Decision of the FIBAA Accreditation and Certification Committee

15th Meeting on September 13, 2024

PROGRAMME ACCREDITATION

Project Number:	22/059 Cluster 1
Higher Education Institution:	SDU University
Location:	Kaskelen, Kazakhstan
Study Programme:	Bachelor International Law
	Bachelor Applied Law
	Bachelor Accounting and Audit
	Bachelor Finance
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: September 13, 2024 until September 12, 2029.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

SDU University[1], Kazakhstan

Bachelor programme:

1. Bachelor International Law
2. Bachelor Applied Law
3. Bachelor Accounting and Audit
4. Bachelor Finance

Qualification awarded on completion:

1. Bachelor International Law, (Bachelor of Law)
2. Bachelor Applied Law, (Bachelor of Law)
3. Bachelor Accounting and Audit, (Bachelor of Business Administration)
4. Bachelor Finance, (Bachelor of Business Administration)

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[1] The University was renamed from Suleyman Demirel University to SDU University in February 2023.

General information on the study programme

Brief description of the study programme:
The **Bachelor International Law** is a 4-year study programme that aims to provide a high-quality education in the legal regulation of the inter-state relations, the civil relations between individuals and the legal entities and the business relations among partners representing different jurisdictions. The knowledge and skills will allow graduates to become effective lawyers in public and private sectors: government institutions, international intergovernmental and non-governmental organisations, private companies, law and consultancy firms.

The **Bachelor Applied Law** is a 4-year study programme that aims to form a solid theoretical background, systematic knowledge of law as a necessary stage of development of skills of successful practice. Students shall master the knowledge, skills and abilities necessary to perform specialized legal activities: drafting legislative acts, edicts, sub-law acts, law enforcement mechanisms, human rights, expert consulting and analytics.

The **Bachelor Accounting and Audit** is a 4-year study programme that aims to educate students with a wide range of skills needed by professional accountants and auditors. The programme focuses on student-centred learning to improve accounting, financial reporting, financial analysis and organisational skills, as well as research skills. The study programme offers additional training and certification for international qualifications, including ACCA, CFA and CIMA.

The **Bachelor Finance** is a 4-year study programme that aims to train specialists in a new format, educated and creative in solving professional problems in the field of finance, master practical skills and the use of scientific data, necessary competencies in finance, as well as English and research activities based on international experience. This study programme offers additional training and certification for international qualifications, including ACCA, CFA and CIMA.

Type of study programme:
For all programmes: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
For all programmes: 4 years / 8 semesters, 240 ECTS credits

Mode of study:
For all programmes: full-time

Didactic approach:
For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:
For all programmes: no

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

Bachelor International Law: one class, about 30 students
Bachelor Applied Law: one class, about 150 students
Bachelor Accounting and Audit: one class, about 690 students
Bachelor Finance: one class, about 690 students

Programme cycle starts in:

For all programmes: both summer semester and spring semester

Initial start of the programme:

Bachelor International Law: 2016
Bachelor Applied Law: 2014
Bachelor Accounting and Audit: 2003
Bachelor Finance: 2008

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor International Law, Bachelor Applied Law, Bachelor Accounting and Audit, as well as Bachelor Finance was made between FIBAA and SDU University on July 7, 2022. On November 29, 2023, the HEI submitted a self-evaluation report, which included a detailed description of each study 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[2]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. jur. Jan Friedrich Bruckermann
FOM University of Applied Sciences, Cologne, Germany
Professor for Social Law and Health Law
(Labour Law, Tax Law, Criminal Law, Commercial and Corporate Law, Social Law)

Prof. Dr. Thomas Burkhardt
University of Koblenz-Landau, Germany
Professor of Finance, Financial Services & Electronic Finance
(Business Administration, Banking and Finance, Financing, Financial Services, e-Finance, Management, Financial Mathematics)

Prof. Dr. Natalie Aleksandra Gurvits-Suits
Tallinn University of Technology, School of Business and Governance, Estonia
Associate Professor of Accounting
(International Business Management, Applied Economics, Finance and Accounting, Audit, Banking and Credit, Non-Financial Accounting and Reporting, Sustainable Finance)

Prof. Dr. Thomas Ratka
University for Continuing Education Krems, Krems an der Donau, Austria
University professor for corporate and European law, Vice Dean of the Faculty of Economics and Globalization (Corporate law, European law, International law)

Robert Schmitz
Tengelmann Audit GmbH, Germany
Head of the Internal Auditing Department of the Tengelmann Group
(Auditing, Business Processes, Human Resources Management, Quality Assurance, Economics)

Edgar Wienhausen
Free University of Berlin, Germany
Student of Law (State Examination)

Aida Yerimpasheva, PhD
Al-Farabi University, Kazakhstan
Ass. Professor at the Chair of Management and Marketing
(Project Management, Marketing Research, Management)

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[2] The panel is presented in alphabetical order.

FIBAA project manager:
Friderike Uphoff

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 March 18 and 19, 2024 at the HEI's premises in Kaskelen, Kazakhstan. 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 17, 2024. The statement on the report was given up on August 27, 2024. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor International Law, Bachelor Applied Law, Bachelor Accounting and Audit, as well as Bachelor Finance offered by SDU University fulfils the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024 and finishing on September 12, 2029. 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:
- putting more emphasis on the final thesis, including going into more theoretical depth in class and increasing the quality of diploma works (see chapter 3.1),
- including intermediate English for first year students instead of other language courses to reduce workload for students (see chapter 3.2),
- updating the literature used in the courses and mentioned in the syllabi (see chapter 3.3),
- increasing the number of PhDs among the teaching staff (see chapter 4.1),
- supporting lecturers financially to participate in international conferences (see chapter 4.1),
- summarising the quality assurance processes in one quality handbook (see chapter 5.).

And additionally for the **Bachelor International Law** and **Bachelor Applied Law:**
- formulating the learning outcomes for each course in the course descriptions more specifically in order to match the overall learning objectives (see chapter 3.2).

And additionally for the **Bachelor of Accounting and Audit**:
- including a compulsory course on IFRS to ensure successful certification in ACCA and CIMA (see chapter 3.1),
- considering making sustainability and ethical aspects in the courses more visible and compulsory (see chapter 3.1),
- including a compulsory course on Corporate Social Responsibility and Business Ethics as a stand-alone course (see chapter 3.1).

And additionally for the **Bachelor of Finance**:
- including a compulsory course on IFRS to ensure successful certification in ACCA and CIMA (see chapter 3.1),
- considering making sustainability and ethical aspects in the courses more visible and compulsory (see chapter 3.1).

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

There are criteria in which the programmes exceed the quality requirements:
- Counselling for prospective students (see chapter 2.),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Career counselling and placement service (see chapter 4.5).

Additionally, the **Bachelor International Law** and **Bachelor Applied Law** exceed in the following criteria:
- International orientation of the study programme design (see chapter 1.2),
- Positioning of the study programme in the educational market (see chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Logic and conceptual coherence (see chapter 3.1),
- Integration of theory and practice (see chapter 3.1),
- Methods and scientific practice (see chapter 3.1),
- Practical business experience of faculty (see chapter 4.1).

Additionally, the **Bachelor Applied Law** exceeds the quality requirements in the following criterion:
- Objectives of the study programme (see chapter 1.1).

Additionally, the **Bachelor Accounting and Audit** exceeds the quality requirements in the following criteria:
- Integration of theory and practice (see chapter 3.1),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4).

Additionally, the **Bachelor Finance** exceeds the quality requirements in the following criterion:
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4).

There are two criteria in which **all study programmes** are exceptional:
- Student support by the faculty (see chapter 4.1),
- Alumni activities (see chapter 4.5).

Additionally, the **Bachelor International Law** and **Bachelor Applied Law** are exceptional in the following criterion:
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4).

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

List of Tables

Information

Information on the Institution

SDU University is a non-governmental, non-profit organisation funded by the founders, established in 1996 to carry out educational, managerial, socio-cultural and other non-profit functions in the field of education.

SDU University strives to take a leading position in the international arena of higher education, through teaching in English, as well as by training highly qualified specialists with all the necessary skills and knowledge.

The structure of the University includes:
- the Faculty of Engineering and Natural Sciences,
- the Faculty of Pedagogy and Humanities,
- the Faculty of Law and Social Sciences,
- the Business School,
- the Centre for Multidisciplinary Education,
- 8 research centres,
- the administration,
- 23 structural divisions.

The University offers 61 study programmes, including 29 Bachelor study programmes, 25 Master study programmes and seven PhD programmes.

The SDU University student body as of academic year 2023-2024 is as follows:
- Number of students in total: 8,487
- Faculty of Law and Social sciences: 825 students in 10 study programmes
- Faculty of Education and Humanities sciences: 2,909 students in 22 study programmes
- Faculty of Engineering and Natural sciences: 3,656 students in 15 study programmes
- SDU Business School: 1,097 students in 14 study programmes

In 2015, SDU University passed the initial international IAAR institutional accreditation, confirming that the university meets all international accreditation standards. In 2020, SDU University was accredited for five years and received International Institutional Accreditation Certificate. In 2023, SDU University successfully passed the post-accreditation monitoring.[3]

SDU University is listed on the following the world university rankings[4]:
- QS World University Rankings 2024 (1201-1400),
- QS World University Rankings by Subject 2023: English Language and Literature (301-330),
- QS Asia University Rankings 2023 (Rank: 501-550),
- QS Asia University Rankings 2023 Central Asia (Rank: 25),
- Times Higher Education Impact Ranking 2023 (1001+),
- Round University Ranking 2023 (World rank: 1138; Country rank: 8),

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[3] see self-evaluation report p.9
[4] see self-evaluation report p.9

- Ranking Web of Universities 2022 (Rank: 4622).

SDU University supports the UN Sustainable Development Goals (SDG) and promotes a culture of sustainability at the university. Each year, the University works to expand its contribution to the Sustainable Development Goals through education, research, community engagement and social responsibility. In particular, the University focuses on reducing poverty (SDG 1), promoting good health and well-being (SDG 3), providing opportunities for quality education (SDG 4), promoting gender equality and reducing inequalities (SDG 5 and SDG 10), building and maintaining smart campus, responsible consumption, water management and a sustainable community (SDG 6, SDG 11 and SDG 12), as well as promoting the country's economic growth through support for staff/initiatives and innovation in the field of well-being (SDG 8 and SDG 9) and partnership in relation to the SDGs (SDG 16 and SDG 17). All study programmes of the SDU University include a mandatory course "Community Engagement and Value-Based Society" as a commitment to several UN Sustainable Development Goals.

The structure of the SDU University Business School includes the Department of Economics and Business, which offers eleven study programmes, including five Bachelor programmes, five Master programmes and one PhD programme. The purpose of the Business School is to provide educational services aimed at creating a new generation of highly qualified competitive personnel with a global and entrepreneurial mindset, who can effectively participate in the management of the organisation, ensuring its sustainable development in the era of digital transformation.

The Bachelor Finance and Bachelor Accounting and Audit are implemented by the SDU University Business School, in BBA format in English with a 4-year training period and comply with the requirements of the legislation of the Republic of Kazakhstan in higher education. The curricula are developed in accordance with the State Educational Standard of Higher Education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan. Study programmes of the Business School are implemented based on the existing license of the Ministry of Education and Science of the Republic of Kazakhstan dated December 11, 2017, license KZ68LAA00003730.

The structure of the University Faculty of Law and Social Sciences includes two departments: Department of Social Sciences and Department of Law which consists of eleven study programmes, including five Bachelor programmes, five Master programmes and one PhD programme. The study programmes comply with the requirements of the legislation of the Republic of Kazakhstan in higher education. The curricula are developed in accordance with the State Educational Standard of Higher Education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan. The study programmes are implemented on the basis of the existing license of the Ministry of Education and Science of the Republic of Kazakhstan dated December 2, 2014, license No KZ68LAA00003730.

The activities of the Bachelor International Law have been carried out since May 2016. Graduates are awarded the academic degree of Bachelor of Law in International Law. The first graduation was implemented in the 2019-2020 academic year.

Statistical data

At the beginning of the 2022-2023 academic year, there were 316 students at the Law Department, including five foreign students (0.4 % of the total). The Faculty of Law experiences a steady increase in the number of applicants every year. The number of students at the Business School at the beginning of the 2022-2023 academic year was 944 students. Over the past four years, there has been a steady increase in the contingent of applicants to the Business School and Department of Law.

Table 1: Applicants of Business school and Department of Law SP (2022-2023)

Educational Programme	Year of Study				Total	Foreign students
	1	2	3	4		
Finance	68	94	75	40	277	2
Accounting and Audit	36	48	46	41	171	4
Applied Law	45	56	74	73	248	4
International Law	8	16	16	28	68	1

Table 2: Statistical data 2019-2020

		1. International Law	2. Applied Law	3. Accounting and Audit	4. Finance
# Study Places offered by HEI		100	310	180	300
# Applicants	Σ	28	77	42	38
	f	10	35	31	23
	m	18	42	11	15
Application rate		80%	82%	91%	90%
# First-Year Students (accepted applicants)	Σ	23	63	38	34
	f	8	29	28	20
	m	15	34	10	14
Rate of female students		44%	37%	72%	57%
# Foreign Students	Σ	0	1	3	2
	f				
	m		1	3	2
Rate of foreign students			0.4 %	2.0 %	1.00 %
Percentage of occupied study places		93%	87%	78%	55%
# Graduates	Σ	26	27	28	35
	f	14	7	22	19
	m	12	20	6	16
Success rate (students who finished their studies)		86%	62.70%	77.70%	89.70%
Dropout rate (students who dropped their studies)		4%	27%	12%	2%
Average duration of study		4 years	4 years	4 years	4 years
Average grade of final degree		3.18	2.97	2.84	2.66

Table 3: Statistical data 2020-2021

		1. International Law	2. Applied Law	3. Accounting and Audit	4. Finance
# Study Places offered by HEI		100	310	180	300
# Applicants	Σ	21	84	47	76
	f	9	31	30	49
	m	12	53	17	27
Application rate		76%	88%	91%	93%
# First-Year Students (accepted applicants)	Σ	16	74	43	71
	f	8	28	28	47
	m	8	46	15	24
Rate of female students		41%	37.0%	69.00%	61.00%
# Foreign Students	Σ	1	0	0	0
	f				
	m	1			
Rate of foreign students		1%			
Percentage of occupied study places		91%	97%	86%	67%
# Graduates	Σ	18	53	30	32
	f	6	20	24	18
	m	12	33	6	14
Success rate (students who finished their studies)		78%	62%	68%	65%
Dropout rate (students who dropped their studies)		12%	28%	22%	25%
Average duration of study		4 years	4 years	4 years	4 years
Average grade of final degree		3.04	3.05	2.93	2.84

Table 4: Statistical data 2021-2022

		1. International Law	2. Applied Law	3. Accounting and Audit	4. Finance
# Study Places offered by HEI		100	310	180	300
# Applicants	Σ	23	69	53	101
	f	13	24	36	55
	m	10	45	17	46
Application rate		65.22%	72.46%	86.79%	84.16%
# First-Year Students (accepted applicants)	Σ	15	50	46	85
	f	7	19	32	50
	m	8	31	14	35
Rate of female students		48%	37.0%	67.00%	60.00%
# Foreign Students	Σ	1	0	2	0
	f	1			
	m			2	
Rate of foreign students		1%		1%	
Percentage of occupied study places		89.00%	97.74%	95.00%	86.00%
# Graduates	Σ	17	63	31	47
	f	10	29	24	32
	m	7	34	7	15
Success rate (students who finished their studies)		57%	57%	79.49%	67.14%
Dropout rate (students who dropped their studies)		33%	33%	11%	23%
Average duration of study		4 years	4 years	4 years	4 years
Average grade of final degree		3.26	2.93	2.99	2.85

Table 5: Statistical data 2022-2023

		1. International Law	2. Applied Law	3. Accounting and Audit	4. Finance
# Study Places offered by HEI		100	310	180	300
# Applicants	Σ	11	53	41	74
	f	7	26	23	45
	m	4	27	18	29
Application rate		100.00%	84.91%	95.12%	93.24%
# First-Year Students (accepted applicants)	Σ	11	45	39	69
	f	7	25	21	43
	m	4	20	18	26
Rate of female students		49%	37.0%	66.00%	58.00%
# Foreign Students	Σ	0	0	0	0
	f				
	m				
Rate of foreign students					
Percentage of occupied study places		74.00%	90.00%	95.00%	93.67%
# Graduates	Σ	17	38	16	24
	f	11	20	13	18
	m	6	18	3	6
Success rate (students who finished their studies)		77%	60%	43.24%	70.59%
Dropout rate (students who dropped their studies)		13,00%	30,00%	47,00%	19,00%
Average duration of study		4 years	4 years	4 years	4 years
Average grade of final degree		3.10	3.20	2.80	2.73

Appraisal:

All four study programmes show relatively stable application rates and numbers of first year students. The average final grade of final degree is stable in all four programmes, the same applies to the average duration of study which is four years. There are only a few foreign students in the study programmes (between 0-2 %). The rate of female students varies among the programmes and academic years between 40-60 %.

