Admission Rules. The “Applicant Portal” is a unique product of the university and, in terms of its availability and convenience is aligned with the leading universities of the world<sup>3</sup> (see self-evaluation report p. 15). The status of the submitted application may be checked through the application portal.

### **Selection procedure**

DSRA is created to recruit and admit students to KIMEP academic programmes in accordance with admission policies, and strategic and operational plans. Annually, DSRA organises relevant recruitment activities in Kazakhstan, Central Asia and internationally. DSRA is responsible for all activities related to collection, review and data entry from online applications of all KIMEP programmes (except for exchange students). It is also responsible for review of each and all applicants as to comply with the KIMEP Admission Policy and, therefore, for identification in terms of admission or rejection to KIMEP programmes with the follow-up communication that would lead to arrival, visa, registration and enrolment or re-application for the next intake.

On behalf of the University, DSRA admits students to the academic programmes as per the Admission Policy approved by the President (or his designee) and issues Admission Orders for students. In collaboration with deans, faculty, and the DSRA, the Office of Academic Affairs plans, organises, conducts and reports on the entrance exams that lead to admission or rejection decisions. DSRA closely works with MSHE on the issues related to the required state examinations (UNT/KTA and Graduate exams). The DSRA Director appoints responsible officers and informs state bodies.

Student admission decisions are recorded in the form of an order specifying the grounds for the admission. The final list of admitted students is approved by KIMEP President in the form of Order on admission to undergraduate programmes, graduate programmes and non-degree programmes. Each Admission Order has a list of requirements which the admitted student must fulfil to ensure eligibility for full admission. Those admitted students who did not comply with each and all requirements listed in the Admission Order are withdrawn as non-matriculated students. Students, who complied with each and all requirements stipulated in the Admission Orders, will have access to course registration in accordance with their programme and terms of study.

Neither KIMEP nor any group, committee, or individual at any level guarantees admission to KIMEP and/or its programmes. Admission decisions are separate from financial aid decisions. By admitting a student, KIMEP makes no representation regarding financial aid.

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<sup>3</sup> <https://www.kimep.kz/ext/application/online/>

Upon completion of the recruitment and admission process, DSRA provides detailed reports to KIMEP departments and administration and to the national authorities (MSHE and the National Statistical Agency).

### **Professional experience**

The largest proportion of the **BAE** and **BIR** students have either no or little professional experience. They get their first professional experiences when they take professional internship courses. When it comes to the **MAE** and **MIR** students' cohort, many students already possess 1-2 years of professional experience in enterprises of the real sector.

### **Ensuring foreign language proficiency**

Because KIMEP is an English medium of instruction institution, students' level of English proficiency must be assessed prior to being admitted. Therefore, determining the level of English proficiency is mandatory, except for:

1. Holders of completed undergraduate, graduate or doctoral degrees or their equivalents from English medium universities, including KIMEP Graduates
2. Students of dual degree programmes between KIMEP and partner universities
3. Students in the Russian cohorts of the EXMBA programme

To assess English proficiency, KIMEP accepts the following English proficiency test certificates:

- Test of English as a Foreign Language (TOEFL (Code of KIMEP University for the examination is 2104))
- International English Language Testing System (IELTS)
- Cambridge English Examinations
- KIMEP English Placement Test

The KIMEP Language Centre (now College of Humanities and Education, CHE) developed a comprehensive Foundation English Programme for those students whose English proficiency has to be advanced in order to succeed in their study programmes. The Foundation English Programme is a package of courses designed for students whose language is other than English and whose knowledge and use of English do not meet the standards for entry into regular first-year English courses. The Programme focuses on developing four language skills (reading, writing, listening and speaking), which will help students get prepared for academic subjects. Its goals are to encourage students' independent learning and critical thinking abilities.

The Foundation Programme consists of three courses. The beginning step is Foundation Level C course. The second step in the set of levels to be taken by students is Foundation English B course. And the highest level is Foundation English A course.

The total number of courses that a student needs to complete will depend on his/her proficiency in English. For instance, if the undergraduate applicant's KEPT score is between 50 and 79 or IELTS score is 4.5, they will be placed in Foundation English Level A and will only need to complete this course. If the entrance score is lower, he/she will be placed in at a lower level and must pass the placement level and all higher levels.

### **Transparency and documentation of admission procedure and decision**

KIMEP has an open and transparent process of applying to academic programmes on a year-round basis. Applicants will need to submit the Online Application Form with required documents attached for a certain semester by set deadlines.

According to Kazakhstani law, documents that are submitted in foreign languages have to be accompanied with a certified translation into Kazakh or Russian language. In some cases, especially with foreign applicants, the DSRA has the right to request additional documents (licenses for educational activity of organisations issuing the diplomas, confirmations of attestation and accreditation, confirmations of degree, specialisation and diploma, etc.).

Incomplete application may result in a delay in the admission review/decision or total rejection of the application. Cases of fraudulent documents or submission of knowingly false information result in permanent application rejection, and the matter may be transferred for consideration to law enforcement bodies in accordance with Kazakhstani legislation.

The online application is developed in three languages – Kazakh, Russian and English. Applicants may easily activate their account in the system by entering a current personal e-mail address. The system automatically sends out a notification on receipt of applications to the e-mail address indicated in the application. The status of the submitted application may be checked using the Applicant portal.

The online application is reviewed by the DSRA admission officers on the condition of filling in all mandatory fields and submitting the online application with all required documents. Incomplete online applications or those not submitted will be removed from the system after three months of inactivity. Applicants may initiate another application later on from very beginning. Upon completion of the process of admission, all applicants receive letters of admission, letters of access to non-degree educational services or letters of rejection. Appropriate orders are approved by the President and serve as the basis to begin studying at KIMEP.

### **Publication of admission rules**

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 for transferring and reinstating students, are published on the KIMEP web-site<sup>4</sup>. The same place hosts information regarding the University’s financial aid programmes (scholarships and tuition discounts), information on tuition and of the entrance tests to graduate programmes for all specialisations.

For recruitment purposes, the University prepares and publishes materials for internal and external advertisement brochures, booklets, and information sheets. The University 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.

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<sup>4</sup> in the section “For Applicants” - <https://www.kimep.kz/prospective/ru/admission-to-bachelor-programmes/>

The Marketing, Communications, and Public Relations Department (MCPR), organises radio broadcasts of information on KIMEP specialisations and Admission Rules. It also places this information in public displays on the streets of Almaty and other cities of the country and publishes on the official digital platforms and KIMEP's social media: Facebook, Vkontakte, Instagram, and popular websites.

## Appraisal:

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

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

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

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

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		



### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

**Table 1 - BAE Curriculum Overview**

1st Year	Fall	ECTS	Spring	ECTS
GEN1000	Modern History of Kazakhstan	5 KAZ1xxx	Kazakh Language-II	5
GEN1300 or 2301	Introduction to Computer Sciences or Business Computer Applications	5 GEN1110	Academic Speaking	5
KAZ1xxx	Kazakh Language-I	5 GEN1122	Academic Reading and Writing II	5
GEN1110	Academic Listening and Note Taking	5 GEN/ASCxxx	Arts Society and Culture I	5
GEN1011	Academic Reading and Writing I	5 GEN1010	Mathematics for Business and Economics	5
GEN2502	Cultural Studies 1: Kazakhstan	2 GEN2501	Introduction to Social Sciences	3
GEN1101	Physical Training	4 GEN1101	Physical Training	4
	ECTS	31	ECTS	32
2nd Year	Fall	ECTS	Spring	ECTS
GEN/ASCxxx	Arts Society and Culture II	5 KAZxxxx	Professional Kazakh/Russian Language	3
ECN2101.3	Foundation Elective I (Professional Foreign Language)	5 GEN2500	Introduction to Philosophy	5
ECN1101.2	Introduction to Economics	3 Or 2510	Or Principles of Ethics	-
ECN2102	Principles of Macroeconomics	5 ECN2103	Introduction to Statistics	5
ECN2103	Principles of Microeconomics	5 ECN2xxx	KIMEP Wide Elective I	5
GEN2xxx	Fundamentals of Sociology	3 ECN2xxx	KIMEP Wide Elective II	3
GEN1101	Fundamentals of Political Science	3 ECN2xxx	Foundation Elective II	5
	ECTS	29	ECTS	26
3rd Year	Fall		Spring	ECTS
ECN3083	Mathematical Economics	5 ECN3184	Econometric Methods	5
ECN3081	Intermediate Microeconomics	5 ECN3888	Academic Internship	5
ECN3082	Intermediate Macroeconomics	5 ECN3xxx	Foundation Elective IV	5
ECN3xxxx	Foundation Elective III	5 ECN3xxx	Professional Internship	5
ECN3189	Economy of Kazakhstan	5 ECN3xxx	Major Elective II	5
ECN3xxx	Major Elective I	5 ECN3xxx	KIMEP Wide Elective III	5
	ECTS	30	ECTS	30
4th Year	Fall		Spring	
ECN4xxx	Foundation Elective V	5 ECN4xxx	Foundation Elective VI	5
ECN4112	International Economics	5 ECN4xxx	Major Elective V	5
ECN3xxx	Major Elective III	5 ECN4154	Government and Business	5
ECN4xxx	Major Elective IY	5 ECN4xxx	KIMEP Wide Elective Y	5
ECN4104	Research Method&Methodology	6 ECN3xxx	KIMEP Wide Elective YI	5
ECN4xxx	KIMEP Wide Elective IY	5 ECN4183	Thesis and Thesis Defense	6
	ECTS	31	ECTS	31
Total:	ECTS			240
	KIMEP			146

**Table 2 - MAE Curriculum Overview**

Ist Year	Semester 1	ECTS	Ist Year	Semester 2	ECTS	
CSS5103.2	Professional Foreign Language	3	ECN 5990	Research seminar	10	
CSS5501.1	Management for Social Sciences	1	ECN 5022	Advanced Microeconomics	5	
CSS5502.2	Psychology for Social Sciences	2	ECN 5032	Advanced Macroeconomics	5	
ECN5021/	Microeconomics/Intro to	4.5	ECN5013	Advanced Econometrics	5	
ECN5053.1	Statistics	4.5	ECNxxxx	Major Elective II	5	
ECN5031/	Macroeconomics/Intro	5	ECN 5888	Professional Internship	5	
ECN5053.1	to Game Theory					
CSS5503	Research Methods for the Social Sciences	5				
ECN5012	Major Elective I					
<b>Semester-total</b>		<b>25</b>	<b>Semester-total</b>		<b>35</b>	
<b>2nd year</b>	<b>Semester 3</b>	<b>ECTS</b>				
ECNxxxx	Major Elective III	5				
ECNxxxx	Major Elective IV	5				
ECN5588.1	Research Internship	8				
ECN5591	Thesis and Thesis Defense	12				
<b>Semester-total</b>		<b>30</b>				
<b>Total ECTS</b>						<b>90</b>

**Table 3 - BIR Curriculum Overview**

<b>1st Year</b>	<b>Fall</b>	<b>ECTS</b>	<b>Spring</b>	<b>ECTS</b>
GEN1000	Modern History of Kazakhstan	5	KAZ1xxx Kazakh Language-II	5
GEN1300	Introduction to Computer Sciences	5	GEN1110 Academic Speaking	5
Or 2301	Business Computer Applications		GEN1122 Academic Reading and Writing II	5
KAZ1xxx	Kazakh Language-I	5	GEN/AS C2xxx Arts Society and Culture/Elective 1	5
GEN1110	Academic Listening and Note Taking	5	GEN2501 Introduction to Social Sciences	3
GEN1011	Academic Reading and Writing I	5	GEN2500 Introduction to Philosophy	5
GEN2502	Cultural Studies 1: Kazakhstan	2	Or 2510 Or Principles of Ethics	
GEN1101	Physical Training	4	GEN1101 Physical Training	4
	ECTS	31	ECTS	32
<b>2nd Year</b>	<b>Fall</b>		<b>Spring</b>	
GEN/ASC2xxx	Arts Society and Culture/Elective II	3	IRL3540 History of Diplomacy 1815 to 1945	5
IRL2512	Fundamentals of International Relations	5	IRL3544 Diplomatic and Consular Service	5
GEN1101	Fundamentals of Political Science	3	IRL2xxx Foundation Elective I	5
GEN2xxx	Fundamentals of Sociology	3	IRL2xxx Foundation Elective II	5
ECN1101.2	Introduction to Economics	3	KAZxxxx Professional Kazakh/Russian Language	3
IRL3539	History of Diplomacy 1648 to 1815	5	IRL2xxx KIMEP Wide Elective 1	5
IRL3511	Theories of International Relations	5		
	ECTS	27	ECTS	28
<b>3rd Year</b>	<b>Fall</b>		<b>Spring</b>	
IRLxxxx	Foundation Elective III	5	IRLxxxx Foundation Elective V	5
IRLxxxx	Foundation Elective IV	5	IRLxxxx Foundation Elective VI	5
IRL3595	Research Design and Methods	6	IRLxxxx Major Elective II	5
IRL3520	Foreign Policy of Kazakhstan	5	IRLxxxx Major Elective III	5
IRL3xxx	Major Elective I	5	IRL4597 Professional Internship	5
IRL3517	International Institutions and Law	5	IRL4512 Multivector Diplomacy: Central Asia in Global Politics	5
	ECTS	31	ECTS	30
<b>4th Year</b>	<b>Fall</b>		<b>Spring</b>	
IRL4590	Undergraduate Seminar in International Relations	5	IRL4xxx Foundation Elective VIII	5
IRL4xxx	Foundation Elective VII	5	IRL4xxx Major Elective YI	5
IRL4xxx	Major Elective IV	5	IRL4xxx Major Elective VII	5
IRL4xxx	Major Elective Y	5	IRL4599 Thesis and Thesis Defense	6
IRL4596	Academic Internship	5	IRL4xxx KIMEP Wide Elective 3	5
IRL4xxx	KIMEP Wide Elective 2	5	IRL4xxx KIMEP Wide Elective 4	5
	ECTS	30	ECTS	31
<b>Total:</b>	<b>ECTS</b>			<b>240</b>

**Table 4 - MIR Curriculum Overview**

Ist Year	Semester 1	ECTS	Ist Year	Semester 2	ECTS
CSS5103.2	Professional Foreign Language	3	IRL5590/ IRL5590	Master Seminar in Regional/ Master Seminar in IR	10
CSS5501.1	Management for Social Sciences	1	IRL5521	Central Asia in Global Politics	5
CSS5502.2	Psychology for Social Sciences	2	IRL5xxx	Major Elective I	5
IRL5513/ IRL5203	Theories of International Relations/ Public International Law	4.5	IRL5xxx	Major Elective II	5
IRL5539.0/ IRL5513	Political Geography/ I International Political Economy	4.5	IRL5534	Professional Internship	5
CSS5503	Research Methods	5	IRL5525	Research Seminar	5
IRL5538	Ethics in International Affairs	5	<b>Semester- total</b>		<b>35</b>
<b>Semester- total</b>		<b>25</b>			
<b>2nd year</b>	<b>Semester 3</b>	<b>ECTS</b>			
IRL5xxx	Major elective III	5			
IRL5xxx	Major Elective IV	5			
IRL5534.1	Research Internship	8			
IRL5526.3	Thesis and Thesis Defense	12			
<b>Semester- total</b>		<b>30</b>			
<b>Total ECTS</b>					<b>90</b>

### **Logic and conceptual coherence**

After the first year, which emphasises language as well as interdisciplinary and general education-related content, the curriculum proceeds from the introductory to intermediate and more advanced levels.

For the **BAE** programme, there are three pillars: The microeconomics sequence progresses from Principles of Microeconomics to Intermediate Microeconomics and then more advanced courses such as Applied Microeconomics, Financial Economics, Government and Business and Industrial Organisation. The macroeconomics sequence progresses from Principles of Macroeconomics to Intermediate Macroeconomics to more advanced courses such as Applied Macroeconomics and Monetary Economics. Finally, there is a quantitative sequence which progresses from Introduction to Statistics to Econometric Methods and more advanced courses such as Financial Econometrics.

The research- and scholarship-oriented modules Research Methods and Methodology and Thesis Seminar only require third-year standing. Non-technical modules such as Public Economics or Economy of Kazakhstan only have principles-level prerequisites. The philosophy here is that the foundations of economic analysis are more easily learned when encountered in an applied setting.

The curriculum of the **BAE** programme is planned in advance and available for each cohort in electronic format (from the programme's website) or at the Student Portal. The timetable is planned one year in advance. Every module syllabus – provided to the students – clearly states the subject matter, learning objectives, and requirements of each module. Course-intended learning outcomes (ILOs) relate to the programme learning outcomes.

Throughout the course of study, students are also able to customise their degree with optional specialisations and minor programmes, which offer the opportunity to acquire additional competencies and skills.

Right now, students have the opportunity to choose between majors in:

- (1) Business Economics
- (2) Financial Economics
- (3) Public Policy

The first major combines knowledge in areas which support managerial decision-making, the second major focuses on applications which are relevant for graduates seeking employment in the financial sector, and the third major provides students with knowledge in the areas public policy and development.

Students of the BAE programme have the option of electing the courses required for a minor programme to count towards their programme foundation elective credit requirement of 30 ECTS credits. They may take a minor with the Bang College of Business (BCB) or a minor with one of the other departments at CSS for 20 ECTS credits. The economics department also offers the following 20-ECTS minors: Mathematics, Economic Policy and Development, Economics and Law, Financial Economics, and Data Analytics. A student is not required to choose a minor or major. One who graduates without a minor or major has more flexibility in selecting elective courses within the basic discipline of the programme.

For the **MAE** programme, there are four different pillars: Firstly, students have to take three core courses: Advanced Microeconomics, Advanced Macroeconomics and Advanced Econometrics. Students with no previous degree in economics will take the (remedial) programme foundation courses Microeconomics and Macroeconomics in order to fulfil the prerequisites at intermediate level. The (remedial) prerequisite course Econometrics is offered for students with no previous degree in economics as a programme foundation elective.

The fourth pillar is a research-oriented sequence, which progresses from Research Methods and Methodology via Thesis Seminar to Thesis and Thesis Defence. The thesis seminar culminates in the student defending their thesis proposal.

Students may choose to major in Financial Economics. In this case, they have to select the course Advanced Financial Economics and two additional courses with a financial/quantitative focus.

Curriculum planning for the MAE programme follows along the same lines as for the BAE programme.

Students have the option to declare a major in Financial Economics or to graduate without a major. The latter option leaves the students with more choices and is recommended for students who enter the programme without an undergraduate degree in economics.

The **BIR** programme curriculum combines 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 politics. At the advanced level, students acquire concentrated knowledge mainly in security, foreign policy and regional studies, which follows the KIMEP logic from general to specific. Thus, within its structure, it combines courses from four (4) segments: general education (1), programme foundation (2), major required and electives (3), and final attestation (4). At the foundation level, students acquire knowledge of all areas of international relations. At the advanced level, students acquire concentrated knowledge mainly in areas such as Foreign policy, regional studies, energy politics, and the like.

The **BIR** programme offers three majors: 1) Global Security and International Affairs; 2) Regional Studies and Energy Politics; 3) European Studies. The Global Security and International Affairs major combines studies in International relations, global security, and cooperation and diplomacy. Regional Studies and Energy Politics major combines the courses around Energy politics including corporate, state and supranational levels. European Studies major focuses on Europe as an important factor in security, political and economic development.

The course offerings are designed to both reflect the strengths of the faculty in terms of specialisation, and to contribute to breadth of coverage, in terms of field and sub-field for the discipline. Students must take required courses deemed fundamental to the study of international relations and have the opportunity to take elective courses in areas of special interest.

Throughout the course of study, students are also able to customise their degree with optional specialisations and minor programmes, which offer the opportunity to acquire additional competences and skills. Students of the programme also can choose a programme minor (History, International Institutions, Law, Media, Economics, or Public Administration). A minor requires a set of required and elective “Basic Discipline” courses. 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 of the programme.

The **MIR** programme is a three-semester programme of full-time study. The target groups to enrol into the programme are graduates from international relations, political science majors, as well as from other fields, and working specialists who want to enrich their knowledge and expertise in the field, obtain and deepen research and analytical skills, and obtain the master degree for various career purposes. A combination of courses on advanced theoretical themes with specific electives allow the student to obtain the skills in research design, methodology, data collection and processing.

The MIR ILOs are that graduates based on well-rounded *knowledge* are able to:

- Explain and apply the major paradigms of international relations
- Analyse and evaluate the dynamic structure of the international system and the evolution of the interplay between its main actors, including individuals, groups, states, international institutions and private corporations
- Explain and strategise the development of different economic perspectives and paths on global, international and regional governance, and the impact of development paradigms on political, social and cultural changes.
- Apply and persuasively use normative approaches for proposing solutions to ethical dilemmas in international affairs.
- Apply international law standards and examine the international organisations' role, structure, management and leadership.
- Effectively diagnose Central Asian security issues, regional geopolitics, economics and CAR integration in the international and global system.

The MIR graduate possesses the necessary *cognitive, inter-personal and self-management* skills to

- (1) plan, design and produce (under supervision) independent research involving the synthesis and application of theoretical constructs to topics in the fields of international relations, international political economy, developmental studies, and regional studies with a specific focus on Central Asia (if related to the topic);
- (2) communicate complex ideas and multifaceted information clearly and effectively in written and oral English;
- (3) write academic works of analytical, argumentative nature based on the upgraded methodology of qualitative or quantitative research;
- (4) optimally apply the information technology aid for the retrieval, analysis and presentation of information;
- (5) work effectively with others in the pursuit of common objectives.

The course offerings are designed to both reflect the strengths of the faculty, in terms of specialisation, and to contribute to breadth of coverage, in terms of field and sub-field for the discipline. Students must take required courses deemed fundamental to the study of International Relations and have the opportunity to take elective courses in areas of special interest.