All variations in the number of applicants, the number of foreign students, drop-outs and changes in duration of study and average grade are thoroughly evaluated by the University. Appropriate measures based on the results of these evaluations are being taken.

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programmes (Asterisk Criterion)

The vision of the University is to become the leading international university in Central Asia, with alumni who achieve success in the professional field and outstanding achievements in the fields of teaching, innovative solutions, scientific research and discovery.

The mission of the University is to achieve outstanding results in the development and provision of scientific knowledge; to train qualified specialists, citizens of the world, whose worldview is formed on the basis of humanistic education and who are ready to contribute to the development and improvement of the quality of life of fellow citizens, the rise of the economy of the country and the nation, the development of innovative knowledge

The quality standards of the study programmes (SP) International law (IL), Applied law (AL), Finance, and Accounting and Auditing are defined on the basis of university-wide principles of academic activity and aimed at implementing student-centred learning and providing practice-oriented education, which implies fundamental training with a focus on current theoretical and methodological concepts that form professional competencies adequate to the current basic parameters. The qualities of the SP are set out in the regulations on the development, approval and monitoring of the SP of the University. This document reflects the strategic guidelines (principles) of quality education. The declared principles of high-quality education are student-centricity, involvement of internal and external stakeholders in updating and managing the study programmes at all levels of education, constant monitoring and periodic evaluation of the content of SP and promising tasks for the development of society and business.

The International law (IL) and Applied law (AL) programmes are designed in a way that gives graduates required skills to view the law critically in the Kazakhstani context and look at the law from an international perspective. These programmes equip students with foundational concepts of law combined with practical approaches and through legal reasoning to law applications. The curricula of the programmes equip international best practices that allow students to gain a strong understanding of legal knowledge with necessary qualifications to compete within the local and international job market. Therefore, it is estimated that a critical approach used in IL and AL study programmes are pivotal to prepare students academically and professionally for their career in law and to adapt them to the contemporary law career requirements of the job market of Kazakhstan and other countries.

The **Bachelor of Applied Law** programme is focused to form a solid theoretical background, systematic knowledge of law as a necessary stage of development of skills of successful practice. Students shall master the knowledge, skills and abilities necessary to perform specialized legal activities: drafting legislative acts, edicts, sub-law acts, law enforcement mechanisms, human rights, expert consulting and analytics. Moreover, the programme focuses on the formation of competencies to solve the main professional tasks, which are focused on practice-oriented training: preparation of civil contracts applications, claims, responses to claims, complaints, appeals and other legal documents; preparation of law drafts, enforcement acts, ensuring the protection of human and civil rights and freedoms, rights and

legitimate interests of legal entities by consulting, representation in public offices and local governments, Kazakhstan and international courts; clarification of rights, legal advice; implementation of legal examination of documents.

Thus, upon completion of the Bachelor programme of Applied Law, students will be able to:
1. conduct legal research using primary and secondary legal resources to solve practical and theoretical problems;
2. propose a comprehensive solution to complex legal issues by conducting a legislative analysis;
3. apply the rules of law used in solving legal issues in accordance with the logic of deductive law and the methodology of target law;
4. analyse the possible prospects for the development of international and national legislation and know the basic theories and concepts of the development of modern legal science
5. make qualified legal opinions (assessment) and documents of a legal nature based on an analysis of law enforcement acts;
6. make scientific reports, articles, actively participate in scientific discussions, international conferences, discuss legal issues. Promote the scientific and cultural development of society through research, publications of scientific works and social interaction;
7. provide legal assistance to protect and promote the rights, freedoms and legitimate interests of citizens, participate in litigation and analyse them, will be able to conduct legal business at the national level;
8. analyse the possible prospects for the development of international and national legislation and know the basic theories and concepts of the development of modern legal science;
9. create and maintain communication links, negotiate, conduct legal activities in accordance with the requirements of ethics, general and professional culture, show intolerance to corruption;
10. analyse the structure and activities of state bodies.

The **Bachelor of International Law** is aimed to provide a high-quality education in the legal regulation of the inter-state relations, the civil relations between individuals and the legal entities and the business relations among partners representing different jurisdictions. The knowledge and skills acquired in this programme will allow graduates to become effective lawyers in public and private sectors: government institutions, international intergovernmental and non-governmental organisations, private companies, law and consultancy firms.

Upon completion of the Bachelor of International Law, students will be able to:
1. explain, distinguish and apply the basic concepts and terminology of international law;
2. conduct research of both theoretical and applied nature and will master the basics of scientific analysis of international legal phenomena and processes;
3. develop the correct tactics of solving the tasks to achieve professional results in the field of international public and private law;
4. draw up qualified legal opinions (assessment) and legal documents;
5. protect the rights and freedoms of people, the rights and legitimate interests of legal entities to achieve the rule of law;

6. negotiate, draft international treaties and transactions, learn how to manage them, take part in court processes and conduct their analysis, and acquire the skills to conduct legal business not only at the International, but also at the national level;
7. make legal decisions and perform other legal actions in strict accordance with national and international law, as well as the norms of European Law ratified by Kazakhstan;
8. conduct legal research using primary and secondary legal resources to solve practical and theoretical problems;
9. establish and maintain communicative networks.

The **International Law and Applied Law study programmes** have the following Learning Objectives:
- to equip graduates with up-to date competitive knowledge and train for local and international labour markets;
- to ensure that the academic programme objectives are consistent with expected Graduate Attributes and National qualifications framework (NQF) and European qualifications framework (EQF);
- to foster the graduates' skills for self-development and life-learning educational process;
- to enable students in doing scientific research to address some topical practical and theoretical issues in the law;
- to conduct scientific research in the field of law and contribute to development of the law awareness of Kazakhstani society;
- to enable students to gain experience of intercultural awareness and ethical knowledge;
- to enhance the implementation of the obtained during the course theoretical legal knowledge into practice.

The **Bachelor of Accounting and Audit** is aimed at giving students the opportunity to develop a wide range of skills needed by professional accountants and auditors in the current workplace. Specifically, the programme focuses on student-centred learning to improve accounting, financial reporting, financial analysis and organizational skills, as well as research skills to develop lifelong learning that will ultimately lead to diversification and increased employment opportunities. This SP offers additional training and certification for international qualifications, including ACCA, CFA and CIMA.

Upon completion of the Bachelor of Accounting and Audit, students will be able to:
- demonstrate knowledge in the field of natural sciences (social, humanitarian) disciplines that contribute to the formation of a highly educated personality with a broad outlook and a culture of thinking;
- participate in communication in Kazakh, Russian, foreign (English, Turkish) languages;
- apply in professional activities basic knowledge in the field of economics, contributing to the development of a competitive personality with analytical thinking;
- solve economic indicators and analyse data, related to the activities of organizations, applying knowledge of the basics of mathematical analysis, statistics, econometrics;
- use information technology and analytical (statistical) software to collect, store, process information;
- plan economic activity based on the calculations;

- reflect on the accounts of accounting results of the firms' economic activities and prepare accounting and statistical reporting, tax declaration;
- make management decisions based on the analysis of financial, accounting and other information;
- verify the accuracy of financial reporting and accounting to the legislation of the Republic of Kazakhstan and to know ethical and professional standards;
- carry out scientific research and design scientific work (reports, projects, plans, thesis) using scientific methods;
- apply knowledge in the process of making managerial decisions and have teamwork skills.

The **Bachelor of Finance** is focused on training specialists in an innovative format, who are creative in solving professional problems in the field of finance and master practical skills and scientific data, necessary competencies in finance, as well as English and research activities based on international experience. This SP offers additional training and certification for international qualifications, including ACCA, CFA and CIMA.

Upon completion of the Bachelor of Finance, students will:
- have basic knowledge in social and humanitarian disciplines which form a highly educated personality with wide thinking horizon and culture along with adequate knowledge of national and English languages;
- have effective usage of professional Turkish, Kazakh, Russian languages;
- have fundamental knowledge of economics and business which foster development of a competitive personality with analytical mindset who is able to assess aspects of local and global economic environment with further application in fundamental analysis of project and company valuation;
- have of creative, critical and reflexive thinking along with critical analysis;
- assess legal and ethical aspects of actions of a financier in making professional decisions and duties encountered by a contemporary financier;
- have effective mathematical, economic, financial and research abilities, which altogether develop critical thinking of a student and ability to provide adequate results in dealing with numbers in making business decisions and executing numerous types of financial and investment analysis;
- have knowledge of the ethical and professional standards embedded into CFA curriculum, apply those standards to situations faced by investment professionals, and apply the standards in a portfolio management and compliance context.;
- have knowledge and skills embedded into "Applied Skills" and "Applied Knowledge" modules of the ACCA curriculum;
- have knowledge and skills in effective usage of information technology in financial calculations.

Appraisal:

The qualification objectives of **all four programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at

graduation. They take into account the requirements of the national qualification framework of Kazakhstan. Particularly, the **Bachelor of Applied Law** is very focused and specific with regard to the qualification objectives that students must achieve. The programme constantly reviews them for their adequacy and up-to-dateness and adapt them accordingly.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)		BAL	BIL, BAA, BF		

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

The Department of Jurisprudence, which includes the **Bachelor of Applied Law** and **Bachelor of International Law**, is orientated to the international legal environment. According to the strategy and vision of SDU University, it is believed that internationalisation plays a pivotal role for the students' further professional development in the international job market. Moreover, the academic staff of the department enables students to gain a deep educational and professional insight from international and multicultural perspectives in accordance with stated values thanks to outsourcing international law firms and organisations.

SDU University was one of the first universities in the country that became a participant in international competitions in the format of Moot courts. The established SDU University Moot Court Union also organised the First Republican Game Trial SDU University Moot Court Cup-2021. The procedures and processes were held in three languages: Kazakh, Russian and English. In addition, the Department of Jurisprudence on a regular basis arranges a variety of international conferences and workshops with participants from Central Asian and European countries. For example, the Faculty of Law and Social Sciences have organised an international conference on the topic "Law and Social Sciences during the COVID-19 Pandemic" which was held at SDU, April 16-17, 2021. In addition, the SDU University participates in the Jessup Moot Court Competition and other international and regional Moot Court Competitions every year from 2023 onwards.

The **Bachelor of International Law** has been designed into an international context and currently has more than 60 % of courses instructed and taught in English. The full instruction of the programme in English is under development by the Department of Jurisprudence.

Moreover, in order to train competitive high-quality specialists in terms of academic mobility, the University has more than 60 existing cooperation agreements with universities in Europe, Asia, the CIS, the USA, Australia and Kazakhstan. The Exchange Students Programme is based on Memorandum of Understanding (MoU) with other universities. This also includes research projects at international level with international focus.

The key goal of the study programmes at SDU University Business School, including the **Bachelor of Accounting and Audit** and **Bachelor of Finance** is defined by the Strategic Plan of the University for 2018-2023, in which the University aims to transform training programmes

and apply an international style of education. Therefore, the implementation of accredited study programmes takes place in an officially fixed partnership with ACCA and CIMA.

SDU University follows the Bologna Process standards of education. To enhance employees' awareness of Bologna Process concepts a professor from Birmingham University provides the workshops on the topic "Implementation of the Bologna Process in Kazakhstani context" for SDU study programme coordinators on a regular basis starting from 2020. As a result, the content of the syllabuses was updated, including the sections on learning outcomes, the course assessment policy and a methodology for reflective assessment of the teaching work of the teaching staff was developed and implemented.

The harmonisation of the content of the SPs Finance, Accounting and Auditing with the study programmes of foreign universities was implemented through ACCA accreditation. Nine SP courses have been accredited by ACCA according to such criteria as: admission rules for the programme, the content of the discipline and written exams in the discipline: F1 Accountant in Business, F2 Management Accounting, F3 Financial Accounting, F4 Corporate and Business Law, F5 Performance Management, F6 Taxation, F7 Financial Reporting, F8 Audit and Assurance, F9 Financial Management.

SDU University Business school establishes direct relations with foreign educational organisations, international organisations and foundations, concludes bilateral and multilateral cooperation agreements, participates in international exchange programmes for students, undergraduates, doctoral students, teachers and researchers and joins international non-governmental organisations (associations) in the field of education.

Moreover, international academic mobility and double degree programmes support that the programmes are designed in accordance with international standards.

Appraisal:

The programme design of **all four study programmes** appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. For the **Bachelor of Finance** and **Bachelor of Accounting and Audit**, this includes the possibility for ACCA and CIMA certification.

Moreover, the **Bachelor of International Law** and **Bachelor of Applied Law** has a special focus on internationality in teaching and study, with regards to international contents, research activities at international level with an international focus, as well as student exchanges, staff with international experiences and international moot court. Therewith, graduates are enabled to competently handle 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)		BIL, BAL	BAA, BF		

1.3 Positioning of the study programme

Over the years, the Department of Jurisprudence including the **Bachelor of Applied Law** and **Bachelor of International Law** has been building relations with different legal communities and international organisations. This is due to the academic staff in terms of experience, skills and education. The Law and Social Science faculty employs graduates from the top-ranking universities in the world such as Cambridge University, Australian National University and Warwick University. Moreover, the average job experience of academic staff members is more than ten years in their subject field and there is a significant number of young and proactive academicians who are dedicating themselves to the development of science in Kazakhstan.