### **Rationale for degree and programme name**

KIMEP offers the **BAE**, **MAE**, **BIR** and **MIR** degrees according to the Law of the Republic of Kazakhstan<sup>5</sup>. BAE and MAE Students are prepared to work as economists. The curriculum and the courses have been developed in compliance with ministerial guidelines (i.e., GOSO) and are consistent with the Dublin descriptor. It also fulfils MSHE guidelines and specifications for awarding the bachelor and master in economics degrees.

Following elevation of the Kazakhstan Institute for Management, Economics and Strategic Research (KIMEP) to university status, KIMEP applied for a license for its BAE and MAE

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<sup>5</sup> "On Education" # 319-III dated 27 July 2007 (with amendments and additions as of 11 July 2017), the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019 (approved by the Decree of the President No. 205 dated 1 March 2016 – SPDES), Resolution of the Government of the Republic of Kazakhstan No. 1080 dated 23 August 2012 "State Mandatory Standard of Higher Education", "State Mandatory Standard of Post-Graduate Education", as well as other MSHE regulatory legal acts.

programmes with the Ministry of Education and Sciences (now MSHE) and the licence was granted<sup>6</sup>.

### **Integration of theory and practice**

The **BAE** programme is founded in economic theory and brings applications to business practice and government policies. Moreover, applications are often focused on Kazakhstan; in particular this applies to the courses “Economy of Kazakhstan” and “Research Methods and Methodology” where projects are typically based on Kazakhstani data. A concern that there is too little preparedness to use standard computer applications at the workplace is being addressed as modules such as Financial Economics are being redesigned with a view of Excel applications in mind. The degree programme requires students to undertake an academic internship course – with an emphasis on generic skills such as CV writing – and a professional internship course, which includes a placement to gain relevant work experience and an academic presentation to connect work practice and academic programme content. The 2022-2023 catalogue introduced a number of foundation electives which focus on data processing and which are offered by the economics department: Introduction to Programming, Data Science and Analysing and Modelling Data. These courses can be combined with courses offered by other units to obtain a minor in Data Analytics.

The **MAE** programme gives students a strong foundation in economic theory. The research applications are typically related to economic problems of Kazakhstan and the region. A professional and a research internship is required, some internship requirements may be waived for students with extended work experience. Students are indoctrinated to the practice of data-driven research in Research Methods and Methodology, Thesis Seminar and Thesis Defence but also in the Econometrics courses.

The following courses introduce a practical dimension into the **BIR** programme:

- Diplomatic and Consular Service; Diplomatic Protocol and Documents
- United Nations: Structure and Practice
- Foreign Policy of the Republic of Kazakhstan
- Internship (especially helpful in terms of integrating theory and practice)
- Professional Foreign Language: Strategic Communications in International Affairs
- Petro-Politics
- Geopolitics and Political Economy of Natural Resources
- Security Studies

In all courses, the faculty are practicing guest-lecturing, inviting professional from the related fields/organisations to perform a speech for students.

- Extracurricular activities such as “Model UN” (MUN) and facilitate students’ involvement into the practical issues and helps students simulate UN sessions acting as representatives from different countries. While students are divided into panel sessions (UN Women, Sustainability and Environmental issues, etc.), students have an opportunity to present, argue, find compromise and negotiate, use the conventions and upgrade their practical skills based on the obtained theoretical knowledge from the

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<sup>6</sup> according to the MES GOSO, dated August 23, 2012.



courses taken.

- Talks/discussions with diplomats serve the same purpose of connecting students with current issues in international relations.

In addition, all faculty are encouraged to use real-world examples and historical cases to illustrate concepts and theories. This is standard procedure in the field of International Relations and it is not difficult to find such examples in the daily news and elsewhere.

Within the **MIR** programme, students are either full-time employed or come to the programme with a clear vision of the field in which they want to specialise. The programme offers them flexibility to match their research topic to their interest. In addition, the China - Central Asian Studies Centre (CCASC) provides them with many opportunities to meet practitioners and researchers in their field of interest.

Also at the master's level students are encouraged to visit faculty research talks, which gives them a closer look at topic-related academic research and publishing process, argument construction, theoretical frame working, and other items necessary for their future thesis progress. The master students can also get involved more into the environment of the question-answers session to learn and practice presentation skills for their future conference performance (requirement of the pre-defence stage).

### **Interdisciplinary thinking**

All undergraduate students at KIMEP must take 56 ECTS in General Education (GenEd), usually in the first two years of their programme. This coursework encourages students to develop a critical and inquiring attitude, an appreciation of the interdisciplinary nature of subject areas, acceptance of persons of different backgrounds or values, and a deepened sense of self. Students must learn to comprehend complex material, evaluate moral and ethical issues, consider different and sometimes conflicting perspectives, derive solutions to problems, and communicate effectively throughout the process.

Because GenEd's primary goal at KIMEP is to promote students' creative and intellectual engagement, the programme requires two courses in "Arts, Society, and Culture" - including several new offerings in the fine arts, literature, and drama. The general education requirement also includes an innovatively taught eight ECTS module Socio-Political Knowledge (Sociology, Psychology, Political Science, and Cultural Studies).

In addition, the College of Social Sciences (CSS) requires its students to take Sociology, Political Science and Economics at an introductory level. For **BAE** students, different mathematics courses are offered as programme foundation electives. Moreover, a number of courses for BAE students are offered together with other programmes, such as Natural Resource Economics (combined with Natural Resource Management) and Project Appraisal (combined with Project Appraisal and Management). In the medium term, CSS plans to increase the share of courses that are taught across departments.

Students also have the option of electing a minor in mathematics, a minor economic policy and development, a minor in economics and law, a minor in financial economics, and a minor in data analytics as well as a minor with another CSS department or a minor with the business school.

For the **MAE**, the unity of the social sciences is in evidence with CSS-wide courses in psychology and management in the social sciences as well as the foundation course Research Methods and Methodology. Students may take electives with the business school. The course Emerging Markets and Powers was developed together with the Department of International Relations and Regional Studies. It can be offered interchangeably by faculty members of both departments and can be chosen as an elective by students of either the MAE programme or the Master of International Relations programme.

**BIR** offers three majors (Global Security and International Affairs, Regional Studies and Energy Politics, European Studies).which add to the interdisciplinary nature of the programme by clustering courses from different areas. For example, to earn European Studies major, 35 ECTS credits have to be chosen from the following:

- Western Civilization 1 (Ancient Greece to Renaissance)
- Western Civilization 2 (Enlightenment to 21<sup>st</sup> Century)
- Politics of the European Union
- Topics in the History/Politics/Culture of Europe
- Post-War Italian Cinema: Neorealism
- Contemporary European History
- Nationalism, Populism and Ethnic Conflict in Contemporary Europe
- European Social Movements
- Institutions of the European Union
- Economics of the European Union
- LAW4503 Law of the European Union

Additionally, all International Relations students have not only the opportunity to take courses in related disciplines as electives, but to pursue minors in other fields by taking additional course work in various fields. This allows students to acquire knowledge from various perspectives and angles. For example, a minor in International development requires students to take any four of the following courses:

- Law and Development (5 ECTS)
- Governance and Development (5 ECTS)
- Social Policy in Transition Countries(5 ECTS)
- Current Issues in Public Policy and Administration(5 ECTS)
- Environmental Politics, Development and Global Governance (5 ECTS)
- Emerging Powers (5 ECTS)
- Energy Policy (5 ECTS)
- Global Sustainable Development (5 ECTS)

**MIR** students are required to take courses in Psychology for the Social Sciences, and Management for the Social Sciences as well as professionally oriented language courses, together with graduate students from the other three social science graduate programmes. Elective courses that can be applied to a MIR degree programme from the graduate programme in law. International relations cannot be pursued as a field of study without taking into consideration the interplay of culture, media, economics and the administration of the state and other factors addressed by the various academic disciplines.

## **Ethical Aspects**

### **All programmes**

Key elements of the institutional ethical culture 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 ethical issues and systematic uses of sanctions. The foundation for ethical standards at KIMEP is laid out in the KIMEP University Charter which is posted on the website of the University along with a statement of KIMEP values, which are the central pillars of the ethical culture of the institution. Institutional policies on Academic Integrity are well-established as a subset of overall policies related to ethics. The Faculty Code of Practice sets the standard for all faculty activities when carrying out their responsibilities and obligations to the university community. Each area of discipline within CSS is represented by members of the College Disciplinary Committee.

### **BAE and MAE**

Course content of individual modules is geared towards discussion of ethical standards: Redistribution and fairness norms are an integral part of the Public Economics course and topics such as corruption are regularly covered in Public Economics, Economy of Kazakhstan, Government and Business and Macroeconomics. Equity concepts such as Sen's capability approach are introduced at introductory level and appear across the curriculum, for example, in the course Economics of Less Developed Countries. In addition, as part of GenEd, students have to take Introduction to Philosophy or Principles of Ethics.

### **BIR and MIR**

Ethics in International Relations is an elective course at the graduate levels. Undergraduate students have the opportunity to take Ethics as part of their general education coursework. Social-Political Theory course provides ethical studies in certain related themes. Additionally, the course Theories of International Relations (required) investigates the Idealism paradigm, which is marked by an ethical/normative dimension.

More generally, it is becoming increasingly urgent to familiarise students with the ethical dimension to relations between nations as "globalization" continues apace and nations are brought into ever more contact with each other. Students are now more aware of the ethical dimension to politics and that is encouraged in the classes.

## **Methods and Scientific Practice**

### **BAE**

The following programme learning outcomes, ILOs 2, 4, 8 and 9 (see chapter 1.1.) directly aim at the acquisition of methodological competence to conduct academic work at the required level in the BAE programme:

Because decision-making in the context of complex problems is at the centre of economics as a science, concepts are imbedded in different courses, e.g., in the required courses Intermediate Microeconomics, Introduction to Statistics, Quantitative Methods and Managerial Economics.

In order to provide sound foundations for supporting policy recommendations, the required course Public Economics introduces basic concepts of welfare economics. Moreover, elective

courses such as Market Regulation and Antitrust Policy as well as Development Economics use the same concepts.

Moreover, the introductory statistics course, students Econometric Methods. The course Research Methods and Methodology (RMM) equips the students with applied skills and the theoretical background for implementing research. RMM also includes a student project. Apart from term papers, which are required in some courses (for example Econometric Methods), the required course Thesis Seminar consists of an extended research paper which is less demanding than an entire thesis. Writing and defending a thesis is optional - in compliance with ministry guidelines.

### MAE

The programme learning outcomes ILOs 3, 7 and 8 (see chapter 1.1) directly aim at the acquisition of methodological competence to conduct scientific work at the required level in the MAE programme:

The course Research Methods and Methodology (RMM) equips the students with applied skills and the theoretical background for implementing research. Thesis Seminar and Thesis and Thesis Defence allow students to do research under the guidance of a faculty member and to put their research skills into practice.

### BIR and MIR

Research Design and Methods is a required course for undergraduate students. In this course both qualitative and quantitative research methods are explored. Additionally, the course Academic Reading and Writing II contains a research element, and Research Methods is a required course for graduate students. In this course both qualitative and quantitative research methods are explored and implemented by students in their course work.

Thesis Seminar, Undergraduate Seminar in IR or RS/ Selected Topics, and Masters Seminar in IR or RS can be designed to focus on research skills / original research depending on the instructor and his/her approach.

In these courses the collection, classification, interpretation and analysing data, analytical thinking, construction of argument, developing models, constructing the cause-effect explanations, problem identification, and other scientific skills are taught at appropriate level of intensity.

## **Examination and final thesis**

### All programmes

Based on a MSHE requirement the course assessment of each course is divided into three parts: Two continuous assessments/exams which constitute 60 % of the total points and the final assessments the remaining 40 %.

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. Details of the grading system are included in the KIMEP catalogue.

In case a final examination is not given, a final assessment in the form of a paper, project, or

portfolio must be submitted within one week of the semester's last class and is graded according to the rubric provided to students during the course of the semester.

Even though the final examination or assignment should comprise 40% of the total mark for the course or module, teaching faculty are free to determine the rest of the course assessment and may select various forms for the final assessments. Different types of intermediate evaluation enable assessment of speaking and other skills that cannot be measured by written examinations.

Both continuous assessment and final assessment are used to evaluate academic performance in KIMEP courses. Formative and summative evaluation provides a balance of different assessments that are appropriate for individual student preferences for learning and for evaluating the modules' ILOs.

### BAE

Continuous assessment exercises typically take the form of essays, in-class tests, mid-term examinations, and oral presentations. The final assessment may take the form of a comprehensive final examinations, internship project reports, and final term papers. Final examinations are set in most BAE courses, except Internship, Econometric Methods, Research Methods and Methodology and Thesis Seminar. The examination system is designed to ensure that the balance of different forms of assessment is appropriate for the assessment of the programme's knowledge-based and competencies-based ILOs. The use of multiple choice tests is normally restricted to quizzes during the semester.

Following ministry regulations, the 2019-20 catalogue introduced the requirement for undergraduate students to write and defend an undergraduate thesis, which, ultimately, replaced the compulsory state examination.

Typically, the thesis should be approximately 6,000 words in length (about 20 double-spaced pages, excluding references and appendices.) It is designed to demonstrate a student's ability to plan, conduct, and write, in a structured way, a small-scale research project using appropriate research approaches and information-gathering methods. The thesis is publicly defended.

Final exams are conducted during the final exam period by the end of each term. A student who fails an exam has to retake the entire course. In cases where the course to be retaken is not offered every semester and the orderly progression of the student is at risk, it is standard practice to offer the retake as an independent study.

### MAE

Both continuous assessment (typically essays, in-class tests, mid-term examinations, and oral presentations) and final assessment (notably comprehensive final examinations, internship project reports, and final term papers) are used to assess academic performance in MAE courses. This is to ensure that the balance of different forms of assessment is appropriate for the assessment of the programme's knowledge-based and competencies-based intended learning outcomes (ILOs). Assessment compensation is not permitted under the examination regulations.

Final examinations are set in most MAE courses, except Internship, Econometric Methods, Research Methods and Methodology, Thesis Seminar and Thesis and Thesis Defence.

Typically, only one final examination is set, covering the entire course content, lasting for up to two hours, and weighted at 40 % of the total assessment. There is a compulsory state examination which students have to take before graduating.

All students in CSS master's programmes are required to complete a thesis on a topic relevant to their major. The master's thesis must prove to be an independent treatment of the theme developed by the individual student using appropriate systematic and rigorous methods. In other words, the thesis must be of a scientific character and be the result of the student's own research work. The thesis is publicly defended.

Final exams are conducted during the final exam period by the end of each term. A passing grade is a B-, i.e., a minimum of 70 %. A student who fails an exam has to retake the entire course. In cases where the course to be retaken is not offered every semester and the orderly progression of the student is at risk, it is standard practice to offer the retake as an independent study.

### BIR and MIR

Each course offering is mandated to meet the learning objectives including written communication, creativity, analytical and intellectual skills, ethical thinking, etc. The end term component of the course evaluation is 40 % weight. Other than written examinations, faculty members conduct class tests, presentations, written projects, assignments, etc. for the purpose of evaluations, which are clearly indicated in the syllabi and course ILOs. The course assessment logics and methods are indicated in the course syllabuses, with needed additional guidelines for particular tasks. The course tasks may include various types, such as essay, case studies, discussions, peer-review, presentations, projects, report, reflections, research proposals, simulation games, open-ended questions, and thesis.

The BIR thesis is a part of the final attestation and is worth 3 ECTS credits. Students develop and defend a research project in an area of their interest in international relations and regional studies. Under the supervision of a qualified supervisor, students collect, analyze and assess data and support their findings with theoretical arguments.

The MIR thesis is a part of the final attestation, and is worth 12 ECTS credits. Students have to defend the original independent research prepared under supervision of a qualified faculty member.

### Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. For this purpose, the HEI has integrated a series of courses with general or concrete practical relevance.

There is evidence that the programme qualifies for interdisciplinary thinking. HEI offers an overall broad curriculum with several electives.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level.

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

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The panel notes that a final thesis is very important in order to obtain scientific skills.

	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

### All programmes

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.

### BAE

The BAE programme is a four-year programme. To earn a **Bachelor of Arts in Economics** a student must complete 240 ECTS credits.

**Table 5 - BAE ECTS**

	ECTS
General Education Requirements	56
Programme Foundation Courses	112
Major Requirements	60
Final Attestation	12
Total Required for Graduation	240

The BAE programme is rationalised with reference to a Matrix of Intended Learning Outcomes, as derived from ILOs specified in the faculty members' course syllabuses.

**Table 6 - BAE Structure**

Projected study time	Four years
Number of Credit Points (CP)	240 ECTS
Workload per credits	27 learning hours per ECTS credit
Number of modules/ courses	48
Time required for processing the final thesis and awarded credits	Graduation dates are January, May and September for students completing their course requirements in the previous semester.
Number of contact hours	2,190

The programme modules consist of academic courses, physical education courses, internship, thesis/thesis substitute, and final attestation.

### MAE

To earn a **Master of Arts in Economics** a student must complete 90 ECTS credits.

**Table 7 - MAE ECTS**

	ECTS
Programme Foundation Required Courses	6
Programme Foundation Electives	9
Major Required Courses	25
Major Electives	20
Experimental Research Work	18
Final Attestation	12
Total Required for Graduation	90

The MAE programme is rationalised with reference to a Matrix of ILOs, as derived from ILOs specified in the faculty members' course syllabuses.

**Table 8 - MAE Structure**

Projected study time	One year and a half
Number of Credit Points (CP)	90
Workload per CP	27 learning hours per ECTS credit



Number of modules	17
Time required for processing the final thesis and awarded CP	Graduation dates are January and September for students completing their course requirements in the previous semester.
Number of contact hours	720 The courses Internship, Thesis and Thesis Defence and Comprehensive Examination have no fixed number of contact hours assigned

The programme modules consist of academic courses, internship, thesis, and final attestation.

### BIR

The programme is a four year full-time programme. To earn a Bachelor of International Relations a student must complete 240 ECTS credits. The programme modules consist of academic courses, physical education, programme foundation courses, programme/major required courses, and final attestation.

**Table 9 - BIR ECTS**

	ECTS
General Education Requirements	56
Programme Foundation Requirements	112
Programme Required Courses	60
Final Attestation	12
Total Required for Graduation	240

The BIR programme ILOs are in logical connection with courses' ILOs, as specified in the faculty members' course syllabuses, and demonstrated in the attached Matrix of ILOs.

**Table 10 - BIR Structure**

Projected study time	Four years
Number of Credit Points (CP)	240 ECTS
Workload per CP	27 learning hours per ECTS credit
Number of modules	48
Time required for processing the final thesis and awarded CP	2 semesters
Number of contact hours	2,190

The programme modules consist of academic courses, physical education courses, internship, thesis/thesis substitute, and final attestation. It consists of the following modules:

### MIR

The MIR programme is a 1.5 year programme. To earn a master degree, a student must complete 90 ECTS.

**Table 11 - MIR ECTS**

	ECTS
Programme Foundation Courses	18
Major Requirements	40

Other Graduation Requirements	32
Total Required for Graduation	90

The MIR programme is rationalised with reference to a Matrix of Intended Learning Outcomes as derived from ILOs specified in the faculty members' course syllabuses.

Progression is insured by a system of prerequisites.

**Table 12 - MIR Structure**

Projected study time	1.5 years
Number of Credit Points (CP)	90
Workload per CP	27 learning hours per ECTS
Number of modules	16
Time required for processing the final thesis and awarded CP	2 semesters
Number of contact hours	720

### **Study and exam regulations**

In general, students follow the curriculum requirements at the time the student begins to study at KIMEP, which is specified KIMEP's annual catalogue. However, KIMEP has the right to improve or make substitutions to the curriculum. Every effort is made to ensure that any necessary changes do not put the student at a disadvantage or disrupt the programme of study. In some cases, students in a particular programme may have the choice of completing the programme under all or part of the requirements from a later edition of the KIMEP catalogue. Whenever this is the case, students are informed of their options and can consult with advisers to determine the best course of action.

To obtain a bachelor degree, students must complete all requirements for graduation within ten years. Any period of academic leave from KIMEP is included in these time limits. Any student who does not regain good standing is offered one semester Academic Suspension option. If student decides to accept the offer, he/she has a right to register for one course (for three or five ECTS) and is obliged to participate in an academic recovery programme during one semester. After a semester of the recovery programme, a student returns to the Academic Probation status for one more semester and if is not able or willing to regain good standing will be dismissed from the KIMEP. Academic Suspension is allowed during the whole student's history only once.

KIMEP has established six general requirements that a student must meet to earn a bachelor degree:

- Complete 240 ECTS of coursework with a minimum passing grade of "D–" or better in each course.
- Have a cumulative grade point average (GPA) of at least 2.0.
- Complete General Education required courses (GER) based on programme curricular.
- Receive a passing grade in any required non-credit prerequisite courses.
- Complete all of the requirements in a KIMEP degree programme.

Graduate students must complete the programme within five years. Any period of academic leave from KIMEP is included in these time limits.

To earn a graduate degree from KIMEP, Master level student must fulfill the following requirements.

- Complete 240 ECTS of coursework.
- Credits earned in another programme can be transferred to the extent that the course is equivalent to a course in the KIMEP programme. KIMEP rules apply. A department committee decides case by case. For transfers of credits from bachelor to master programme, maximally 25 % of the credits of the KIMEP programme can be transferred. For joint, dual, and multiple degree programmes different rules may apply as determined by specific agreements.
- 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. For the College of Social Sciences, two grades of “C” in elective courses are allowed for graduation. The 2 C’s policy does not apply to 0 credit English courses.
- Have a cumulative grade point average (GPA) at or above the minimum requirement: 3.0 for master students
- Publicly defend the thesis.