The Department of Jurisprudence cooperates with The Advisory Board Council (ABC) that comprises a diverse range of experts in the Legal, Academic field and Policy Makers of Kazakhstan. It should be noted that significant changes have been made in course teachings by following recommendations of the ABC and the Department of Jurisprudence established a Beta Career programme for newly graduate students to support them in their pathways in law which could be a unique approach in Kazakhstan. As a result, SDU constantly ranked higher than other universities in the region in terms of employability of graduates in Law.

The uniqueness of the study programme **Bachelor of Accounting and Audit** is the ability of graduates to have access to reliable financial data. Recognising this fact, the faculty has designed an Accounting and Auditing study programme to prepare future accountants and auditors to meet the needs of domestic and global labour markets. The programme offers training for international qualifications including ACCA and CIMA.

The **Bachelor of Finance** programme is directed to prepare future professionals in finance in terms of needed knowledge and skills to successfully kick-start their career within top-notch financial organisations, including MNCs, in Kazakhstan. This programme is recognised under the ACCA and CIMA programmes.

The quality of educational services provided by the University is systematically confirmed by the results of external procedures for assessing the quality of the University and study programmes. The University participate in the ratings of IQAA, IAAR and National Chamber of Entrepreneurs Atameken.

Table 6: Positions of Business School and Applied Law in the ranking

SP	2019	2020	2021	2022	2023
Independent Agency for Quality Assurance in Education[5]					
6B04103 Accounting and Auditing	**4**	n/a	n/a	n/a	n/a
6B04201 Applied Law	**8**	**9**	n/a	n/a	n/a

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[5] see: https://iqaa.kz/en/ (last access July 12, 2024)

Independent Agency for Accreditation and Rating[6]					
6B04104 Finance	n/a	**8**	n/a	n/a	n/a
6B04201 Applied Law	**8**	**9**	n/a	n/a	n/a
National Chamber of Entrepreneurs of the Republic of Kazakhstan Atameken					
6B04104 Finance	**4/74**	**9/74**	**12/74**	**8/65**	**7/62**
6B04103 Accounting and Auditing	**3/69**	**5/71**	**4/65**	**6/64**	**7/60**
6B04201 Applied Law	**4/63**	**7/62**	**32/62**	**5/56**	**5/57**
6B04202 International Law	n/a	n/a	**6/12**	**3/12**	**2/12**

The rating of NCE Atameken is aimed at assessing the quality of educational services provided, the employment of graduates and their relevance in the modern labour market. SDU considers the main reason for the decline of the SP's position in the rating to be the negative impact of the pandemic on the level of employment of young people and the general population of the country.

Positioning of the study programme on the job market for graduates
The **Bachelor of Applied Law** and **Bachelor of International Law** provide development of students considering their intellectual development and individual specific features. For example, guest lectures for all students of the Applied Law and International Law study programme weekly are organised with representatives of law firms, to acquaint students with the contemporary labour market and to discuss legal problematic matters, to facilitate students' employment through acquaintance with employers.

Moreover, the Law clinic of SDU University is a social project for students, representing a form of learning of practical professional skills in Jurisprudence, adjacent with legal consulting to people, who need qualified legal assistance. Students of Applied Law of the 1st-3rd courses help those who need it pro bono to solve difficult legal issues.

According to the Results of the NCE Atameken, the employability index of AL and IL programmes has been increased from 74.07 % to 86 % for both programmes between 2019 and 2021. As for 2022, the employability index ranked high on average around 90 % for both programmes.

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[6] see: https://iaar.agency/en (last access July 12, 2024)

Table 7: The Employability Index of Applied Law and International Law (Atameken Ranking)

	2018-2019	2020-2021	2021-2022	2023
AL	77.6%	79%	86%	N/a
IL	-	84%	100%	N/a

Careers for SDU University Law graduates include the following:
- Law firms
- Legal consultants at public companies and banks
- Diplomatic and consular representatives
- Private Sector
- Academic Career
- Notary
- Mediatory
- Public Services and Ministries
- International Organisations

To improve and ensure the quality of the **Bachelor of Finance** and **Bachelor of Accounting and Audit**, the developed programmes are monitored with the participation of employers for compliance with the needs of the labour market, the use of educational technologies, including methods for assessing student achievements, as well as taking into account the relevance of this programme. To analyse the employment of graduates, a database of graduates is compiled annually at the time of graduation.

Table 8: The Employability Index of Business School programmes (Atameken Ranking)

EP	2018-2019	2019-2020	2020-2021
6B04103 - Accounting & Audit	87	90	92
6B04104- Finance	91	85	89

Graduates of Accounting and Auditing are invited to work as auditors in audit companies E&Y, Deloitte, PwC, TOO Grand Thornton, as well as in banks (JSC Halyk Bank, RBC Bank, Otbasy Bank, etc.) or as accountants in various fields in other large companies, such as P&G, TOO Adidas. Graduates of Finance are invited to work as accountants, managers, financial managers, financial analysts in banks (JSC Halyk Bank, RBC Bank, Otbasy Bank, etc.) and in the financial departments of large companies like P&G, TOO Grand Thornton, TOO Adidas, LLP "Seha Company", LLP "Galaxy Group", Teksan LLP.

<u>Positioning of the study programme within the HEI's overall strategic concept</u>
The strategy development plan at SDU University includes strategic sessions with the University's main stakeholders, alumni, and potential employers. During the foresight sessions the revision of priorities, society's expectations from the university graduates, horizon scanning (development of various positive and negative scenarios, analysis of mega and micro trends) are discussed. Upon completion of foresight sessions, it is planned to start strategy

development by relevant departments and faculties. After the development, each structural unit will defend the strategy in front of the commission.

As far as the Strategic Goal is concerned, "SDU is committed to developing through outstanding knowledge creation and delivery, graduates who are global citizens and whose values are formed through humanistic education; who are skilled professionals and disseminators of knowledge and innovation; and who will enhance the lives of fellow citizens, the economy and the nation". Regarding its Strategic Plan 2018-2023, SDU University is focused on developing a highly engaged and participative international style of education and delivering enhanced graduate attributes which will serve the society in terms of socio-economic development and raise its contribution to knowledge.

Therefore, the Learning and Teaching strategy of SDU University is based on five pillars such as Intellectual Freedom, Continuous Improvement, Venue for Learning, Teaching through English and Commitment to Quality Assurance. These pillars will comfort our students to build and enrich their experience through SDU University journey and after the graduation by pursuing successful careers. The planning and design of the SPs Finance and Accounting and Auditing, Applied Law and International Law are based on the strategy of the SDU University development plan for 2018-2023, and is also consistent with the mission, vision and values of the University.

The development strategies of the University have been developed taking into account all key factors, including the needs of the state, laid down in regulatory documents, recommendations of the accrediting bodies, and the needs of interested persons (founders, students, teachers and employers who are members of the collegial bodies of the University and the Advisory Board for each study programme of the University).

The strategy mainly focused on the teaching and learning strategy, research, internationalisation, financing, as well as innovation and entrepreneurship. Moreover, the strategy aimed at brand marketing, campus infrastructure and human resources.

Appraisal:

The reasons given for the positioning in the educational market of **all study programmes** are plausible. For the **Bachelor of International Law** and **Bachelor of Applied Law**, the HEI has thoroughly examined the educational market (with input from stakeholder and future employers) and used the results in establishing its own unique and competitive profile, shown by a high-ranking position on the market.

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.

All study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals are in line with the HEI's mission and strategic planning. For the **Bachelor of International Law** and **Bachelor of Applied Law**, the study programme's qualification goals constitute the core of the faculty's strategy and are sustainably implemented. The study programmes are flagships of the faculty.

		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		BIL, BAL	BAA, BF		
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		BIL, BAL	BAA, BF		

2. Admission

Admission of students to the programmes of a higher educational institution of the Republic of Kazakhstan is carried out in accordance with admission regulation No. 600 dated October 31, 2018 and July 4, 2022 issued by the Ministry of Education and Science of the Republic of Kazakhstan. Based on this document SDU University rules are updated every year.

Admission requirements and procedures for all study programmes are detailed on the relevant ETC information page on the University website[7]. If the applicant does not find the necessary information, they can contact the email address Admissions@sdu.edu.kz.

Access to the Bachelor programmes requires:
- to have a completed secondary education;
- to have an attestation (diploma) for completion of high school or professional vocational school (authentic copy);
- (for Kazakh citizens) the original Unified National Testing (UNT) or Comprehensive Testing (KTA) certificate issued for the current year with passing scores set by the Ministry of Education and Science of the Republic of Kazakhstan.
- (for foreign citizens) an interview with the programme management;
- to meet the minimum required English proficiency;
- to submit the established set of documents for admission.

According to the current regulatory framework of the Ministry of Education and Science of the Republic of Kazakhstan and internal SDU University Student Admission Rules for **Bachelor of Finance** and **Bachelor of Accounting and Audit** there is a specific admission requirement, namely:

- for all applicants entering the Business School SPs a minimum score of points on the Unified National Testing (UNT) mathematics subject must not be below 50 points.

Applicants from the Nazarbayev Intellectual School who have been studying at school for 12 years are re-credited with the following subjects of the study programme:
- Foreign language 1, 2 (English) (10 ECTS),
- Kazakh language/Russian language 1.2 (10 ECTS),
- Information and communication technologies (5 ECTS),
- Physical Education 1-4 (8 ECTS).

Enrolees must apply online at the admission portal[8] and upload all required documents. The list of documents can be found at the SDU University's website or provided by admission consultants. In accordance with the SDU University strategy, to prepare highly qualified specialists competitive on the international labour market, the study programmes require at least intermediate level of English proficiency as it is the medium of instruction in English for all programmes. For citizens of the Republic of Kazakhstan with technical and vocational, post-secondary or higher education, SDU University implements study programmes that provide reduced terms of study.

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[7] see: https://sdu.edu.kz/language/en/admission-3-2/ (last access July 12, 2024)

[8] see: enroll.sdu.edu.kz (last access July 12, 2024)

In connection with the change in the standard rules for admission to educational organisations that implement study programmes of higher and postgraduate education, and in order to form a contingent for the 2022-2023 academic year and improve the quality of students, students are admitted if the total scores of the Unified National Testing (UNT) correspond to the requirements.

Table 9: Passing scores of the Unified National Testing (UNT)

Name of SP	Passing score	Exam Group
Applied Law	75	World History and Human, Society and Law
International Law	75	World History and Human, Society and Law
Finance	50	Geography and Mathematics
Accounting & Audit	50	Geography and Mathematics

SDU requires an intermediate level of English proficiency. It is measured in two ways:
- A valid IELTS certificate with 5.5 band or higher (or equivalent) can be provided by enrolee, or
- SDU University English Entrance Test is taken.

SDU University English Entrance Test (EET) consists of 2 parts: online Placement Test and an Interview. On the basis of English Entrance Test certificate is issued and sent to the enrolee. If enrolee fails to meet minimum English Proficiency requirements, intensive summer school English courses and EET resubmission or foundation year are offered.

Counseling for prospective students

In accordance with the rules for the admission of students of the SDU University, during the work of the admissions, academic consultants from each faculty are appointed. Consultants should be able to easily and quickly establish contact with parents, applicants and assist applicants in determining the future trajectory for their professional development. They describe every study programme, their future prospects and development, answer questions concerning the curricula of departments, requirements of the study programmes and future professional fields. In addition, there are students who work as volunteers, with the total number of volunteers not exceeding 15.

Annually, the marketing team and faculty members visit schools all over the country to present the University, study programmes and conduct advisory sessions. During Open Days prospective students can register for guided tours of the university and talk to the representatives.

In addition, the call centre operates throughout the year. Calls from applicants and parents are answered by employees of the office of recruitment and admissions. From May to August of each year, one employee and four students are added to the team of the call centre. Applicants are scheduled online consultation times every Tuesday and Thursday throughout the year from via Google meet platform.

Prospective Students Consulting is provided by the Admission Committee throughout the academic year. There are several ways to get advisory:

- Contact Admission Committee Chair by email admissions@sdu.edu.kz or phone number published on the website;
- Attend weekly Questions-Answers Session held via Google Meet;
- Visit SDU University Admission Office;
- Attend University Open Days, which are conducted twice a year.

The basic information can be found on the SDU University official website, where prospective students can learn about the University, study programmes, curriculum, the faculty members, exchange programme opportunities and University social life. Another way to get acquainted with the SDU University Business School and keep informed about the latest news is to follow on social media (@bs.sdu). To get the detailed information on the study programmes, curriculum, choosing educational track and major, prospective career opportunities could be provided by the programme coordinators. Their contact information is also published on the University website.

Selection procedure

Students selection meets the requirements established by the Ministry of Education and Science of the Republic of Kazakhstan (Standard Rules for Admission in Educational Organisations, Order # 600 of the Minister of Education and Science of the Republic of Kazakhstan dated by October 31, 2018; Order # 237 of June 08, 2020 "On amendments and additions to the order of the Minister of Education and Science of the Republic of Kazakhstan) and the National Testing Centre of the Republic of Kazakhstan (NTC). These requirements are publicly available in internet sources[9].

The key aspect of the University contingent formation policy is the determination of the professional orientation and professional qualities of applicants. The University is interested in attracting applicants who are well-trained in specialised subjects.

There are two scholarship options for prospective students:

1. State grant
   The state grant is distributed on a competitive basis among all applicants in the country who wish to enrol into the chosen study programme. State grants are distributed among applicants who have scored the maximum score in the Unified National Test (UNT) and allow them to study free of charge at the expense of the state budget and receive a monthly scholarship.

2. Internal grant
   The internal grant is awarded to applicants based on the results of the annual SDU University Proficiency Test (SPT), an internal competition among school and college graduates that gives an opportunity to attract and select a better pool of prospective SDU University students. The winner of the SPT gets a 100 % tuition discount, other participants with lower results may get 15 %, 30 %, 50 % tuition discounts. The University provides a 50 % discount to each study programme to the best students with the highest GPA and professional athletes with a license.

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[9] see: adilet.zan.kz, testcenter.kz (last access July 12, 2024)

Selection procedure is fully merit based and gives equal opportunities regardless of gender, race and age in accordance with UN Sustainable Development Goal.

<u>Ensuring foreign language proficiency</u>
All applicants who are enrolled in SPs with English as the language of instruction take a placement test concerning four language skills (reading, writing, pronunciation, listening). In the event that the level of English language proficiency is lower than the level approved by the department, the applicant attends an additional course in the first semester of the first year to improve their level and thus complete this difference. In early January, the applicant takes a second English language exam, confirming that they have reached a fixed level. If a student wants to study in an English group, but the level is too low, then, if necessary, they can attend University language courses for three summer months.