### Exam regulations

A special section describing the evaluation criteria, examination policy and faculty expectations from students is included in the syllabus of each module or course at all level degree programmes. The module syllabus is provided to students in advance, from the beginning of the classes, and describes what types of evaluation and requirements are set out in this particular module.

The course assessment methods are explained in detail in the course syllabus. Moreover, suggested assessment-related learning activities are identified to guide students on their allocation of study time. When grades are assigned according to KIMEP’s letter-grading system, the assessment criteria and standards applied to written and oral presentations are those that have been incorporated into the internal degree validation documentation. The review of course assessment methods, in light of the programme’s ILO matrix, is an integral part of the syllabus and course review processes embedded in the programme’s quality assurance arrangements. Special assessment arrangements, especially in relation to final examinations, are also made on an individual basis for students with confirmed physical disabilities or special learning needs.

KIMEP’s Registrar creates the final examination schedule. In this case, typically, one final examination is set, covering the entire course content, lasting for up to two hours. The responsible instructor, assisted as necessary by other programme faculty or TAs, proctors the final examinations. Students found cheating are subject to disciplinary hearings at the College Council level and then, if there is an appeal, at the university level. KIMEP’s definition of the cheating offenses and their respective punishments are detailed in the current KIMEP catalogue.

Individual programme faculty members are responsible for designing appropriate assessments

of student academic progress in programme courses (modules). Each faculty member is asked to make suitable learning outcome evaluation decisions in line with the course's ILOs and each programme's ILOs. The programme faculty make time for evaluating the appropriateness of the assessment methods in each course in order to support quality assurance across the programme. This kind of review activity aligns course ILOs, course content and course assessment methods and the target programme ILOs identified for the course.

Once the evaluation scheme or assessment criteria are set for a course, they should not be modified unless circumstances require so. The same applies to the assessment and evaluation of the student's thesis.

### **Feasibility of study workload**

In a regular (fall and spring) semester, a full-time student's expected workload is 810 hours (45 hours a week over 18 learning weeks), which normally involves undertaking up to six courses, depending on their assigned ECTS credit weighting.

The maximal workload in a semester in the study plan is 864 hours (corresponding to 32 ECTS and a weekly workload of 48 hours). For students who want additional options to manage their workload, KIMEP offers optional intensive summer semesters:

A part-time student's expected workload in a regular semester is no more than 405 hours (22.5 hours a week over 18 learning weeks), which normally involves undertaking up to three courses, depending on their assigned ECTS credit weighting.

The only distinction between fulltime and part-time students is that part-time students may not receive scholarships, grants, or tuition waivers. Because the rules relate to the Financial Aid program, they are stated in terms of KIMEP credits as they form the basis for tuition payment rather than ECTS.

- A full-time student is any undergraduate student who takes at least 12 KIMEP credits (normally equivalent to 20 ECTS for taught courses) per semester or any graduate student who takes at least 9 KIMEP credits (normally equivalent to 15 ECTS for taught courses). Foundation course count as a full-time load.
- A part-time student is any undergraduate student who takes fewer than 12 KIMEP credits (normally equivalent to 20 ECTS for taught courses) per semester or any graduate student who takes fewer than 9 credits per semester (normally equivalent to 15 ECTS for taught courses). For its master students, KIMEP offers class times in the evening which are compatible with full-time work. While many master students who are financing their studies by themselves make use of the option to take fewer courses, those who have scholarship typically try to cover as many credits with their scholarship as possible. Scholarships (paying for 100% or 50% of tuition) are only offered for one year. While typically second year scholarships are also available, they only offer cover of 50% of tuition and are highly competitive.

In each of the two optional intensive summer semesters, the workload for full-time students has a limit of ten ECTS, equal to 270 hours over six learning weeks, which is equivalent to 45 learning hours per week.

The QA exercise at department level includes a review of the survey of graduating students

and of student course evaluation forms which cover the feasibility of the workload.

KIMEP has a well-developed advising system: The Student Support Centre has the technical expertise to ensure that students take the courses needed for timely graduation. Its student support specialists help students who consider themselves to be in need of advice or mentoring; who wish to withdraw from a college programme; who are at risk of academic withdrawal because of their poor academic performance; or who are high academic achievers in need of greater challenges to achieve at their highest possible academic level.

Each course has examinations. A student who fails in a course has to retake the entire course.

### **Equality of opportunity**

KIMEP is committed to a policy of equal opportunity for learning opportunities to all qualified individuals. It does not discriminate against 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 clear and transparent procedures for applying and accepting individuals with diverse academic history 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, exchange students visiting, continuous non-degree students, adult learners, etc.). Any information concerning an applicant's disability provided during the admissions process is voluntary and leads to a specific set of services once eligibility is proven through professional documentation to KIMEP Medical Centre. No limitations are placed on the number or proportion of persons with disabilities who may be admitted or enrolled.

Equal opportunity is an integral part of the KIMEP's core values. KIMEP has a clear policy that ensures that no qualified student with disabilities is excluded. Students with special needs may receive academic adjustments that include but are not limited to such things as extended time for testing, permission to tape lectures, volunteer readers or lecturers, and copies of overhead slides or outlines used in lectures.

Students with physical disabilities or other special needs, once they have been identified by the Undergraduate Admissions Office and confirmed by the Medical Centre, are all interviewed by the College Student Support Centre. This is to ascertain and arrange the specific learning support they need and to develop appropriate Personal Development Plans for each of them. Their academic performance is monitored and their personal learning needs are reviewed on a regular basis. Where appropriate, special assessment arrangements are put in place, particularly with respect to final examinations. The classrooms, offices, and meeting rooms in the Valikhanov Building that need to be accessed by students are barrier-free.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components like the internship are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. As far as the University uses "KIMEP credit points" internally only or in parallel to the ECTS credits, 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.

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

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. The panel positively highlights that the HEI very individually supports students with disabilities. 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

### Logic and plausibility of the didactic concept

#### BAE and MAE

The method and learning techniques selected for each course and included in the module descriptions are transparent (explained and given to students in advance, before the module

begins). The course learning outcomes of the required modules forming the core curriculum implement the programme learning. There is progression in the development of materials covered in the modules which is implemented in the system of course prerequisites. The learning integration and modular structure introduced in the curriculum allow the students to have a clear understanding of the module's learning objectives.

Teaching is intended to put the focus on the student – this student-centred concept is implemented by courses designed to support interactive class sessions in relatively small-size classes.

Instructors may use a combination of direct teaching and involving students in classroom discussions. In their syllabi, instructors provide students with guidance on how to prepare for the class sessions and the assessments. Students are expected to develop skills by actively engaging in class sessions.

Typically, a theory or policy course is divided between reading, reviewing the course materials and solving problems. Exercises focus on analytical problem solving (e.g.: Economy of Kazakhstan, Intermediate Macroeconomics, and Intermediate Microeconomics). In the Research Methods and Methodology and possibly some other courses, students also work on a term paper.

### **BIR and MIR**

The programmes offer courses designed to cover a broad range of subjects. The guiding pedagogical philosophy is student-centred learning, and that students should take responsibility for their learning. Individual faculty are encouraged to use a variety of methods, and focus on materials that support different aspects and viewpoints. Students are encouraged to develop critical thinking and debating skills being involved into the class activities. This is achieved by a diversity of didactic method and style, independent course work, oral presentations of essays and reports, and by both individual and group assignments.

Out of a typical 135 learning hours per course, 90 are for independent study; therefore, students have primary responsibility for managing their time and priorities. Student participation in class is highly encouraged, and in addition to this students present orally a considerable number of independently written reports and essays. Role playing is practiced in some classes, such as the Model United Nations module.

### **Course materials**

#### **BAE and MAE**

The selection of learning materials is the responsibility of the faculty member who delivers a course. The Quality Assurance Committee reviews course contents on a regular basis. Course materials in the form of required reading, powerpoint slides of the class presentations, review questions and exercises are made available on the faculty members' L-drive folder. The textbook collection of the library offers a choice of standard textbooks for all courses taught at KIMEP, which are also made available to students on a rental basis.

In technical courses, students are offered a variety of approaches to master the content (graphs, analytical approaches, verbal explanations). Policy-oriented courses, such as

Economy of Kazakhstan, invite students to further follow up topics with a range of references for self-study. Research-oriented courses, such as Research Methods and Methodology and Thesis Seminar, encourage students to find the materials to develop their research.

### BIR and MIR

Course materials (books, textbooks, etc.) are ordered via the university library and made available for rent to students. These are supplemented by articles and other written materials available in electronic form via the internet and video materials (including occasionally films) from various sources. Every few years, textbooks are updated with new editions or replaced with other texts. Most importantly, much of this material as well as lecture material, is made electronically available to students via the HEI's L-drive system and Moodle page.

### Guest lecturers

#### BAE and MAE

The Department of Economics invites guest lecturers to cover more specialised content, which resident faculty members are unable to cover or to give some perspective on current developments.

The Economics Department occasionally hosts visiting faculty members as guest lecturers. It also organises in loose sequence talks by researchers and representatives of employers as part of the activities of the Financial Economics Club. Since fall 2018, the CCASC in association with the Economics Department, has been hosting the presentation of the IMF Regional Outlook twice a year. After the onset of the pandemic, these activities have been conducted online. In addition, there have been a number of events within the CCASC seminar series which are of specific interest to economics students. The guest lecturers are from local public or private entities (e.g. the National Bank of the Republic of Kazakhstan, the Agency for Regulation and Monitoring of the Financial Markets, the private sector, etc.). During the pandemic period, the invited guest lecturers were able to give talks online.

#### BIR and MIR

Given its location in Almaty, KIMEP has frequent access to high-ranking government officials, journalists, visiting scholars, activists, etc., from many countries who are usually willing to address the HEI's students in class or in specially organised symposium (often organised by CCASC). These individuals' real-world experience helps provide the HEI's students with the *praxis* dimension to complement the necessarily theory-heavy course content.

All students are notified of these lectures and encouraged to attend. Students are likewise encouraged to attend graduate thesis defences. Faculty from within KIMEP colleges and departments also frequently present guest lectures.

### Lecturing tutors

#### BAE and MAE

The programme does not have lecturing tutors. However, economics faculty members teaching on the programme are available during their office hours and by other means such as e-mail, telephone or WhatsApp. Teaching assistants assigned to individual faculty members



may be available for individual advice. The math lab offers support to students in mathematics and there exists a tutoring programme run by the Student Learning Support Centre and staffed by teaching assistants, which offers individual tutoring for difficult courses.

### BIR and MIR

Graduate student are not allowed to assist or teach courses. Graduate assistants typically provide help with routine office work, filling out forms, keeping attendance records, and research-related tasks etc.

However, the Learning Support Centre offers tutoring by volunteer students within their Peer Tutoring Programme where students may seek help in mastering particular courses.

### Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. The panel positively highlights that there is much variation of didactical methods. Furthermore, they note that the HEI should describe all the didactical elements clearer in their self evaluation reports.

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

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

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

## 3.4 International outlook

### International contents and intercultural aspects

#### All programmes

In line with KIMEP's mission, strategy and core values, the programmes are fully committed to educating and preparing students for careers and graduate study in an international environment. KIMEP achieves internationalisation by attracting 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 by carrying out research of international relevance and scope.