Table 10: Language level requirements for applicants

№	Speciality	Required minimum language level (CEFR)
1	Applied Law (KZ / RU)	Not required
2	International Law	B1 (Intermediate)
3	Finance	B1 (Intermediate)
4	Accounting & Audit	B1 (Intermediate)

The calculation of the results of students who have an IELTS certificate is considered according to the table below:

Table 11: IELTS certificates

№	IELTS result	Exam	Registration	Grade
1	IELTS up to 5.5	Passes a prepared exam by the CEC	Register for CEC classes	-
2	IELTS 5.5 to 7.0	-	It is fixed at two compulsory English lessons (MDE) in the cycle of GES (General Educational Subjects)	-
3	IELTS 7.0 and above	-	Two compulsory English lessons (MDE) in the cycle of GES (General Educational Subjects) are automatically recalculated from the portal	100 points / A

4	Level C1 with CEC certificate	-	Two compulsory English lessons (MDE) in the cycle of GES (General Educational Subjects) are automatically recalculated from the portal	100 points / A

<u>Transparency and documentation of admission procedure and decision</u>
The information regarding admission and enrolment is published and is held in accordance with the current regulatory framework of the Ministry of Science and Higher Education of the Republic of Kazakhstan: "Acceptance of documents and enrolment in higher educational institutions for training in study programmes of higher education" through the admission committee or through the e-government web portal. If the service recipient addressed through the portal the status of acceptance of the request for a public service, as well as a notification indicating the date and time of request is sent to the" personal account". Thus, the decision on admission is made at the state level based on the results of the Unified National Testing (UNT), after which, in accordance with the passing scores and the selected disciplines for the exam, a student chooses a higher educational institution and study programme.

Applicants who are willing to participate in the competition for educational grants, where all expenses are covered from the republican or local budget including training at state expenses, must have a certificate of the Unified National Testing conducted from June 20 to July 5 of the current year.

Data collection is implemented through an online portal and begins right after admission of students. Portal contains all information necessary for future analysis. In addition, the University developed online registration, filled in by entrants upon admission. Online registration makes the process of registration and count of applicants automated, improves accuracy and eliminates any biases, significantly increasing the performance of secretaries of the Admission Commission. The platform is designed in two versions: for foreigners and Kazakhstan residents. After completion of registration, information is reviewed by the experts of the Admission Commission.

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 on campus for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and SDU University is provided by defined office hours, by telephone and via e-mail. SDU University ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs, including social media, open days at schools all over Kazakhstan and counselling via online platforms.

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

The admission requirements (including required language proficiency level or required result in a concrete language test) or preparatory language courses (summer 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

The main goal of **Bachelor Applied Law** and **Bachelor International Law** is to prepare highly competent legal professionals in the context of international public and private law who also have knowledge of foreign languages and understand legal challenges in Kazakhstan and the world as well. The main focus of the study programmes is to develop students' critical thinking abilities and creative skills that give an opportunity in finding an effective solution or best approach to resolve legal issues. It also advances students to construct justifiable positions and make tangible differences in the legal community.

Both study programmes are adapted to private legal direction, as the labour market has detected a shortage of specialists with deep knowledge of private law in the sphere. Moreover, in order to satisfy the demand for lawyers who can speak English, attention was paid to language skills of students, that is why the Centre of Continuing Education organised English courses for Law students. It had a positive impact on the career perspectives of graduates, who started to work in international law firms. Thus, graduates of these programmes are oriented to the market of legal services of Kazakhstan and they are able to adapt to the requirements of the international market as well. SDU University provides training for specialists with an innovative mindset, possessing advanced technologies of modern legal practice and legal science, who are able to integrate in conditions of worldwide cooperation in law and solve significant tasks of the legal services market.

Both study programmes are profiling on private law and a practice-oriented approach that forms (general and special) competencies for solving basic professional problems that are achieved thanks to wide involvement of legal practitioners in the implementation of the study programmes. Therefore, for improving the quality of the study programmes, the designers of study programmes take into account the needs of the labour market and employers.

The purpose of the **Bachelor of Applied Law** is designed considering demands of the market, namely, monitoring of requirements to lawyer specialists from employers was implemented. As a result, the study programme aims to form a theoretical basis, systematic knowledge of law, as a necessary stage of development process of skills of successful practice. Development of skills of independent work with big amount and volume of sources of scientific, educational, analytical, referential and information materials. Improvement of knowledge, skills and capabilities, necessary for implementation of specialised legal activities which are preparation of legislative acts, orders, subsidiary acts, law enforcement mechanisms, human rights, professional consulting and analytics. Moreover, the programme aims at the formation of business skills to solve main professional tasks directed towards practice-oriented learning, namely preparation of applications for civil agreements, claims, claim replies, complaints, appeals and other legal documents; preparation of bills, execution acts concerning protection of human and civil rights and freedom, rights and legitimate interests through consultations, representation in state institutions and local authorities, in Kazakhstani and international courts; explanation of rights, legal advice; legal verification of documents.

The main goal of the **Bachelor of International Law** is to prepare highly competent legal professionals in the context of international public and private law who also have knowledge of foreign languages and understand legal challenges in Kazakhstan and around the world as well. One of the main advantages of this course is that preparation is focused on developing critical thinking abilities and creative skills that give an opportunity in finding an effective solution or best approach to resolve legal issues. It also advances students to construct justifiable positions and make tangible differences in the legal community.

The content of **both study programmes** is established by relevant professional standards and implemented through academic plans and programmes. As for prerequisite and post requisite educational trajectory, logical sequence and inheritance of knowledge within the Bachelor of Applied Law are characterised by distribution of disciplines among learning courses. For example, achievement of common purpose of development of general professional competences among students based on knowledge of professional activities in Jurisprudence, necessary for comprehension of basic and specialty disciplines, providing pragma-professional orientation for future profession, is determined through sequential study of disciplines of BD EC (elective course) cycle. Logical sequence of discipline courses is built to provide inheritance of learning, both on a single level of higher professional education and between different levels.

For successful comprehension of learning materials, a student must have a basic minimum of knowledge (prerequisites). Attribution of pre/post requisite status to disciplines is implemented according to the following procedure: when developing Basic Disciplines, disciplines studied at first are those providing students with minimum theoretical knowledge for primary comprehension of learning, which is prerequisite for the following disciplines, reflecting more complicated matters and directions in relation to practical skills. Therefore, to enrol in the courses Law of Obligations 1 under the study programmes Applied Law and International Law, a prerequisite is the successful completion of the Basics of Civil Law course. This foundational discipline equips students with essential knowledge in Civil Law, forming a solid foundation for the exploration of Private Law principles and the practice of law across various specialisations and professional contexts. Moreover, this course fosters the growth of analytical thinking and the adept application of Civil and Legal norms within real-world scenarios.

The initial two years of study encompass fundamental courses and general education modules. The required courses and the number of general education credits are based on Ministry of Education demands. Upper-level courses should be taken after completing basic courses.

Important component of the design process of study programme is identification of a set of competences and learning outcomes. A set of competences is designed based on two types of competences, namely cross cultural and professional competences. Cross cultural competences are general for all study programmes, while professional competences are specific for preparation directions, as they contain professional characteristics, required for certain study programmes. Learning outcomes represent a combination of knowledge, skills and experience of their practical use, integrated into professional and universal competences that graduates must have by the completion of learning. For instance, in the case of Bachelor of Applied Law, where the primary objective is to establish a solid theoretical groundwork, systematic understanding, and proficiency in Law as a crucial stepping stone toward cultivating effective practical skills, the learning outcome will manifest as the capacity to formulate

comprehensive resolutions to intricate legal challenges through the execution of legislative analyses. Learning outcomes, such as an ability to make qualified legal conclusions (assessment) and legal documents, are also achieved by competences designed within disciplines, such as Methodology and basics of legal thinking, Civil procedural law of RoK 1, Civil procedural law of RoK 2, etc.

The designers of the study programmes update 30 % of content regularly through introduction of new courses and new educational trajectories. The basis for an unscheduled review of the study programme includes modifications and suggestions at the Ministry of Education and Science of the Republic of Kazakhstan (MES) level, as well as adaptations necessitated by shifts, advancements, and emerging challenges within contemporary society, scientific advancements and industrial landscape. Thus, based on recommendations from employers and representatives of internship bases, and from students the following elective disciplines were introduced into the curricula for the Bachelor of Applied Law and International Law in the academic year 2018 - 2019: Professional Ethics of a Lawyer and Special Cases from practice of international law firms.

During designing the study programme Bachelor of Applied Law, the demands of market in specialists with developed soft skills, analytical thinking, who are able to work in a team and having a set of competences in legal entrepreneurship were provided within the content of the following disciplines: Methodology and basics of legal thinking, Special cases from the practice of international law firms, Methods of research and access to legal information resources, Innovation Trends.

Generally, Civil Law is taught for only two semesters at universities. For deep and detailed study, Civil law was divided into 4 disciplines: Fundamentals of civil law, Law of Obligations 1, Land and Property Law, Law of Obligations 2. Thus, more credits / electives are allocated for in-depth mastering of the discipline, which corresponds to the private law direction of SP Applied Law.

The inclusion of the following courses in the curriculum of Bachelor of Applied Law and International Law, namely LAW 128 Methodology and Fundamentals of Legal Thinking, LAW 479 Notable Cases from International Legal Firm Practices, LAW 385 Introduction to Civil Procedure Law of the Republic of Kazakhstan 1, and LAW 388 Civil Procedure Law of the Republic of Kazakhstan 2, shows the consideration of the demands of the labour market, improvement of the programmes' quality, involvement of experts and its adaptation in practice increases demand for the graduates of this programme in legal firms and companies.

The Turkish language is a compulsory discipline of SDU University curriculum. As statistics show, the number of foreign companies in Kazakhstan continues to grow. Knowledge of a foreign language other than English is an advantage in employment. Students may achieve full mastery of the Turkish language after two years of training.

As a result of the discipline Innovative Trends, students acquire skills in working with innovative technologies (digital literacy), conflict resolution, public speeches, effectively acting in non-standard situations, critical and creative thinking, networking, teamwork. Soft skills give the job opportunity and further career growth. Mastering the discipline not only increases the chances of employment, but also contributes, along with other disciplines, to the achievement of the following learning outcomes – to create and maintain communication links.

Moreover, the study programmes include a course on Execution of judgment. Republican Chamber of Private Bailiffs (RCPB) has concluded a memorandum of cooperation only with SDU University, under which students of Applied Law or International Law study 30 hours additionally at the RCCI training centre. Upon successful completion, students are awarded certificates that give the right to reduce the internship period for obtaining a license of a private bailiff. The reduction of the internship period is a good opportunity for employment after graduation.

Table 12: Curriculum Bachelor of Applied Law

Module No.	Title of Module / Course Unit + Compulsory or elecitive?	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
M1	**Basic compulsory component**	10	6	11	10	0	0	0	0		
M 1.1	Fundamentals of civil law	5								45	105
M 1.2	Introduction to law	5								45	105
M 1.3	Constitutional law of Kazakhstan		5							45	105
M 1.4	Criminal Law of the Republic of Kazakhstan (general part)-I			5						45	105
M 1.5	Criminal Law of RK (special part)-2				5					45	105
M 1.6	Law of Obligation II				5					45	105
M 1.7	Law of Obligation I			5						45	105
M.1.8	Educational Practice I		1							9	21
M.1.9	Educational Practice II			1						9	21
M2	**Elective component**	5	5	5	10	20	10	0			
M 2.1	Family Law		5							45	105
	Succession law		5							45	105
M 2.2	International private law					5				45	105
	International contract law					5				45	105
M 2.3	International Public Law			5						45	105
	International commercial law			5						45	105
M 2.4	Land and property law				5					45	105
	Legal forms organization of business				5					45	105
M 2.5	Labour relations and labour disputes					5				45	105
	Environmental law of the RK					5				45	105
M 2.6	Entrpreneurial and corporate law					5				45	105
	Banking law					5				45	105
M 2.7	Tax law and tax disputes						5			45	105
	Financial law						5			45	105
M 2.8	Administrative offences and responsibility						5			45	105
	IT law						5			45	105
M 2.9	Intellectual Property Law						5			45	105
	Personal data in civil circulation						5			45	105
M 2.10	Criminology							5		45	105
	Patent law and Means of individualization							5		45	105
M 2.11	Professional ethics of a lawyer							5		45	105
	Copyright in the digital age							5		45	105
M3	**Basic compulsory profiling**	5	0	0	0	10	5	5	18		
M 3.1	Civil procedural law of RK I					5				45	105
M 3.2	Criminal Procedure Law					5				45	105
M 3.3	Civil procedural law of RK II						5			45	105
M 3.4	Execution of judgment							5		45	105
	Professional Practice								10	90	210
	Professional Practice/Pre-diploma practice								8	72	168
M4	**Elective profiling**	5	5	0	0	5	5	10	0		
M 4.1	Fundamentals of legal thinking and methodology	5								45	105
	Methods of legal research	5								45	105
M 4.2	Research Methods and Accessing Legal Information Resources		5							45	105
	Methods of writing academic articles		5							45	105
M 4.3	Law enforcement agencies and public Prosecutor's supervision					5				45	105
	International legal protection of human rights					5				45	105

Module No.	Title	1.	2.	3.	4.	5.	6.	7.	8.	Hours in	Hours
M 4.4	Criminology						5			45	105
	Making criminal procedural documents						5			45	105
M 4.5	Selected cases from the practice of international law firms							5		45	105
	Practical application norms of CPC							5		45	105
M 4.6	Legal aspects of e-commerce							5		45	105
	International arbitration							5		45	105
	Administrative and procedural law of the Republic of Kazakhstan							5		45	105
M5	**General educational**	**10**	**14**	**14**	**15**	**5**	**0**	**5**	**0**		
M 5.1	Turkish Language 1 (A1 level)	3								27	63
M 5.2	Turkish Language 2 (A1 level)		3							27	63
M 5.3	Turkish Language 3 (A2 level)			3						27	63
M 5.4	Turkish Language 4 (A2 level)				3					27	63
M 5.5	History of Kazakhstan	5								45	105
M 5.6	Physical Education 1	2								18	42
M 5.7	Physical Education 2		2							18	42
M 5.8	Physical Education 3			2						18	42
M 5.9	Physical Education 4				2					18	42
M 5.10	Kazakh language 1 / Russian language 1	5								45	105
M 5.11	Kazakh language 2 / Russian language 2		5							45	105
M 5.16	Module of Social and Political Knowledge (Psychology)		2							18	42
M 5.17	Module of Social and Political Knowledge (Cultural Studies)		2							18	42
M 5.18	Module of Social and Political Knowledge (Political Science)			2						18	42
M 5.19	Module of Social and Political Knowledge (Sociology)			2						18	42
M 5.20	Information and Communication Technologies (in English)				5					45	105
M 5.21	Philosophy					5				45	105
M 5.22	Foreign Language 1 (General English)			5						45	105
M 5.23	Foreign Language 2 (General English)				5					45	105
M 5.24	Innovative Trends							5		45	105
BA	**Bachelor's Final Attestation**								**12**		360
total		**30**	**30**	**30**	**30**	**30**	**30**	**30**	**30**	**2115**	**5085**

Table 13: Curriculum Bachelor of International Law

Modul No.	Title of Module	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in	Hours
M1	**Basic component (Compulsory)**	**10**	**11**	**16**	**10**	**0**	**5**	**0**	**0**		
M.1.1	Law of Obligation I			5						45	105
M.1.2	Law of Obligation II				5					45	105
M.1.3	Constitutional law of Kazakhstan		5							45	105
M.1.4	Criminal Law of the Republic of Kazakhstan (general part)-I			5						45	105
M.1.4	Criminal Law of the Republic of Kazakhstan (special part)-II				5					45	105
M.1.5	Methods of Scientific Research		5							45	105
M.1.6	Introduction to law	5								45	105
M.1.7	International Public Law			5						45	105
M.1.8	International private law						5			45	105
M.1.9	Fundamentals of Civil Law	5								45	105
M.1.8	Educational Practice I		1							9	21
M.1.9	Educational Practice II			1						9	21
M2	**Basic component (Elective)**	**0**	**5**	**0**	**5**	**15**	**15**	**5**	**18**		
M 2.1	International Conflict and Peace		5							45	105
	Introduction to English Common law		5							45	105
M 2.2	International Criminal Law				5					45	105
	International commercial law				5					45	105
M 2.3	Land and property law				5					45	105
	International Investment law				5					45	105
M 2.4	Labour relations and labour disputes				5					45	105
	International Financial law				5					45	105

Code	Course	1	2	3	4	5	6	7	8		
M 2.5	Entrpreneurial and corporate law						5			45	105
	Banking law						5			45	105
M 2.6	Tax law and tax disputes						5			45	105
	English contract Law						5			45	105
M 2.7	Law of international organizations						5			45	105
	Diplomatic and consular law						5			45	105
M 2.8	Intellectual Property Law						5			45	105
	Personal data in civil circulation						5			45	105
M 2.9	Pre diploma practice								8	45	168
	Internship practice								10	45	210
M 2.10	Professional ethics of a lawyer							5		45	105
	Copyright in the digital age							5		45	105
M3	**Basic profiling (Compulsory)**	0	0	0	0	10	5	5	0		
M 3.1	Criminal Procedure Law					5				45	105
M 3.2	Civil procedural law of RK I					5				45	105
M 3.3	Civil procedural law of RK II						5			45	105
M 3.4	Execution of judgment							5		45	105
M4	**Basic profiling (Elective)**	5	0	0	0	0	5	20	0		
M 4.1	Fundamentals of legal thinking and methodology	5								45	105
	Roman Law	5								45	105
M 4.2	Innovative Trends							5		45	105
	Academic writing							5		45	105
M 4.3	International contract law							5		45	105
	Legal forms organization of business							5		45	105
M 4.4	International criminal procedure						5			45	105
	Drafting of criminal procedural documents						5			45	105
M 4.5	Selected cases from the practice of international law firms							5		45	105
	International legal protection of human rights							5		45	105
M 4.6	International arbitration							5		45	105
	Legal aspects of e-commerce							5		45	105
M5	**General educational**	15	14	14	15	5	0	0	0		
M 5.1	Turkish Language 1 (A1 level)	3								27	63
M 5.2	Turkish Language 2 (A1 level)		3							27	63
M 5.3	Turkish Language 3 (A2 level)			3						27	63
M 5.4	Turkish Language 4 (A2 level)				3					27	63
M 5.5	History of Kazakhstan	5								45	105
M 5.6	Physical Education 1	2								18	42
M 5.7	Physical Education 2		2							18	42
M 5.8	Physical Education 3			2						18	42
M 5.9	Physical Education 4				2					18	42
M 5.10	Kazakh language 1 / Russian language 1	5								45	105
M 5.11	Kazakh language 2 / Russian language 2		5							45	105
M 5.14	Module of Social and Political Knowledge (Cultural Studies)		2							18	42
M 5.15	Module of Social and Political Knowledge (Psychology)		2							18	42
M 5.16	Module of Social and Political Knowledge (Political Science)			2						18	42
M 5.17	Module of Social and Political Knowledge (Sociology)			2						18	42
M 5.18	Foreign language 1			5						45	105
M 5.19	Foreign language 2				5					45	105
M 5.20	Information and Communication Technologies (in English)				5					45	105
M 5.21	Philosophy					5				45	105
BA	**Bachelor's Final Attestation**								12		360
total		30	30	30	30	30	30	30	30	**2115**	**5085**

The developers of the study programmes **Bachelor of Finance** and **Bachelor of Accounting and Audit** are guided by the following regulatory documents: Law on Education of the Republic of Kazakhstan, State Programme Development of Education and Science of the Republic of Kazakhstan for 2020-2025, State Compulsory Standard of Higher and Postgraduate Education

(GOSO, as amended in 2022), Rules for organizing the educational process on credit technology of education (as amended in 2022), Qualification requirements for educational activities and a list of documents confirming compliance with them (as amended in 2021), as well as the European Qualifications Framework (EQF), the National Qualifications Framework (NQF) and the Sectoral Qualifications Framework (SQF), Guidelines for the use of ECTS (2019), standards and guidelines for quality assurance of higher education in Europe European Higher Education Area (ESG-2015).

The development of the content and conditions for the implementation of the study programmes is carried out by the head of the programme. The cycle of development, approval and monitoring of the programme consists of successive steps to determine the purpose, competencies and learning outcomes, agree with interested stakeholders, form the curriculum and regular monitoring, and periodically assess the content according to the level of undergraduate education.

As for prerequisite and post-requisite educational trajectory, the study programme is designed in such a way that after completion of the course students can use theoretical and technical knowledge, meeting current demands and requirements of modern local and global markets. The content of the study programmes of the Business School consists of disciplines of three modules: a module of general education disciplines, a module of basic disciplines, a module of major disciplines, and final certification.

The module of basic disciplines includes the disciplines of the compulsory courses, determined by the Ministry of Education of the Republic of Kazakhstan and the optional component. The module of basic disciplines and the module of major disciplines consist of disciplines of the University mandatory courses and disciplines of the elective courses. The disciplines of the basic and profiling modules are determined by the coordinators of the programmes independently, taking into account the needs of the labour market, the expectations of employers and the opinions of teaching staff and graduates. The disciplines of the component at the choice of the study programme are given in the catalogue of elective disciplines. The content of the catalogue of elective disciplines is updated regularly.

First course students study general disciplines and languages, therefore, after course completion students can demonstrate knowledge in natural sciences (social, humanitarian disciplines), facilitating development of highly educated persons with wide outlook and culture of thinking and basic preparedness in state languages and English. Basic subjects like Principles of Marketing, Principles of Accounting, Statistics, Microeconomics, Macroeconomics are studied on the second course, therefore, students develop coherent understanding of subject importance, which allows them to evaluate topical matters in economics and business on all levels and develop critical thinking.

To improve professional qualities of students and to improve knowledge in different spheres of economics and business, on the third and fourth courses students study other basic disciplines and specialty courses according to their study programme.

Similarly, the curriculum includes the course Principles of Accounting in the 3rd semester. Following this, students delve into specialised subjects like financial accounting, gradually progressing to more intricate topics. Within the Finance and Accounting and Audit programmes, students advance to profiling subjects aligned with ACCA standards. These

encompass diverse areas such as cost accounting, audit and assurance, taxation, managerial accounting, financial statement analysis, financial management, corporate and business law. The curriculum ensures that students gain in-depth expertise, practical skills and relevant competencies necessary to effectively address the evolving demands of employers within the dynamic financial market.

Table 14: Curriculum Bachelor of Accounting and Audit

Modul No.	Title of Module	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8	Hours in Class	Hours Self-Study
M1	General component (Compulsory)	19	14	7	11	0	0	0	0	555	975
M 1.1	History of Kazakhstan			5						45	105
M 1.2	Physical Education 1	2								30	30
M 1.3	Physical Education 2		2							30	30
M 1.4	Physical Education 3			2						30	30
M 1.5	Physical Education 4				2					30	30
M 1.6	Kazakh language 1 / Russian language 1	5								45	105
M 1.7	Kazakh language 2 / Russian language 2		5							45	105
M 1.8	Foreign Language 1	5								45	105
M 1.9	Foreign Language 2		5							45	105
M 1.10	Module of Social and Political Knowledge (Psychology)				2					30	30
M 1.11	Module of Social and Political Knowledge (Cultural Studies)		2							30	30
M 1.12	Module of Social and Political Knowledge (Political Science)				2					30	30
M 1.13	Module of Social and Political Knowledge (Sociology)	2								30	30
M 1.14	Information and Communication Technologies (in English)	5								45	105
M 1.15	Philosophy				5					45	105
M1	General component (Elective)							5	0	45	105
M 1.16	Entrepreneurship Leadership							5		45	105
M2	Basic compulsory component	7	7	13	9	0	0	0	0	360	720
M 2.1	Mathematics for Economics	4								45	75
M 2.2	Economic Theory		4							45	75
M 2.3	Principles of Accounting			5						45	105
M 2.4	Microeconomics			5						45	105
M 2.5	Educational Practice				1					15	15
M 2.6	Macroeconomics				5					45	105
M 2.8	Turkish Language 1 (A1 level)	3								30	60
M 2.9	Turkish Language 2 (A1 level)		3							30	60
M 2.10	Turkish Language 3 (A2 level)			3						30	60
M 2.11	Turkish Language 4 (A2 level)				3					30	60
M3	Basic elective component	4	9	10	10	15	15	5	5	675	1515
M 3.1	Principles of Economics	4								45	75
M 3.2	Management		5							45	105
M 3.3	Mathematics for Economics 2		4							45	75
M 3.4	Principles of Marketing			5						45	105
M 3.5	Statistics I			5						45	105
M 3.6	Statistics-II				5					45	105
M 3.7	Financial Accounting				5					45	105

Modul No.	Title of Module	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
M 3.8	Fundamentals of Financial Management					5				45	105
M 3.9	Introduction to Python					5				45	105
M 3.10	Portfolio Management					5				45	105
M 3.11	Introduction to Machine learning						5			45	105
M 3.12	Corporate Finance						5			45	105
M 3.13	Research Methods						5			45	105
M 3.14	Corporate and Business Law (ACCA)							5		45	105
M 3.15	Data Analysis in Business and Economics							5		45	105
M4	**Profiling (compulsory)**	0	0	0	0	0	0	5	10	45	405
M 4.1	Financial Statement Analysis (ACCA)							5		45	105
M 4.2	Internship								10		300
M5	**Profiling (elective)**	0	0	0	0	15	15	15	3	405	1035
M 5.1	Audit and Assurance (ACCA)					5				45	105
M 5.2	Cost Accounting (ACCA)					5				45	105
M 5.3	Taxation (ACCA)					5				45	105
M 5.4	International Taxation						5			45	105
M 5.5	Accounting According to IFRS (ACCA)						5			45	105
M 5.6	Managerial Accounting (ACCA)						5			45	105
M 5.7	1 C Accounting							5		45	105
M 5.8	Financial Management (ACCA)							5		45	105
M 5.9	Enterprise Resource Planning							5		45	105
M 5.10	Prediploma practice								3		90
BA	**Bachelor's Final Attestation**								12	30	330
total		30	30	30	30	30	30	30	30	2115	5085

Table 15: Curriculum Bachelor of Finance

Modul No.	Title of Module	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
M1	**General component (Compulsory)**	19	14	7	11	0	0	0	0	555	975
M 1.1	History of Kazakhstan			5						45	105
M 1.2	Physical Education 1	2								30	30
M 1.3	Physical Education 2		2							30	30
M 1.4	Physical Education 3			2						30	30
M 1.5	Physical Education 4				2					30	30
M 1.6	Kazakh language 1 / Russian language 1	5								45	105
M 1.7	Kazakh language 2 / Russian language 2		5							45	105
M 1.8	Foreign Language 1	5								45	105
M 1.9	Foreign Language 2		5							45	105

Code	Name	S1	S2	S3	S4	S5	S6	S7	S8	Hrs	Total
M 1.10	Module of Social and Political Knowledge (Psychology)				2					30	30
M 1.11	Module of Social and Political Knowledge (Cultural Studies)		2							30	30
M 1.12	Module of Social and Political Knowledge (Political Science)				2					30	30
M 1.13	Module of Social and Political Knowledge (Sociology)	2								30	30
M 1.14	Information and Communication Technologies (in English)	5								45	105
M 1.15	Philosophy				5					45	105
M1	**General component (Elective)**							**5**	**0**	**45**	**105**
M 1.16	Entrepreneurship Leadership							5		45	105
M2	**Basic compulsory component**	**7**	**7**	**13**	**9**	**0**	**0**	**0**	**0**	**360**	**720**
M 2.1	Mathematics for Economics	4								45	75
M 2.2	Economic Theory		4							45	75
M 2.3	Principles of Accounting			5						45	105
M 2.4	Microeconomics			5						45	105
M 2.5	Educational Practice				1					15	15
M 2.6	Macroeconomics				5					45	105
M 2.8	Turkish Language 1 (A1 level)	3								30	60
M 2.9	Turkish Language 2 (A1 level)		3							30	60
M 2.10	Turkish Language 3 (A2 level)			3						30	60
M 2.11	Turkish Language 4 (A2 level)			3						30	60
M3	**Basic elective component**	**4**	**9**	**10**	**10**	**25**	**10**	**0**	**5**	**675**	**1515**
M 3.1	Principles of Economics	4								45	75
M 3.2	Management		5							45	105
M 3.3	Mathematics for Economics 2		4							45	75
M 3.4	Principles of Marketing			5						45	105
M 3.5	Statistics I			5						45	105
M 3.6	Statistics-II				5					45	105
M 3.7	Financial Accounting				5					45	105
M 3.8	Fundamentals of Financial Management					5				45	105
M 3.9	Introduction to Python					5				45	105
M 3.10	Portfolio Management					5				45	105
M 3.11	Taxation (ACCA)					5				45	105
M 3.12	Cost Accounting (ACCA)					5				45	105
M 3.13	Managerial Accounting (ACCA)						5			45	105
M 3.14	Research Methods						5			45	105
M 3.15	Corporate and Business Law (ACCA)								5	45	105

M4	**Profiling (compulsory)**	0	0	0	0	0	5	5	10	90	510
M 4.1	Corporate Finance						5			45	105
M 4.2	Financial Management (ACCA)							5		45	105
M 4.3	Internship								10		300
M5	**Profiling (elective)**	0	0	0	0	5	15	20	3	360	930
M 5.1	Audit and Assurance (ACCA)					5				45	105
M 5.2	Introduction to Machine learning						5			45	105
M 5.3	Equity Investments						5			45	105
M 5.4	Accounting According to IFRS (ACCA)						5			45	105
M 5.5	Financial Statement Analysis (ACCA)							5		45	105
M 5.6	Fixed Income Securities							5		45	105
M 5.7	Data Analysis in Business and Economics							5		45	105
M 5.8	Enterprise Resource Planning							5		45	105
M 5.9	Prediploma practice								3		90
BA	**Bachelor's Final Attestation**								12	30	330
total		30	30	30	30	30	30	30	30	2115	5085

Rationale for degree and programme name

The qualifications obtained as a result of mastering the programmes in the study programmes Applied Law and International Law correspond to the level of higher education. The University awards academic degrees in accordance with applicable national legislation. The degrees awarded correspond to the National Qualifications Framework and are reflected in the profile of the programme, the curriculum and its passport. The passport of the study programme indicates the list of qualifications and positions, the qualification characteristics of the graduate, including the scope, objects, subjects, types and functions of professional activity. After successful completion study programmes students are given a transcript indicating the qualifications assigned, in accordance with the direction and level of education.

The **Bachelor of Applied Law** was launched in order to adapt legal education to the private law direction required in the labour market of Kazakhstan. Transformation of the SP Jurisprudence into SP Applied Law shows that it is aimed at the practical application of law in solving legal problems and the preparation of students for this. Thus, the name Applied Law implies that the law that is applied in practice.