KIMEP welcomes students from other countries and cultures, and the most important aspect of learning is tolerance toward other cultures and nationalities. Each module stimulates discussions on the intercultural and multinational environment. The combination of an international outlook with applications to local issues is a particular strength of the education at KIMEP.

### BIR and MIR

International and comparative contents are an integral part of the course curricula in International Relations and Regional Studies Department. Kazakhstani and Central Asian content is also necessarily used, and students are encouraged to critically compare and synthesize international, regional, and local content.

### Internationality of the student body

From its founding, KIMEP has committed to fostering an international environment in order to develop future leaders and to prepare its graduates for work in an international environment. KIMEP promotes the internationalisation of the student body through participation in a variety of exchange and scholarship programmes. The proportion of international students in the total student body has remained remarkable through the years, attaining 14.4 % in the 2018-2019 academic year and fluctuating between 11 % and 12 % in the most recent years.

**Table 13 - Student population & Internationality**

Figures	2017 - 2018 AY	2018 - 2019 AY	2019 - 2020 AY	2020- 2021 AY	2021 - 2022 AY
Total Student Population	2384	2326	2150	2064	2005
International Student Population	299	335	281	239	245
International Student Population in % of total	12.5%	14.4%	13.1%	11.6%	12.2%

In the programmes the rate of foreign students are between 11 % (BAE) and 100 % (MIR) in the year 2022.

In addition, KIMEP receives international exchange students. CSS also regularly receives master students who study towards a joint master degree within the Erasmus-funded International Masters in Russian, Central and East European Studies (IMCREES) consortium led by Glasgow University.

## **Internationality of faculty**

### **All programmes**

KIMEP has the largest contingent in the CIS of international professors with Western terminal degrees from such countries as the USA and Canada and from the EU. KIMEP is planning to further increase the number of international faculty (visiting and exchange faculty). It welcomes international university fellows who receive affiliation with one of the academic departments (colleges). Fulbright fellows, independent researchers, and faculty members from partner universities conduct their research in collaboration with KIMEP faculty members. The contribution of the international teaching component adds tremendous value to the students' and graduates' preparation for the labour market and therefore improves their employability in terms of learning experience from an international perspective.

### **BAE and MAE**

As of January 2023, the Economics Department has six full-time faculty members in total. All faculty members hold doctoral degrees from Western universities.

Out of five faculty members (including the dean) teaching in the core programme, all earned their PhD degree abroad (Methodist U in Dallas, U of Georgia in Athens, Manchester U, Ruhr U Bochum and Oldenburg U), four are foreigners, three are from outside of the CIS with extensive teaching experience abroad. The resident mathematician earned her PhD at Lulea U, Sweden. Adjunct faculty have at least earned a master's degree in economics

Four faculty members are foreigners, three of them are from outside of the CIS, and all of them have extensive teaching experience before coming to KIMEP. Other local faculty members have obtained their PhD degrees as well as extensive research and teaching experience overseas.

### **BIR and MIR**

Out of five full-time faculty members teaching on the programme in spring 2023, one is British, three hold PhDs from Western universities (U Tampere in Finland, U Oxford, U Glasgow), one holds a doctoral degree from Al-Farabi University in Almaty and one a candidate of science degree from Abai University in Almaty.

## **Foreign language contents**

The official language of study at KIMEP is English, therefore, the core course literature and instruction are in English language. Several preparatory and training courses at KIMEP are also offered in other languages: Russian and Kazakh. The content of the programme's learning materials and the language of instruction provide more than sufficient usage of the English language.

## **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 body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

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)

#### BAE and MAE

Undergraduate students acquire speaking skills in the programme foundation course “Academic Speaking”. The academic part of the professional internship course includes a presentation where the students put their professional experience at the company placement into its academic context. In addition, the instructor of a course has the option to set a term paper and ask students to make a presentation on their topic. Examples include the required courses in Government and Business and Public Economics – yet different instructors may differ in their approaches.

KIMEP offers leadership development on a voluntary basis, for example, by offering regular talks in the “Leadership Development” programme, which is organised by the business school. In addition, students may make the most of a wide number of student organisations (i.e. Financial Economics Club, where they can apply and improve their multidisciplinary competences and skills. Furthermore, accumulation of multidisciplinary competences and skills is facilitated by a rich assortment of minors offered by the Economics Department along with other Departments of the College of Social Sciences or even other Colleges.

Broad contextual knowledge is ensured by requiring foundation courses for the Social Sciences within the programme foundation required category: Fundamentals of Political Science and Fundamentals of Sociology.

In the **MAE**, students acquire speaking skills in the programme foundation course “Professional Foreign Language”. The thesis proposal and the thesis have to be orally defended. In addition, the component of internship activities is intended to enable graduate students to strengthen their multidisciplinary competences and skills.

### BIR and MIR

Core courses in the **BIR** programme include fundamentals and theories of international relations, social and political theories, global economics, comparative politics, internship and a seminar course for special issues in international affairs. Besides, students can choose which elective courses they want to take among those offered in their major. For example, the major in international relations offers elective courses such as: Terrorism and Security, Diplomatic and Consular Service, Russia – United States Relations, Government and Politics in Europe. BIR focuses on training students to develop critical thinking and analytical skills as well as a specific knowledge of English language in the field of international relations.

At the MIR level, the curricula also provides ground for interdisciplinary, offering courses with economic, political, historical, law perspectives. Many courses include opportunities for students to make presentations before the class, a very popular practice among the HEI's students. Additionally, the HEI's research director organises an annual student conference, where students present their original research to the wider academic community.

In addition, the HEI's Model UN (MUN) course provides students the opportunity to sharpen their debating and conflict resolution skills.

### 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, teamwork 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)

At CSS, each department has their own Advisory Board composed of representatives of employers, alumni and current students from the sphere of the programme.

### BAE and MAE

In the technical courses, students acquire problem-solving skills and the ability to structure and analyse complex problems as they arise in finance, government or business. Rather than simply learning technical skills to carry out circumscribed tasks, students are trained to recognise underlying problems and challenges and to find solutions. Students do not only learn research-relevant skills but are also trained to apply theoretical concepts to formulate testable hypotheses and establish relationships between economic variables.

The programmes integrate practical aspects in their internship components. The quality assurance system includes an alumni survey and an employer survey which allow the

department to pick up any deficit in desirable workplace skills of its graduates. The Advisory Board of the Department of Economics includes employer representatives who provide suggestions on how to improve the programme's scope and content.

The Advisory Board of the Department of Economics includes employer representatives who provide suggestions on how to improve the programme's scope and content.

### BIR and MIR

Graduates gain a broad educational background and ability to think objectively and analytically, Furthermore, they obtain English language skills. There is also an advisory board for these programmes (see above BAE and MAE).

Internships are available in many international firms, NGOs, and at government ministries in the capital of Astana. The HEI's office of internship can arrange for students to submit applications for these highly sought-after placements. Additionally, students can serve their internships abroad at the offices of international companies, NGOs or foreign government or EU offices.

### Appraisal:

The promotion of employability runs as a common thread of the study programme through all its courses. In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market by interacting with employer representatives, and it further 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

#### **Structure and quantity of faculty in relation to curricular requirements**

##### BAE and MAE

In spring 2023, the Economics Department has six full-time faculty members.

Of the six members of the department, five hold a PhD in Economics (see 3.4.3 Internationality of Faculty for alma maters).

The full-time equivalent (FTE) of faculty members teaching mathematics and economics foundation courses also for other programmes is 2.75. After course load remissions for the chair and the dean, equivalent to 1.25 FTE, this leaves four FTE to teach in the BAE and MAE programme. The “cost” of the MAE programme in terms of teaching obligations for faculty members is the full-time equivalent of 0.75. Two to three programme courses are offered on an adjunct teaching arrangement, and two programme electives are offered by the Public Administration (PA) Department in courses also offered to PA students.

All faculty members teach courses related to their academic background and thematically or technically linked to their research interests.

##### BIR and MIR

As of spring 2023, five full-time faculty (2 PhD holders, 1 Doctor of Science, 1 Candidate of Science) are teaching on the programme in the department of IR and RS.

The total teaching capacity of the full-time faculty members after correcting for course releases of the chair and associate dean is 4 FTE. Because of the time gap between three resignations by faculty members in summer 2022 and bringing in newly hired faculty, in spring 2023, the department relies to an unusual degree on adjuncts to offer its programmes.

#### **Academic qualification of faculty**

##### All programmes

Recruitment follows KIMEP Employment Guidelines and the Faculty Code of Practice. CSS reviews the academic qualifications of the teaching faculty, including pedagogy and teaching activities. The overall policy is in compliance with MSHE Order No. 635 dated 14 Dec. 2007 on “Regulations of Competitive Hiring and Selection of Faculty and Researchers in the Institutions of Higher Education”, which requires competitive hiring based on approved professional qualifications for vacant faculty positions. The academic qualifications of the teachers selected to deliver classes are aligned with academic requirements. For teaching at the undergraduate level, a master’s degree is required; for teaching on the graduate programme, a doctoral degree is indispensable.

KIMEP promotes research and scholarship. All full-time faculty members of the Economics Department have recent peer-reviewed academic publications.

KIMEP is committed to promoting young faculty to excel in research and teaching. Young academics may take study leave for stints as visiting researchers or PhD students at

recognised research universities. Erasmus-Mundus and Kazakhstani state-financed “Bolashak” scholarships have in the past facilitated such faculty mobility.

KIMEP has in place a procedure to authenticate faculty members’ academic or professional qualifications by way of “nostrification” of credentials in accordance with Kazakhstani labour regulations.

### **Pedagogical / didactical qualification of faculty**

#### **All programmes**

MSHE standards require all faculty in Kazakhstan to complete certified professional development. At KIMEP professional development (PD) courses are offered regularly, as they have valuable experience in providing certified PD for external educational institutions. There are knowledgeable facilitators conducting these workshops. These are certified professional development opportunities to all KIMEP faculty to help ensure each full-time faculty member fulfils these mandated requirements. Since 2019, a professional development workshop is conducted at the beginning of each academic year either in the form of a faculty retreat - when logistically feasible - or online training. This brings the latest issues of higher education as topics to discuss and reflect. KIMEP regularly provides the PD sessions within the academic year. These PD sessions are held in two lines: 1) PD for administrative staff, 2) PD for faculty members. These courses offer a chance for staff to learn, reflect and converse on topics such as course design, student-centred instruction techniques, providing effective feedback, and conducting course evaluation.

KIMEP encourages faculty exchange – both incoming and outgoing – and the exchange of practices and ideas it facilitates. A generous teaching excellence award provides incentives for innovations in teaching.

#### **BAE and MAE**

The pedagogical and teaching qualifications of the Economics faculty members are in line with their tasks and the BAE programme requirements. Faculty selection involves screening in the form of interviews which assess applicants’ attitude and their skills in engaging an audience. Overseas faculty members have to demonstrate at least five years of teaching experience at an HEI in order to qualify to work at KIMEP. All faculty contracts are initially temporary. Teaching evaluations are considered when making a decision to renew a faculty.