The name **Bachelor of International Law** was chosen due to the fact that education in this specialty involves an in-depth study of not only domestic Kazakhstani law, but also the study of the international legal framework. The advantage of this specialty is a wide field for choosing a future professional path.

The **Bachelor of Finance** is focused on corporate finance, financial management, and the relationships between manufacturing enterprises and the financial sector. It is based on the knowledge of microeconomics and macroeconomics, mathematics, statistics, computer science, accounting, law, taxation, economic and financial management. Specialised courses focus on the fields of financial planning and operational financial management in industrial companies. All of this is based on the application of modern methods and tools of financial management and managerial decision-making. Special emphasis is placed on the use of

simulations of real decision-making tasks. The programme also respects the marketing, personnel, and psychological and social aspects of management. As the vast majority of courses aimed at giving students financial knowledge, skills and competences, it's named as the study programme Finance.

The **Bachelor of Accounting and Audit** is an ACCA-accredited programme that provides students with a comprehensive, well-planned and balanced learning experience designed to prepare graduates for success in the accounting and audit professions and the business community. Students are prepared for many different career paths, but for the most part, for accounting and auditing and graduate with a foundation well suited for advancement in these directions. Hence, in the title it contains both accounting and audit.

Integration of theory and practice
Moreover, students of both SP also have an opportunity to participate in international contests of Moot Court and demonstrate their acquired knowledge to the employers. Students and SP coordinators may receive professional assessment and evaluation from employers by submitting learning outcomes to the jury (jury consist of lawyers of law firms) at the contests of SDU University Moot Court organised on republic level.

SPs objectives and learning outcomes are achieved through use of a case-study method, for example, Applied Law and International Law students at their first semester study the course LAW 128 *Basics of legal thinking and methodology of law enforcement*, where they develop skills of professional thinking and solving legal tasks/problems.

In addition, the achievement of learning outcomes is monitored and assessed at practical classes, interim/final controls, also at final attestation through solving legal tasks/problems. Moreover, learning outcomes are determined by the results of inter HEIs and/or international student Olympiads and conferences.

The teaching staff of both **Law programmes** use modern methods such as round tables, debate, disputes, conferences, role-playing games, audio and video materials, online lessons, small group work, interactive lecture, case study and discussions. Along with this, teaching staff uses innovative techniques that encourage students to take an active role in the educational process such as information and communication, analytical and situational, case, heuristic technologies (brainstorming, fishburn), technologies that develop critical thinking, game and design technologies. The teacher is free to choose the method of instruction, appropriate to students' needs and level. The teachers actively use interactive technologies in the course of classes, lectures and seminars, as well as scientific events such as conferences and seminars, which use modern ICT. Another innovation used in the learning process is PBL (Project-Based Learning). The different types of assessment of student knowledge may be provided, e.g., oral questioning (to correct everywhere oral survey), written questioning, combined questioning, discussions, training, round tables, tests, course projects (works).

Within both study programmes for basic and specialty disciplines, the case study method is implemented. Students present the results of the case decision on Moodle or in the audience. Afterwards, students receive feedback from teachers about their case decision.

All implemented types of activities are directed to the development of professional competences of students. The faculty of the Department of Jurisprudence has teachers with

extensive experience. To acquire practical skills students of both SPs Applied law and International Law can participate in the Legal Clinic of SDU University, providing legal consultations to the population and personnel of SDU University. Law Clinic of SDU University is a social project, representing a form of learning for students of practical professional skills in Jurisprudence, adjacent with legal consulting to people, who need qualified legal assistance. Students of SP Applied Law of the 1st-3rd years help those who need it *pro bono* to solve difficult legal issues. For the purpose of acquiring practical skills by students, Crime Laboratory and Courtroom are used in the educational process.

By using modern technical tools, automated learning programmes in criminology and forensic expertise students gain abilities for solving and investigation of crimes in modern conditions. There are also specialized multifunctional auditoriums-polygons, imitating a living room and commercial store (shop), where students have an opportunity to create various situations, occurring in forensic practice while examining crime scenes. The purpose of the courtroom is gaining by students' professional skills and abilities during practical lessons on disciplines Criminal Procedural Law of RoK, Civil Procedural Law of RoK, International Arbitrary, Labour Disputes, as well as organisation of role procedural plays, development of skills of judicial speaking.

Moreover, at the Department of Jurisprudence there is a Moot Court, which is a type of extracurricular activity for young lawyers for their leisure time. Teams are offered fictitious cases with various procedural documents and proofs. SDU University became a participant of international contests in the form of moot courts as one of the first in our country. On 27 March 2021, SDU University Moot Court Union held First Republican SDU MOOT COURT CUP-2021. All processes were held in three languages, namely Kazakh, Russian and English. Judges on this moot court were presented by lawyers-practitioners from international law firms, such as: Grata International, INTEGRITES, Synergy Partners and Sygnum.

As part of the course Professional ethics of a lawyer, guest lecturers are invited, e.g., a private bailiff, a notary, an attorney, a judge who additionally give a lecture on the topic of ethics in their activities and answer students' questions. Thus, students can learn from practicing lawyers how ethical standards are implemented in action.

Within the framework of the memorandum of cooperation with the Republican Chamber of Private Bailiffs (RCPB), private bailiffs additionally give guest lectures on the discipline Execution of judgment, also together with the university teacher compose cases for students, check and evaluate, and give feedback on the cases. Students receive practical knowledge in the training centre and apply the acquired knowledge under the guidance of bailiffs in the office of bailiffs. SDU University is the only university that has that memorandum of cooperation with RCPB.

Along with theoretical studies, professional practice also significantly affects development of professional competences of SP students. Internship is a very important component of training of competent specialists and plays a significant role in social and psychological adaptation of graduates to conditions of the labour market. The Department of Jurisprudence works on creation of necessary conditions; therefore, it concludes long-term agreements with organisations, being bases for internship as part of the study programmes. Students select internship bases in accordance with their competences.

Within study programmes, there are three types of internships:
- educational (LAW 213, LAW 270);
- industrial (LAW 470, LAW 483);
- pre-diploma (LAW 490).

Educational internship is intended for students of the first and second years of study during their study as part of separate disciplines under supervision of leading teachers with visitations of internship bases. Industrial and pre-diploma internships occur at internship bases based on agreements; the process is coordinated by the Departments in cooperation with the Department on work with Alumni and Career Development. The Faculty of Law and Social Sciences concluded contracts with law companies, such as "Law Firm GRATA" LLP, International Law Firm INTEGRITES, Law Firm "Synergy Partners" LLP, Police Department of Almaty, Karassay District Court, "Unicase Law Firm" LLP, "Mizan Law Firm" LLP, Law Firm "Artyushenko and partners", Law Firm "Muratov Partners", International Centre of Journalism MediaNet, Almaty TV channel and others.

Competence-based and practice-oriented approach within SP is implemented through active involvement of practitioners-lawyers (Lawyer of INTEGRITES Law Firm; Chair of Medeu District Criminal Court; Lawyer; Practising Lawyer, Member of Legal Advisors Chamber) into SP implementation.

Since 2018, SP Applied Law has transferred to the case method, as part of the discipline LAW-479 "Cases from practice of international firms", suggested by practice bases (for example, partners, lawyers of international law firm GRATA). It increased the effectiveness of assessment of comprehension of subject results during the learning process and interim exams and improved theoretical and practical knowledge of students through analysis of problematic cases.

At SDU **Business School**, curricula are focused on their approach. To ensure this, the BS employed an educational consultant and expert from the United Kingdom to analyse the learning outcomes for SDU University BS courses of all five study programmes and design best practice-delivery methods.

The emphasis of SDU University Business School is on helping students build a comprehensive understanding of the theory through its relevance and application to real life scenarios in a diverse range of practice settings. To facilitate this, curricula materials have been integrated across the study programmes and assessments require students to solve problems and apply their theoretical knowledge. With creative and enthusiastic lecturers, students open their small businesses; create their businesses' online presence using social media and web platforms; visit retail stores as Magnum (a chain of hypermarkets in Kazakhstan) to analyse the layout of the store; visit factories to understand the organisational structure and productional procedures of the companies; participate in role-plays and simulation games, contests and competitions among learners; and complete a variety of interesting projects individually and collectively, which, by all means, help them to understand theoretical frameworks better and in a demonstrable way.

Considering the requirements of consumers of educational services and external experts, changes are made to the list of the catalogue of elective disciplines. For example, due to recent global changes in the world and education, subjects developing IT skills for students, such as

Introduction to Python, Introduction to Machine Learning, Big Data Analysis, have been introduced into the content of the CAD OP Business School. The computer lab includes the relevant data and software (e.g., SAP) for practical application within the Bachelor of Accounting and Audit.

Changes in the programmes were reviewed with the participation of the faculty and the graduates including director of the Logistics Department of Defacto, a manager of KPMG, employee of the Treasury Department of Forte Bank, manager of the financial Department of BI Group, auditor at KPMG and an auditor at GT audit company.

Interdisciplinary thinking
Interdisciplinary thinking is included in the curricula of **Bachelor of Applied Law** and **Bachelor of International Law** through compulsory and elective courses:
- Language courses namely English and Turkish
- Information and Communication Technologies (in English)
- IT Law
- Innovation Trends
- Financial instruments

Since companies are interested in hiring lawyers with knowledge in the financial area, knowledge for effective regulation of labour relations with employees, organisation of competent contractual work, optimization of taxation and during the reorganization of the company is included. Every year, the dynamics of growth in the number of economic crimes increases in comparison with financial pyramids. Therefore, knowledge in the field of financial instruments is especially needed for lawyers working in judicial and law enforcement agencies.

At SDU **Business School**, courses are designed using an interdisciplinary approach, an approach to curriculum integration which generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world.

The subject "Corporate and Business Law" aims to develop knowledge and skills in the understanding of the general legal framework, and of specific legal areas relating to business, recognising the need to seek further specialist legal advice where necessary. The subject "Data analysis in Business and Economics", is a combination of data analytics, business intelligence and computer Programming. It is a science of analysing the data to find patterns that will be helpful in developing strategies. Its usage can be found in almost every industry. The discipline "Behavioural economics", provides the merging of insights from psychology and the principles of economics to understand how people make decisions. Such disciplines as 'Introduction to Python', 'Introduction to Machine Learning' enhance students' digital skills and enable them to work in a digital environment. 'The Leadership' course, which is available in all study programmes, develops not only professional skills, but also soft skills. Students at Business School can register for minor programmes from other faculties, which also develops interdisciplinary skills and increases the competitiveness of students.

Ethical aspects
Ensuring compliance with the principles of academic integrity in the study programmes is regulated on the basis of the following rules:
- Academic Integrity of SDU;

- Academic policy of SDU;
- Research Ethics and Research Committee SDU University.

Annually before the beginning of new academic year, Social Department conducts orientation week for students: meeting with administration of Student House, check-in into Student House, meeting with Rector and administration of University, the first lecture on "Science and Life", acquaintance with the Faculty Dean and Advisors, acquaintance with rules and memorandum of the University, distribution of guide books, acquaintance with ethical requirements of behaviour, keeping mutual respect. Information on disciplines, requirements for paper works and sanctions of plagiarism are delivered to students beforehand by posting syllabus of the disciplines in Moodle/Portal. Also, during the first study week students at lessons additionally get familiarized with rules that any evidence of plagiarism, data falsification, fabrication, collusion, self-plagiarism and/or other forms of academic misconduct will be penalised. Questions of ethical standards of behaviour are also considered at meetings with advisors when conducting educational work. Such meetings with students are held according to the Business School Plan for Educational Work.

The **Bachelor of Applied Law** and **Bachelor of International Law** have included in curriculum such disciplines as "Professional Ethics of a Lawyer", "Corporate Law", "Innovation Trends", "Special Cases from Practice of International Law Firms" that cover additionally the topics of ethical behaviour. As part of course "Professional Ethics of a Lawyer", students learn ethics standards, procedures for bringing responsibility for violation of ethics, can protect the rights in case of violation of ethics, and acquire skills in business writing and negotiations. Thus, in the course "Innovation Trends" students learn how to avoid and handle conflicts.

The **Bachelor of Accounting and Audit** and **Bachelor of Finance** aim to acquaint learners with the basic concepts and standards of Business Ethics and Corporate Social Responsibility (CSR), and to develop their skills in identification, analyses and permission of ethical dilemmas in the workplace. Students explore corporate responsibility and ethics from a multidisciplinary and multi-stakeholder perspective in a variety of courses as one of the important topics to cover. They review theories and practice of corporate ethics, responsibility, and liability and understand how they apply to a number of complex business, development, and policy situations in the evolving global business landscape. SDU University Business School's primary objective is to help students anticipate issues that they will confront in their professional careers and to develop skills to think more clearly and critically about how such issues can and should be resolved. It helps students to analyse the ways in which these issues ought to figure in decision-making by responsible business leaders and in the structure and activities of business enterprises.

Seminars are conducted using a variety of exercises, in-class handouts and multimedia tools designed to challenge students and provide practical skill development through guided discovery and practice. Class meetings focus on rigorous and in-depth analysis of cases, decision making exercises, and theoretical frameworks and tools used for interpreting practical problems in business and making business a force for co-creating value and shared prosperity.

Moreover, the University pays special attention to the development of corporate culture and corporate spirit. To provide it, participation of teaching staff in all collectively significant events, held at the University, city and region, is very important to the University.

<u>Methods and scientific practice</u>
Research-based learning has always been at the centre of SDU University's study programmes. All study programmes develop students' independent research skills and provide students with opportunities to put these skills into practice in such a way that at the culmination of the programme, students can complete a graduation project or dissertation under the guidance of the final course.

Students of the **Bachelor of Accounting and Audit** and **Bachelor of Finance** can develop their research skills during the study of courses such as Statistics I, II, Applied Econometrics, Financial Modelling, Data Analysis in Business and Economics, Research Methods. The final certification according to the obligatory standards of the Ministry of Education can be implemented in the format of writing a thesis or a graduation project, which also allows students to acquire methodological competencies and the ability to be engaged in scientific work.

Due to the scientific activity of the lecturers at the Business School, the academic mobility within the framework of scientific internships, the principle of compliance of academic disciplines with the scientific specialisation of teachers, library resources, access to foreign information bases ensure that the content of academic disciplines corresponds to modern scientific achievements. The results of scientific research, tested at scientific conferences, in scientific publications and dissertations are included in lecture courses, workshops, educational and methodological developments. Based on the results of scientific research, new academic disciplines are being introduced in Accounting and Audit and Finance study programmes and the content of existing ones is being updated.

Research skills of students in the **Bachelor of Applied Law** and **Bachelor of International Law** could be developed in the course "Research Methods" that provides an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics and approaches. Students apply research processes through reading, evaluating and developing scientific publications, projects and case-studies; perform literature reviews using print and online databases; identify, explain, compare and prepare the key elements of a research proposal/report; compare quantitative and qualitative research methods in their projects.

The research course provides students with the skills and knowledge to critically explore the need for marketing research and to define marketing opportunities and marketing issues. Students learn to critically and systematically appraise the different stages of a marketing research project by employing primary and secondary data and the different types of qualitative and quantitative data collection methods in the frame of marketing research projects both scientific and applied. They learn to appropriately describe, summarize and present marketing research data through designing research projects and critique information sources.

Pre-diploma practice/internship is an important part of the educational process at University, allowing the students to be prepared well for writing and defending the diploma thesis or diploma project. In order to successfully pass this stage of the educational process, the student must apply all knowledge to a real practice within a professional context by passing an internship in an organisation within an identified timeframe. Finally, equipped with all the necessary research skills students write their diploma project or thesis, which gives students an opportunity to independently work on a complex assignment, demonstrate their ability to formulate a topic, select and analyse relevant literature, collect the data and process it. So, the

students of Applied Law and International Law can conduct a study under the supervision of two scientific laboratories:

1. Laboratory of legal research and analytics in Law.
The purpose of this laboratory: participation in legislative activities through drafting the legislation of the Republic of Kazakhstan, preparation of suggestions and analytical notes on improvement and development of current legislation, scientific expertise of regulatory acts and international agreements of the Republic of Kazakhstan; provision of intensive interaction of learning process with science through introduction of the results of scientific researches, organisation of professional practice of students and their involvement into scientific activity.

2. Scientific Centre IT&LAW.
The office is provided for scientific research activities in the sphere of intellectual property and IT LAW for meetings of students-employees of the Scientific Centre IT&LAW. The purpose of the Centre is the study of topical legal problems in the sphere of information technologies and decision processing for development of IT LAW. It is also suited for workshops and round tables on IT Law.

Examination and final thesis (Asterisk Criterion)
To provide objective assessment of knowledge and competences of a student, methods of current control, interim and final attestation are used for assessment based on vividly developed criteria of assessment of tasks and presented for introduction at the platform Moodle and Portal.

To achieve learning outcomes, indicated in NQF, RSA and professional standards, University provides different types of activities: educational work (lectures, workshops, practical and laboratory, IWS (Independent Work of Student, essays, course works (projects), oral presentations, videoconferences, cases solving and others); implementation of learning and professional practices, final attestation (complex examination for SP or defence of diploma work or project).

Various types of activities for achieving learning outcomes for each discipline (lecture course, practical and laboratory classes, tasks for Learner's Self-Study and Learner's Self-Study with Teacher, methodical recommendations for their implementation, formation of ranking points, materials for knowledge control, recommendations for main and additional literature) are planned in syllabus of the discipline and posted in Moodle. Control of learning outcomes within all types of classes, complexes of tasks meet principles of practical direction, accounting of demands and interests of consumers.

Control and assessment of learning accomplishments of students are established in Assessment Policy and represents a sum of average grades for each type of control and are included into final statements and into transcripts of students. Level of accomplishments of students for each module (discipline) is identified by final grade, formed out of grade for interim ranking and grade for final control. Information on the assessment system is presented in guidelines available to students, and additional information on the assessment system is available in personal accounts of students in the University portal.

During study, different types of knowledge control of students are available: oral questioning (colloquium), written control, combined questioning, presentation of homework, discussion,

training, round tables, group discussions of problematic matters, tests, course work/project, and other interactive methods of teaching. Lecturers create a special journal, an online document to monitor students' performances, where students can see their grades or use websites, such as Edmodo, Google, Blackboard, where grades are posted, and all students can see their grades.

Final assessment of knowledge, skills, abilities and professional competences are aimed at identification of students':
- Level of comprehension of theoretical material;
- Level of acquiring of practical skills;
- Abilities to conduct analytical work;
- Ability to make decisions concerning their own competences.

System of tasks for assessment of students' knowledge is based on identification of the level of acquired skills and abilities for studied disciplines. For example, for disciplines, requiring practical skills, teachers include certain points for project implementation. According to the results of analysis of individual accomplishments of a student, who fully completed the course programme, but not collected passing score, in order to increase his or her GPA gets an opportunity to repeatedly study separate disciplines on a paid basis during summer semester and repeatedly pass the examinations.

Transparency of criteria and instruments for knowledge assessment is reached through:
- Acquaintance of students with applied criteria of knowledge assessment and requirements to discipline learning in accordance with syllabus, module (work) curriculum of discipline at the first lesson;
- Availability of criteria of assessment for students (in syllabuses and teaching materials, published in electronic library, on the platform Moodle).
- Examination materials are annually approved at the Department meeting and not later than two months before the start of examination session together with criteria of assessment and recommendations for preparation to the exams are provided to students.

Procedure of organisation and conduction of current control of students' performance is determined by the Faculty/School. Learning accomplishments of students are monitored only through forms of control and attestation indicated in the learning programme. Thus, in correspondence with one of the principles of League of Academic Integrity, where SDU University is included, knowledge assessment of students must be presented in written form. According to it, at the Faculty of Law and Social Sciences 90 % of assessment is implemented in written form. More than that, as a pilot project at the University approbation of norm-referenced assessment is implemented through Bell Curve based on recommendations of League of Academic Integrity.

Final attestation of students is implemented within time frames, indicated in academic calendar, accordingly forms, established by the working curriculum of a specialty. Topics for diploma works at the University are assigned to students at the beginning of graduating course and are approved by Rector's Order. In addition, the study programme management works on development of themes of diploma works, list of potential scientific supervisors and reviewers of graduate works.

Professors and lecturers have their individual academic freedom to choose among a given range of examination types such as individual/group projects, case studies, regular written exams and assignments. Thus, each teacher determines his own assessment policy, which is prescribed in the syllabus and allows you to assess the achievement of students' learning outcomes in the course.

According to the SDU University Regulations on the organisation of the educational process on credit technology of education, the final grade for the course is 60 % dependent on the results of the current course tests (several written tests, projects, presentations, and others) and 40 % depends on the result of passing the final exam.

The final certification is at least twelve academic credits in the total volume of the study programme. The following forms of final certification have been approved at the Business School and Law Department: writing an individual thesis or writing a thesis project in a group or passing a written comprehensive exam.

The thesis is carried out during the entire fourth year of the study period. In accordance with the approved programme, the completion of the thesis takes place in two stages. The first stage of implementation (pre-defence) takes place in one semester and consists of work with scientific literature (analysis and bibliography), initial substantiation of the relevance and hypothesis of the study, determination of the object and subject of the study. The second stage of implementation takes place in the second semester and consists of a critical review of existing theories, concepts, methodologies on the subject under study, as well as data collection and analysis. To enrich the research experience, bachelor students attend scientific seminars conducted by PhD students. Master classes/guest lectures by reputable business coaches and industry representatives are also held for students.

The final attestation is carried out within the time specified in the academic calendar before the attestation commission. Students present the results of their thesis/project and answer questions from members of the commission. The department has developed guidelines for writing, design and presentation of theses/projects.

Appraisal:

The curricula of **all four study programmes** adequately reflect the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) and optional electives enable students to acquire additional competences and skills. For the **Bachelor of Applied Law** and **Bachelor of International Law,** the contents of the modules consistently reflect the strategic orientation of the study programmes. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability, including practical application of theoretical knowledge. For the **Bachelor of Finance** and **Bachelor of Accounting and Audit**, the panel **recommends** including a compulsory course on IFRS to ensure successful certification in ACCA and CIMA. Moreover, for **Bachelor of Finance** study programme the panel **recommends** considering making sustainability and ethical aspects in the courses more visible and compulsory.

The degree and programme names correspond to the contents of the curricula and the programmes' objectives.

Theoretical questions are explained by means of practical examples in **all four study programmes**. In the **Bachelor of Applied Law**, **Bachelor of International Law** and **Bachelor of Accounting and Audit**, theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. In the two Law programmes, this is especially achieved through the application-oriented courses including case studies. Also, this includes the curricular anchored internship and inclusion of practitioners. In the Bachelor of Accounting and Audit, there are also case studies and data provided e.g., in computer labs equipped with latest software (e.g., SAP).

There is evidence that **all four study programmes** qualify for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. For the **Bachelor of Accounting and Audit**, the panel **recommends** including a compulsory course on Corporate Social Responsibility and Business Ethics as a stand-alone course.

Students acquire methodological competences and are enabled to do scientific work on the required level. In the **Bachelor of Applied Law** and **Bachelor of International Law,** methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields. All exams in **all four study programmes**, as they are defined for the modules, 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. However, considering the fact that SDU University wants to become a research-oriented University in the future, the panel **recommends** putting more emphasis on the final thesis, including going into more theoretical depth in class and increasing the quality of diploma works.

	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)		BIL, BAL	BAA, BF		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)		BL, BAL, BAA	BF		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)		BIL, BAL	BAA, BF		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

The volume of each SP at SDU University consists of 240 ECTS credits, the duration of study is 4 years, taking as a basis for the distribution of 60 credits for one academic year. According to the internal rules of the organisation of the educational process on credit technology in the SDU, a student can register for courses in a semester with a volume of 20 to 40 ECTS based on their own capabilities to build an individual learning trajectory.

The structure of the SP according to the requirements of the state obligatory standards has the following structure:
- The cycle of general education disciplines - 56 ECTS;
- Cycle of basic and profile disciplines (including practice) - 172 ECTS;
- Final certification - 12 ECTS.

General education courses: these courses are defined by state regulations and must be taken by the undergraduate students. So, the module of General Education Disciplines includes the disciplines of compulsory components required by the Ministry of Higher Education and Science, also compulsory components required by the University.

The Module of Basic and Profile disciplines include the disciplines required by the University and the elective disciplines. Internship and Final attestation are conducted according to the regulations of the Ministry of Higher Education and Science and University regulations.

Logical sequence of disciplines is reflected in working curricula and learning programmes. In working curricula, in catalogues of elective disciplines and in syllabuses prerequisites, corequisites and post requisites are presented for the studied course. Process of introduction of prerequisites is automated on the internal portal.

Every year, taking into account the requirements of consumers of educational services and external experts, changes are made to the list of the catalogue of elective disciplines, to the database of declared teachers for compulsory and elective subjects. In order to meet the key requirements of stakeholders and further improve the educational process, planning for the development of the programme and the allocation of resources for its implementation is carried out in accordance with the strategic plan of the faculty and service departments.

To achieve the results indicated in the NRK, ORC and professional standards, the University provides various types of activities: educational work (lectures, seminars, practical and laboratory, SRO, essays, term papers (projects), oral presentations, video conferences, case solving, etc.); conducting educational and professional practices, final certification (passing a comprehensive exam in the specialty, defending a thesis or project).

Bachelor International Law

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules	6 modules, 54 courses

Time required for processing the final thesis/project and awarded credits	1 semester, 12 ECTS credits
Number of contact hours	2,115 hours

Bachelor Applied Law

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules	6 modules, 54 courses
Time required for processing the final thesis/project and awarded credits	1 semester, 12 ECTS credits
Number of contact hours	2,115 hours

Bachelor Accounting and Audit

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules	6 modules, 54 courses
Time required for processing the final thesis/project and awarded credits	1 semester, 12 ECTS credits
Number of contact hours	2,115 hours

Bachelor Finance

Projected study time	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules	6 modules, 54 courses
Time required for processing the final thesis/project and awarded credits	1 semester, 12 ECTS credits
Number of contact hours	2,115 hours

Study and exam regulations

The organisation and implementation of training and examination is carried out based on state regulatory documents and internal documents of the University:

- Order of the Ministry of Education and Science of the Republic of Kazakhstan "On approval of state mandatory standards of higher and postgraduate education" dated 06/20/2022;
- Rules for the organisation of the educational process on credit technology of education dated June 2, 2014 No. 198;
- Regulations on arrangement of academic process on credit technology education at SDU University;
- Academic policy of SDU University;
- Regulation on conducting the assessment types of learning progress of students at SDU University;
- Policy on Academic Integrity of SDU University;

- Pre-examination rules for teachers;
- Rules of conducting the examination by examiners/proctors;
- Offline examination rules for students.

All rules are available to participants in the educational process on the university website and on the internal electronic portal. The internal portal[10] presents full information about learning processes of every learner during the whole period of learning. Students' performance is monitored for all disciplines, GPA is tracked (Cumulative GPA and for separate subjects), all University orders and regulations are published there. The portal is used for creation of schedules, for registration for disciplines, and for publishing academic calendars. Students get access to their grades, transcript and attendance.

In accordance with paragraphs of the Lisbon Recognition Convention, the University implements activities on admission of learning courses and credits, studied by students within academic mobility. Admission of previous accomplishments is indicated in following Policies: (i) Education on credit technology, and (ii) Students Admission and Academic Policy. Learning outcomes, gained by students within academic mobility, are recalculated by the University based on transcript. Office of International Relations (OIR), Centre of Student Services (SSC) and Faculties presented by Coordinators on Internationalisation also take part in this process. Learning outcomes are recalculated by the University based on Guidelines on ECTS, transcript and certificate of education or internship. All credits, received within academic mobility, are transferred by the University according to a point-ranking scale considering the scale of grades of the HEI-partner and are assigned to a student without any additional assessment of a student.

Control of the quality of knowledge of students is conducted within the University point-ranking system of knowledge assessment. Interim control covers assessment of current activity of a student for a certain period of content of a large section (multiple topics) or first half of the course. Forms of interim attestation are determined in the working curriculum. The following forms of interim attestation are available: examination (written, creative, testing and others). Results of current, interim and final control are necessarily delivered to students through the personal account of every student in Intranet. To provide objective assessment of knowledge and competences of a student, methods of current control, interim and final attestation are used for assessment based on vividly developed criteria of assessment of tasks and presented for introduction at the platform Moodle.

To achieve learning outcomes, indicated in NQF, RSA and professional standards, University provides different types of activities: educational work (lectures, workshops, practical and laboratory, IWL (Independent Work of Learner, essays, course works (projects), oral presentations, videoconferences, cases solving and others); implementation of learning and professional practices, final attestation (complex examination or defence of diploma work or project).

Various types of activities for achieving learning outcomes for each discipline (lecture course, practical and laboratory classes, tasks for self-study, methodical recommendations for their implementation, formation of ranking points, materials for knowledge control, recommendations for main and additional literature) are planned in syllabus of the discipline

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[10] see: pms.sdu.edu.kz (last access July 18, 2024)

and posted in Moodle. Control of learning outcomes within all types of classes, complexes of tasks meet principles of practical direction, accounting of demands and interests of consumers. Credits are awarded to students after the completion of the academic period and the achievement of certain learning outcomes, which is confirmed by a positive final assessment. The final grade consists of 60 % of the results of the current control and 40 % of the result of the final exam and is set according to the ECTS rating table.

Control and assessment of learning accomplishments of students are established in "Policy on knowledge assessment of students" and represents a sum of average grades for each type of control and are included into final statements and into transcripts of students. Level of accomplishments of students for each module is identified by final grade, formed out of grade for interim ranking and grade for final control. Information on the assessment system is presented in guidelines available to students, and additional information on the assessment system is available in personal accounts of students in the University portal.

Feasibility of study workload
Each study programme consists of 240 ECTS credits, the duration of study is 4 years, taking as a basis for the distribution of 60 credits for one academic year. One academic credit is equal to 30 academic hours, so it means that the workload of one discipline (6 ECTS credits) may range from 150-180 hours. Students can take fewer or more academic credits per semester. According to the internal rules of the University, taking into account the individual characteristics of the student, he/she has the opportunity to register for 20-40 ECTS credits in one semester. All processes (registration for the course, unsubscription from the course, terms of study, periods of the examination session, summer school and others) are carried out according to the terms prescribed in the academic calendar.