#### **BIR and MIR**

Faculty, as noted, are all highly trained and experienced in conducting their courses. All full-time faculty have been thus engaged for a minimum of five years. New faculty are initially hired on a contingent basis until their skills are adequately demonstrated.

The pedagogical qualifications of the CSS faculty members are in line with their tasks and the IR&RS programme requirements. Faculty selection involves screening in the form of interviews, which assess applicants’ attitude and their skills in engaging an audience.

Overseas faculty members have to demonstrate at least five years of teaching experience at an HEI before qualifying to come to KIMEP. All faculty contracts are initially temporary. Teaching evaluations are considered when making a decision to renew a faculty.



## **Practical business experience of faculty**

### **BAE and MAE**

Because of the academic nature of the economics curriculum, practical experience plays a lesser role in faculty selection than in a purely business-oriented programme. The business experience of individual faculty members are mostly in the financial sector.

Individual faculty members have experience in consulting and expert roles at institutions such as the World Bank and as researchers at research institutes, and in postdoc positions. Overall there is a close relationship between academic and practical (or research) experience and courses taught for the programme.

### **BIR and MIR**

As a typical academic department, IR & RS faculty generally have devoted their professional lives to academic endeavours. However, the department has several faculty who have experience outside of academia, e.g., diplomatic service of the Republic of Kazakhstan, in diplomatic and embassy service, KazTransOil, ransportNefteGaza, KazMunayGas companies, and International Center for Green Technology and Investment Projects. All of this, and similar activities of faculty from time to time, reflect the practical application of scholarly interests.

## **Internal cooperation**

### **BAE and MAE**

There are regular department meetings. In addition, full-time department members participate in regular meetings of the Quality Assurance Committee where they systematically review course delivery. The department organises its activities through various other committees such as the Promotion- and Retention Committee, the Hiring Committee and the Curriculum Committee.

Corresponding committees also convene at college level to advise the dean. The Academic Integrity Committee, the College Committee and the Academic Partnership Review Committee have been created at college level only. KIMEP Student Association (KAS) sends student representatives to college level committees.

### **BIR and MIR**

One characteristic of the department is the frequency with which local faculty co-author research, and especially the frequency with which foreign faculty co-author such research with local faculty.

All decisions pertaining to teaching, such as scheduling, are discussed within the entire department. Quality Assurance meetings take place regularly.

Additionally, the department has developed a committee system to address issues of general concern, including representatives to the university level Academic council, to CSS committees on Accreditation, Curriculum, Partnership, Disciplinary Committee, College Council, appointed directors for the Graduate Programme, Undergraduate Programme, and departmental committees for research, retention and promotion, and quality assurance.

### **Student support by the faculty**

Student learning support and coaching are de-facto integral parts of the services provided by KIMEP and are offered on a regular basis according to the syllabuses. If 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 the student's individual and team success regarding the learning process.

Faculty members offer at least two office hours for every course they teach and are contactable outside their office hours by email. Office hours are published in the syllabus and displayed at the office doors. Furthermore, students may get advice from faculty members when it comes to their career prospects in one or another industry.

### **Appraisal:**

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

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

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

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

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

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

	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

### **Programme Director**

According to current Job Description, the Chair of Department has the following duties:

#### **General Duties**

1. Manage all departmental activities while ensuring consistency in the implementation of Institutional policies and procedures;
2. Oversee the department's contributions to undergraduate, graduate, professional, continuing and lifelong education programmes;
3. Draw up the Departmental Plan and prepare the department budget in consultation with the staff as a contribution to the Faculty planning process; manage and be responsible to the Dean for the departmental budget and all other funds assigned or belonging to the department;
4. Determine learning/teaching assignments and other duties for both academic staff and administrative assistants working in the department assistants, advise students, submit textbook requests, and after consulting undergraduate and graduate programme leaders, timetable departmental modules;
5. Mentor and/or facilitate the professional development of all faculty in terms of teaching effectiveness, research and other scholarly activities, and service to the department, College, University, community, and profession;
6. Conduct annual performance evaluations of departmental faculty and share the evaluation with the appropriate staff member and make recommendations to the dean
7. Call and preside over departmental meetings and supervise the writing and distribution of departmental meeting minutes;
8. Provide leadership for the improvement of teaching effectiveness by encouraging or otherwise assisting staff to, work on innovative projects and teaching techniques to enhance realization of envisioned outcomes;
9. Facilitate programme and modules development, review, revision and compliance in accordance with established institute policies, procedures, timelines and mandates;

10. To undertake such other duties commensurate with the post as are required from time to time by the Dean.

#### Specific Responsibilities

11. Ensure full compliance with deadlines and requirements stated in Academic Calendar;
12. Ensure that each course in the Department's programmes has a course leader;
13. Plan faculty deployment ensuring full workloads before teaching commences and liaise with other Departments inside and outside the College to arrange internal visiting lecturers to cover gaps in provision;
14. Plan and organize internal moderation of course handbooks, teaching plans; assessment and examination questions: submit Course / Module Handbooks to Quality Office, prior to teaching;
15. Ensure that programme leaders arrange for the preparation of marking guides and carry out internal moderation of assignments and marking and that they submit returns on these to the Quality Office;
16. Monitor quality of teaching;
17. Ensure timetable requirements are sent to Timetabling Office;
18. Monitor and report anomalies in Class lists to Registry;
19. Ensure courses start on time;
20. Ensure courses finish on time;
21. Check and report attendance according to class lists;
22. Ensure faculty attendance;
23. Ensure student attendance is monitored;
24. Ensure coursework and examination results are submitted to Quality Office and Registry according to required deadlines.

#### BAE and MAE

In academic matters, the department chair supervises the programme. Decisions are made on a collegial basis through department committees. The chair organises the teaching schedule with the support of the CSS Programme Coordinator and seeks consent from faculty members. During the last five years, the programme curriculum has been regularly updated to comply with MSHE requirements, meet higher academic standards, and to increase the attractiveness of the programme.

Activities within an academic year are analysed and documented on a regularly basis and reported to the CSS dean. The result of programme reviews informs discussions within department committees.

#### BIR and MIR

The undergraduate and graduate directors (in cooperation with CSS student advisors) are responsible for coordinating the programme of courses that lead to the successful completion of degree requirements, troubleshooting any problems that may arise in this or any other regard, deal with specific aspects of the overall programme, meeting regularly with the chair and other department faculty as well as their counterparts in the other CSS departments to discuss and implement necessary changes, improvements in the programmes, joint degree technicalities, thesis completion, etc.

## **Process organisation and administrative support for students and faculty**

### **BAE and MAE**

Departmental-level decisions which affect the makeup of the academic programme need approval by the College Council and Academic Council. The programme coordinator supports faculty members in their day-to-day administrative tasks and in the planning and implementation of the teaching schedule.

Decision-making bodies at the department level are the departmental Quality Assurance Committee, Curriculum, Promotion and Hiring, and Retention Committee.

Advising is coordinated by the Learning Support Centre with the electronic advisory system integrating advising and monitoring of the probation scheme at the level of academic administrators and faculty members. At the electronic student portal, students can register for courses and submit requests which are channelled through the workflow system to the registrar's office.

Faculty members and students are included in the disciplinary committee, College Council, and Curriculum Committee at the department and CSS levels. For all committees, processes are defined in bylaws and the Faculty Code of Practice.

### **BIR and MIR**

The department is organised on a collegial basis with different department committees. Decision-making bodies at department level are the departmental Quality Assurance Committee, Curriculum, Promotion and Hiring and Retention Committee.

The chair is supported by the CSS Programme Coordinator, the CSS College Manager and the CSS Internship Coordinator. Students support is organised by the Learning Support Centre with the electronic advisory system integrating advising and monitoring of the probation scheme at the level of academic administrators and faculty members.

Faculty are provided with library services, including the purchase of textbooks and speciality materials as requested, adequate classroom facilities, limited funding for presenting their research at conference, etc. As noted previously, students are provided with support services for tutoring, housing, health issues, etc.

## **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

### **Cooperation with HEIs and other academic institutions or networks**

#### All programmes

The University has well-established exchange programmes with overseas universities with a significant student exchange component.

Maintaining national and international research links and engaging in the debate of the international scholarly community is a pillar of KIMEP's profile. As is standard practice in a profession which increasingly requires specialisation in narrow fields of excellence, individual department members are embedded in international research networks, as evidenced by various co-authorships with researchers from other universities.

#### BAE and MAE

The Economics Department is open to cooperation with any KIMEP partner. In alliance with other units, the Economics Department arranges activities intended to host foreign faculty and students and facilitate the academic exchange of students and faculty at partner universities. Previously, there have been joint projects that included an onsite research and/or teaching component with the Private University of Goettingen, Germany and the University of East Anglia, United Kingdoms, as well as a CCASC project funded by the Ministry of Foreign Affairs of Norway on China BRI activities in the region of Central Asia. The Advisory Board includes academics from the London School of Economics, United Kingdom, the University of Freiburg, Germany and the University of San Francisco, United States.

#### BIR and MIR

The Department of IR&RS offers a joint master's degree within IMCEREES. That is, KIMEP, the University of Glasgow, and Tartu University in Estonia have a joint degree programme which features the exchange of graduate students, faculty and staff.

In addition, KIMEP has an exceptional number of international partnerships for faculty and student exchange. HEIs in Korea, Spain, Sweden, Germany, the USA and the UK are some of the places that undergraduate students from IR&RS frequently choose as exchange opportunities.

### **Cooperation with business enterprises and other organisations**

#### BAE and MAE

CSS cooperates with different organisations to ensure that students have access to specific training and practice according to their specialisation.

The CSS Internship Coordinator organises internships, and an appointed BAE core faculty member oversees and assesses the student internships.

The list of organisations where internships take place includes research institutes, non-profit organisations, public funds, international organisations, governmental organisations (including Ministries, local government, and others), embassies and trade chambers of different countries, banks, economic unions, the chamber of entrepreneurs, and many others. The business community is also represented on the advisory board.

### BIR and MIR

KIMEP requires its students to complete an Internship as part of their study programme. These internships can be completed at government offices, notably embassies and the United Nations offices (who are partnering with KIMEP), private companies, NGOs, etc. Internships are organised by the CSS Internship Coordinator and a BIR core faculty, who oversees and assesses student internships. Employers are also represented on the advisory board.

### Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks as well as with business enterprises and other institutions relevant for the programmes 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' qualifications and skills.

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

## 4.4 Facilities and equipment

### Quantity/Quality, Media and IT Equipment of Teaching and Group Rooms

KIMEP provides adequate space for the students to study and learn. The total area available in KIMEP is 6,383 m<sup>2</sup>. The total number of classroom seats available is 3,701 m<sup>2</sup>.

**Table 14 - Teaching Facilities**

Building Location	Area m <sup>2</sup>	Seating Capacity	Screens	OHP	LCD	Computer	TV Set	Video	Telephone	Tribune	Air-Con.
Valikhanov	3597	1771	20	20	15	215	2	3	0	33	62
CCE	170	56	2	2	2	3	2	2	2	2	4
Dostyk	155	67	2	2	2	25	1	0	2	2	8
Library	148	35	2	2	2	55	0	5	3	1	3
New Acad.	2300	1,074	13	13	11	116	2	2	0	21	24
Total	6370	3003	49	49	32	414	7	12	7	59	101

Notation:

OHP - Overhead projector

LCD - Display

The computer and related hardware and facilities at KIMEP include:

- 1,029 computers at KIMEP, all of which are connected to LAN, and 1,029 of which are connected to the Internet;
- 433 printers;
- 29 scanners;
- 22 web-cameras;
- 91 LCD-projectors;
- 26 interactive boards;
- 21 servers; and
- 14 computer laboratories, all of which are connected to LAN and the Internet.

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 the necessary hardware to run multimedia presentations for groups of varying size. There are also 11 study rooms available with wireless Internet access.

### **Access to literature**

The Olivier Giscard d'Estaing Library (OGEL) is located in a separate building on the University campus and owns one of the biggest English-language library collection in Central Asia, with approximately 100,000 volumes and with electronic access to over 1 million journal and newspaper articles. In the academic year 2005-2006, KIMEP renovated a campus building to expand its library services. The updated library facility serves up to 350 students simultaneously. There are public reading areas for the library's circulating collection and sections for reference, periodicals and reserves materials. There is sufficient number of copies of mandatory literature (described in the module description) for every student.

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.

OGEL serves the academic information needs of the KIMEP community. It built stable research collection and provides access to electronic resources that support University's academic requirements, as well as exchanging information resources with other organisations, locally and internationally.

Regular OGEL service hours during semesters outside of the examination period are: Monday-Friday – 8.30 -20.00, Saturday- 10.00- 19.00, Sunday – Closed. The library is committed to help all executive students of the programme who are using, researching and evaluating the existing information resources. Wireless Internet access is provided for students throughout the Library building.

## Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme. 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.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals, as well as to digital media, is ensured. The literature expressly required for the study programme is available in the library. For BAE and MAE, the panel notes that the readings for courses related to geopolitics and economic issues of Kazakhstan, Canada Russia and China are not entirely up to date. Hence, the lists of required readings for these courses should be presented by the most recent and relevant sources.

	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

### **Careers Counselling and Placement Service**

Though KIMEP's placements are focused on young business professionals, it is also available for any candidates seeking opportunities with large multinational companies, international companies operating in Kazakhstan and new emerging and well-established national companies, institutions and organisations.

Career and Employment Services concentrates its efforts on assisting leading companies around the world as a source of the most successful and dynamic talent and has succeeded in attracting an important and regular corporate clientele seeking employees. Career and Employment Services provides job seekers who are KIMEP students and alumni with the career skills and employment services.

The Career and Employment opportunities are available for graduate and undergraduate KIMEP students seeking work. Assistance is provided to employers seeking either full- or part-time employees. Students have a choice of either getting information from the Career and Employment Services webpage, the university-life course, or to visit and meet the centre's staff personally.

### **Alumni Activities**

The 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.

### **Goal and objectives**

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. Alumni Association assists the university in the growth of its cultural and extracurricular activities and facilitates its involvement in the community. Alumni currently serve on KIMEP's business advisory board and as mentors to various student organisations on campus.

### **Activities**

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 students; fundraising for current students through the Rakhmet Scholarship Fund and annual

reunions, luncheons and networking activities that recognise outstanding alumni in areas of professional development and community service

Alumni are in constant communication with the programmes. They are invited to participate in every EEC event, which is often also open for general public as well like: HR club, Marketing Club, Corporate Governance Certifications, Challenge Competitions, KIMEP International Research Conference, HR International Conference, some social events like New Year party, and many more.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose. The panel members positively highlight the huge amount of people in the alumni database and the overall organisation of alumni activities.

		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)

Forecast of the finance plan for each programme is based on certain assumptions and includes increase of students in the next academic year.

Figures are calculated on the basis of the fees multiplied by the number of admitted students. These calculations for the years 2017-2021 are based on the actual records; while the forecasts for AY 2022-2023 are based on the expected number of applicants.

Financial sustainability of all programmes is guaranteed as it is included in the KIMEP Strategic Plan for 2022-2025.

### 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

### Quality assurance and quality development with respect to contents, processes and outcomes

#### Academic Quality Assurance

KIMEP's academic structure ensures the appropriate oversight of 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 improvement process to include annual and cyclical programme reviews of every aspect. Annual programme reviews are limited in scope to particular programme learning outcomes but include overviews of the curriculum, faculty, finances, student learning, and programme effectiveness. Full programme reviews take place 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 make revisions to the curriculum and programme effectiveness and to determine market needs, student interest, value-added, and financial impact. Both types of programme reviews are completed in the fall semester following the academic year in which data was collected and analysed. After completion, CSS sends the programme reviews to the Vice President of Academic Affairs, Curriculum Review Committee, Quality Assurance and Institutional Research (QAIR), and the Admission and Scholarship Standing Subcommittee for review and feedback. In instances of major issues or revisions, programme reviews are presented to the Academic Council and the President's Cabinet.

At CSS, a system of continuous and regular procedures has been in place since the inception of the undergraduate programme of economics, undergoing continuous development itself. By current practice, the department Quality Assurance Committee which includes all full-time faculty members teaching on the programme, reviews course management forms, student class evaluations and other surveys and grading patterns to provide feedback to individual faculty members. It also monitors the implementation of its recommendations. The curriculum committee, receiving input from the QA Committee and Advisory Board, reviews the different elements programme with the aim of further developing the programme. Regular programme reviews consider all available evidence. The CSS QA Committee reviews grading patterns across the college and implementation of recommendations. A CSS Curriculum Committee coordinates catalogue changes affecting more than one department.

#### Quality Assurance and Institutional Research (QAIR)

QAIR Department 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 assessment/evaluation by students every semester, as well as annual alumni surveys regarding employment and overall satisfaction with the quality of KIMEP's education. QAIR also 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, they carry out various studies upon request that investigate particular quality aspects in individual programs or separate areas of the university's performance.

### Academic Council

The purpose of the Academic Council of KIMEP is to manage general academic affairs, oversee academic quality assurance and curriculum review, and develop recommendations for further approval by the President's Cabinet and the Board of Trustees. The Council's composition consists primarily of voting faculty members representing each college, or programme, or department. College deans, the registrar, heads of certain departments may participate in the work of this structure as observers and by invitation.

### President's Cabinet

The President's Cabinet is the executive body of KIMEP and consists of the President, Provost and General Deputy to the President, Vice President of Academic Affairs, Vice President of Student Affairs, Vice President of Finance, Dean of Law School, Dean of Bang College of Business, Dean of General Education, Dean of the College of Social Sciences and Dean of the College of Humanities and Education. The Cabinet has the right to make decisions on any issues of KIMEP operations that are not covered by legislative acts of the Republic of Kazakhstan and are not in the competence (according to the Charter) of 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.

## **Instruments of quality assurance**

### Evaluation by Students

One of the most valued instruments for teaching performance evaluation is student evaluations.

The Student Perception of Instruction Survey (SPIS) is an important part of the general formal faculty evaluation process and is mandatory for each module taught at the Bachelor, Master and Doctorate Programmes as it allows retrieving valuable student opinions on their perceptions of the instructional effectiveness, quality of teaching, and their learning experience.

### *Survey & Questionnaire*

The Survey is conducted employing a standard internet-based approach that assures 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 surveys.

The questionnaire looks broadly 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

incorporates questions about student's understanding of course requirements and syllabus, availability of course materials as well as overall level of satisfaction. Respondents are also provided with the possibility to add any information regarding the faculty member and course quality by including two open-ended questions.

Students' access to the questionnaires is arranged via the online portal, which allows them to fill in the forms at a time of their convenience and from any place connected to the Internet. 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 module and in aggregated format on a semester level.

#### Evaluation by Faculty

The Faculty Satisfaction Surveys measure the level of faculty satisfaction pertaining to working conditions, professional development and leadership at KIMEP University 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 crucial components of efforts to create a better working and learning environment.

#### External Evaluation by Alumni, Employers and Third Parties

##### *KIMEP Alumni Survey (KAS)*

The KAS 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 would allow identifying 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. Key messages are taken as the basis for further enhancement of KIMEP's programmes, services, and overall environment.

One of the recommendations of FIBAA experts presented within the accreditation period held during April 10-12, 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-year 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 University alumni who graduated 5 and 10 years ago. As a result, since 2019, the Office of Quality Assurance and Institutional Research 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.

##### *Employer Satisfaction Survey (ESS) of KIMEP Alumni*

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. Overall, according to the latest employer survey

conducted in 2021, 98% of surveyed employers are satisfied with the skills and qualities of KIMEP University graduates. At the same time, the proportion of employers who expressed a desire to continue to hire graduates of KIMEP 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.

## **Programme documentation**

### **Programme Description**

All programme descriptions and curriculum, including course/module syllabi, learning strategy and methodology and other relevant documents about the programme, are communicated to the newly admitted students during the 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.

### **Information on Activities during the Academic Year**

The Marketing, Communications and Public Relations department (MCPR) 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 doctoral 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 open to the greater community, and institutional accomplishments.

MCPR staff operate several social media sites (Instagram, Facebook, LinkedIn, YouTube); disseminate mail and e-mail; place advertisement placards on building facades, billboards, and subway stations; design and print booklets, brochures, and posters; create radio advertisements; and produce television advertisements. Among the main media partners of KIMEP are *Khabar* and *Kazakhstan* national TV channels, *among others*.

MCPR manages the KIMEP website, 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, codes of conduct, disciplinary procedures, student facilities, and 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 the license # 1689-A by the Ministry of Culture and Information of the RK and is published in English. The newspaper's circulation is 1,500 copies, and 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. In the fall 2017 semester, the MCPR department printed 10,000 copies of the 25<sup>th</sup> anniversary (of the university) edition of the KIMEP Times and mailed copies to KIMEP partners and alumni and Kazakhstani consulate and embassy employees worldwide.



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. They also assess the efficiency of previous marketing activities and communication campaigns. These annual measures ensure that MCPR continuously and effectively reaches their target audiences.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the programme's quality 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. QAIR department concentrates on quality issues. Furthermore, sufficient quality regulations exist.

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's content, curriculum and examination scheme have been suitably documented (e.g., course plan and exam regulations). However, the panel members note that although the data is well documented, the content regarding ILOs (for all programmes), study timeline, assessment methods and year numbers for the readings (for BAE and MAE) should be published in one place and thus made more accessible to students.

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

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

# Quality profile

HEI: KIMEP University, Kazakhstan

## Bachelor / Master programme:

1. Bachelor of Arts in Economics
2. Master of Arts in Economics
3. Bachelor of International Relations
4. Master of International Relations

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
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		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		x			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(* ) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
<b>4.4</b> 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		
<b>4.5</b> 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		
<b>5</b> <b>Quality assurance and documentation</b>					
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
<b>5.2</b> 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		
<b>5.3</b> Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		