The academic year consists of two semesters lasting 15 weeks and of a summer school that lasts six weeks. The academic load for semesters is evenly distributed (30 ECTS). Basic and profile disciplines are mainly 5 ECTS, which allows a student to register for six disciplines per semester. Advisors conduct consulting and methodological work with students on the choice of educational trajectory, disciplines and teachers.

Planning of educational trajectory (registering for disciplines) is implemented in accordance with the academic calendar. After selection of educational trajectory, individual curriculum for a certain student is created out of a study programme for an entire academic year. Individual curriculum is approved annually by the Dean of the Faculty, it contains a list of disciplines and number of credits. For relevant levels of education, a student must execute his or her individual curriculum, collect a required number of credits according to the study programme. Students are responsible for design of individual curriculum and full completion of the course according to requirements of the study programmes.

The period of passing the final exams is defined in the academic calendar and follows after the completion of the 15-week semester by the student. The average duration of the examination session is 10-14 days. Planning of the exam schedule is carried out on the principle of one exam per day.

Academic achievements (knowledge, skills and competencies) and the results of students' practice are evaluated in points on a 100-point scale corresponding to the letter system with a digital equivalent adopted in international practice (positive ratings, in descending order, from

"A" to "D", and "unsatisfactory" - "FX", "F",) and is reflected in the transcript. In case of receiving an "unsatisfactory" grade corresponding to the "FX" mark, the student has the opportunity to retake the final control without re-passing the discipline programme according to the terms of the academic calendar. In case of receiving an "unsatisfactory" grade corresponding to the "F" mark, the student must re-study this discipline.

The specific weight of these forms of control is determined by the higher educational institution independently. 60 % is allocated for the current control, the final control is 40 % of the total amount of the final assessment. The final grade is given for each discipline separately in percentage content on a 100 % scale.

<u>Equality of opportunity</u>
Ensuring gender equality and non-discrimination is regulated by the University through the implementation of the policy "Equality, diversity and inclusivity policy at SDU". The policy at SDU University aims to outline the University's commitment to fair and inclusive provisions for diverse stakeholders, together with the rights and responsibilities of all members of the SDU University community. The policy intends to serve as a starting point to outline the University's provisions and accommodations with regards to equality, diversity and inclusivity. Further codes of practice and guidelines will be developed to supplement and support this document. Herein, equality is used to mean the same treatment, access and opportunities for all individuals. Diversity refers to the different demographics and cultural groups that make up a society. Inclusivity means the extent to which the different social groups are well-integrated and equally included throughout the community.

All individuals of the SDU University community have a responsibility to uphold the University's commitment to equality, diversity and inclusivity by:
- extending courtesy, dignity and respect towards all students, staff and visitors;
- rejecting all forms of discrimination, victimization, or harassment towards an individual on the grounds of one or more of the characteristics (age; disability (physical &/or psychological); ethnic origin; gender identity; giftedness; pregnancy or maternity; race; religion or belief; socio-economic background; special educational needs (SEN));
- striving towards the elimination of unfair, unequal or unethical treatment of individuals in the SDU University community that would jeopardise the University's pledge of equality, diversity and inclusivity.

The University's commitment to equality for all stakeholders manifests itself by the willingness to challenge any form of discrimination towards any member of the SDU University community. The University systematically detects students of the following social groups: students from large families, students from single-parent families, orphan students, students with disabilities. Interests of students, their individual abilities and capabilities are fundamental for developing flexible learning trajectories; creation of conditions to increase motivation and engagement of students into learning process; assurance of consistency and objectivity of assessment of learning outcomes. At each Faculty a Social Coordinator and Advisors are appointed for work with such groups. Social Coordinators systematically update information concerning different groups of students. For different student groups there is a special financial support from the University based on Rector's Order No. 1.1-02/27 dated 06/04/2020, which allows students to get 50 % discount for education in 2020-2021. In addition to the order, there is a 40 % discount for orphans and students, who have parents with Group 1 or 2 disability.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns credits per course based on the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, the panel **recommends** for the **Bachelor of Applied Law** and **Bachelor of International Law** formulating the learning outcomes for each course in the course descriptions more specifically in order to match the overall learning objectives.

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

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback. The panel had the impression that students in the first semesters were having difficulty because of the courses conducted in English. Therefore, the panel **recommends** including intermediate English for first year students instead of other language courses to reduce workload for students.

SDU has implemented a concept to ensure gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. The panel noted that the University indeed has a very good concept, but only the re-evaluation was missing for exceeding the quality requirements.

		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

Methods of learning and teaching are based upon content, established goals and results of certain professional programmes. If the subject is included into a programme of professional certification, the method of qualification examination is implemented. Teachers independently determine the learning methods. They use a wide range of instruments for professional learning and assessment of students' success.

The lecturers use information and communication, interactive, project and research learning methods, as well as video lectures and seminar-conferences during the learning process. Besides that, the lecturers' innovative methods of learning are used, relevant to the respective study programme, that increase interest and motivation of students. Thus, for example, Bachelor Applied Law and International Law it is the method of case study. Additionally, the case study methodology is taught as a separate course for students in the first year to facilitate further law teachings. This case study course materials and books were prepared by one of the professors of SDU Law department.

Important component of the design process of the study programme is identification of a set of competences and learning outcomes. A set of competences is designed based on two types of competences: cross cultural and professional competences. Cross cultural competences are general for all study programmes, while professional competences are specific for preparation directions, as they contain professional characteristics, required for certain study programmes. Learning outcomes represent a combination of knowledge, skills and experience of their practical use, integrated into professional and universal competences that graduates must have by the completion of learning. Thus, for example, if the purpose of Bachelor Applied Law is creation of basic theoretical foundation, systematic knowledge, skills and abilities in Law as a necessary stage of development of skills of successful practical activity; then the learning result will be ability to analyse legal norms and to solve legal matters in the sphere of civil-law, labour, administrative-law, criminal-law, constitution, international legal, corporate, tax and other relations.

Learning outcomes, such as ability to make qualified legal conclusions (assessment) and legal documents, are also achieved by competences, designed within disciplines, such as "Methodology and basics of legal thinking", "Civil procedural law of RoK 1", "Civil procedural law of RoK 2".

In order to improve the quality of study programmes, various innovations are being introduced in the process of their implementation. Students are taught by innovative techniques and technologies. When implementing training in the logic of the competence-based approach to the study programme, such active methods and innovative learning technologies are currently used as: project-based learning, active learning, interactive learning, critical thinking development technology, task-based learning technology, technology for evaluating educational achievements.

During the COVID-19 pandemic, the University established a Distance Learning Centre to improve the quality of online learning, which prepared the University for rapid adaptation to an unforeseen situation. In the 2021-2022 academic year, this Centre was reorganised into the Centre for Advanced Training and Innovation. The Centre for Advanced Training and Innovation is constantly working on the study of various methods and techniques in distance

education both in synchronous and asynchronous format. The Centre conducts courses and seminars on a regular basis on the use of Moodle and Webex, which allowed the University to safely switch to distance learning during the COVID-19 pandemic.

The Centre purchased equipment, instruments and necessary software (Camtasia), equipped the studio for filming lectures and conducting online webinars. The benefits of video lectures are especially noticeable during the pandemic and unstable Internet for students living in remote villages. Students had the opportunity to download video lectures at a convenient time and place for them in an asynchronous form of training, without having to attend lectures in synchronous mode with unstable communication.

Online learning is conducted on the Webex platform and educational resources are available to students through the Moodle platform. Also, during the pandemic, students and teaching staff had the opportunity to study and receive Coursera certificates on the Coursera for Campus platform. Many students presented Coursera certificates upon completion of a particular discipline, which was taken into account when the final assessment of the course was taken by the lecturer.

Course materials
The lecturers and students use two platforms: Moodle (asynchronous learning) and Webex (synchronous learning). All lecture materials on disciplines (lectures, guidelines, syllabus, examination tasks, additional materials) of the working curricula of the SP are placed in Moodle through the personal accounts of teachers. The materials of disciplines are provided through Moodle, and all online lectures, webinars and conferences online lessons are conducted through Webex. Moodle - is a system used for management of all academic learning activities during the academic year. Interactive virtual environment during learning process provides users with instruments for exchange of files, assessment and discussions.

Lecturers assist students during the educational process, providing qualified content of the course, including theoretical and practical components, and through modern information technologies both in auditorium and outside. Topics are indicated in the syllabus of the course with deadlines. The electronic infrastructure, including e-books, Elsevier, Thomson Reuters, SpringerLink resources are available for students and teachers. In addition to this material, every time trial and permanent subscriptions are updated in the main areas of the faculty, access to which can be obtained by registering through the domain address. If the IP address of the University and its domain are used, it is possible to use these resources remotely from anywhere. For example, students of the **Law programmes** have the opportunity to use Bestprofi IS. This system provides a base of legislation and literature, live consultations of scientists and practitioners, which allows the most complete and comprehensive study of the problem. This is used by teaching staff and students in the learning process.

At SDU University **Business School** course materials are prepared for use in teaching in any form, including, but not limited to, digital, print, audio, visual, or any combination thereof. After pandemic and implementation of distance learning the majority of professors and instructors started to practice blended learning (also known as hybrid learning), which is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customise their learning experiences. Lectures were provided in asynchronous form, giving students an opportunity to learn course materials

at their own pace, and complemented with the face-to-face seminars, practice sessions to better understand the materials taken.

Teachers and students use the capabilities of international scientific databases, electronic scientific journals: Cambridge OA eBooks, EBSCO, Harvard Dataverse, IEEE, JSTOR, Oxford University Press, Scopus, Taylor & Francis, Web of Science, Wiley Online Library. To obtain information resources, the SDU University Online Scientific Library provides access to the EBSCOhost electronic database. As part of the national subscription, e-books, Elsevier, Thomson Reuters resources, and a link are available. In addition to the available electronic materials, the library regularly collects requests from teachers for the purchase of trial and permanent subscriptions to databases such as SAGE Journals, SAGE Knowledge corresponding to the areas of Economics, Accounting and Auditing, and Finance.

Within the framework of the state programme "Digital Kazakhstan", various Internet resources are used in the educational process. Many teachers have developed multimedia support for classes, interactive whiteboards, audio and video materials are used. The material, technical, library and information resources used to organise the learning process are sufficient and meet the requirements of the study programme being implemented. The study programmes analyse and implement innovative proposals to improve the content, forms and methods of education.

Guest lecturers
The University pays special attention to implementing a practice-oriented approach through inviting practitioners, company executives to conduct master classes and inform about the latest changes in the labour market. Such activities contribute to the improvement of the content of the study programmes.

The purpose of the guest lecture in the **Bachelor of Applied Law** and **Bachelor of International Law** is to establish partnerships between the University and law firms, in addition to this, the goal is also to develop the skills of students. Therefore, when inviting guest lecturers, speakers are asked to provide students with relevant cases in their practice and students can apply their theoretical knowledge in practice and the speakers will guide them in their decision.

Table 16: List of guest lecturers Faculty of Law and Social Sciences

Faculty of Law and Social Sciences SPs: Applied Law, International Law		
University or industry	**Topic**	**Date (semester, academic year)**
Tukulov & Kassilgov Litigation LLP	Commercial Arbitration	1 semester 2023
LLP " Law Firm "Azizov & Partners"	Current issues of registration of companies with foreign participation in Kazakhstan	1 semester 2023
INTEGRITES LAW FIRM	From Case to Career: Personal Experience and Strategies for Professional Growth	1 semester 2023
Baker McKenzie	International taxation and tax residence	1 semester 2023
Bolotov & Partners	Trademark protection in Kazakhstan and Central Asia, Protection of rights to IP objects in Kazakhstan.	1 semester 2023
Muratov Partners Law Firm	About the peculiarities of securities regulation in Kazakhstan and in the USA; interesting case histories and the value of a financial lawyer in such transactions.	1 semester 2023
Wismar University	Case Study	1 semester 2023

Co-founder of Factchek.tj, author of the Alifbo.Media project, a blog about new media technologies from Tajikistan	Modern aspects of the use of artificial intelligence in education	1 semester 2023
WPK GROUP	Migration law	1 semester 2023
JSC "Kazakhstan Stock Exchange"	Legal regulation of the financial market	1 semester 2023
BOND STONE Law Firm	Judicial resolution of cross-border disputes arising from commercial transactions (supplies)	1 semester 2023
Ernst & Young Global Limited	Life&Work balance	1 semester 2023
Eurasian patent attorney of Schmitt & Orlov intellectual Property LLP	IP in IT	1 semester 2023
LLP "Legalmax Central Asia"	Legal support for Kazakh companies entering the international market	1 semester 2023
Information Security Committee of the Ministry of Digital Development, Innovation and	On the introduction of amendments to some legislative acts of the Republic of Kazakhstan on the issues of information	march 2024

Taking into account the practice-oriented concept of the **Bachelor of Accounting and Audit** and **Bachelor of Finance**, specialists with practical experience in the industry are invited to teach core disciplines.

Table 17: List of guest lecturers SDU Business School

SDU Business School SPs: Accounting and Audit, Finance		
Topic	**University/ Industry**	**Date (semester, academic year)**
How to Write A Critical Literature Review	Associate professor at the Business School of Oxford Brookes University	22.09.2023 at 15.00
Grant Funding Applying for ministry grants	Assistent Professor at SDU	17.10.2023 at 12.00
Monitoring regional cooperation of Central Asia	Professor at Nazarbayev University Graduate School of Public Policy	20.10.2023 at 15.00
Financial market during turbulent	PhD Assistant Professor,Nazarbayev	21.10.23 at 13.00
times	University	
Transfer Pricing	Deloitte	25.10.2023 at 15.00
How students can collaborate with teachers for scientific & publication	PhD Assistant Professor,Nazarbayev University	29.11.2023 at 12.00
Production management and cost accounting in practice	TEKLED company	12.12.2023
Successful entrepreneur, business development	HAPPYCAKE Kaskelen directors	13.02.2024 at 10.00
Career in audit	Partner of the Quality Assurance Department of EY, which is part of the BIG 4	21.02.2024 at 16.00
Business Speech	Coach, тренер, author of book "SEN", polyglot	29.02.2024 at 16.30
Earn more, start a business	Founder of «Abyroywatch»	04.03.2024 at 18.00
SG Excellence	Founder of «Abyroywatch»	11.03.2024

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 accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel however noticed some outdated literature references in the course descriptions and materials of all four study programmes. Therefore, for all four study programmes the panel **recommends** updating the literature used in the courses and mentioned in the syllabi.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. In order to increase the number of guest lecturers from universities outside of Kazakhstan, the panel **suggests** inviting guest lecturers from partner universities on a regular basis and considering organising an international week to invite foreign lecturers.

	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

The curricula of the **Bachelor of International Law** and **Bachelor of Applied Law** contain international content in most courses. The core courses are presented from international and intercultural perspectives for the Law Degree:
- International Private Law (LAW 347)
- International Public Law (LAW 301)
- International Criminal Law (LAW 383)
- International Criminal Procedure (LAW 480)
- Module of Social and Political Knowledge (Cultural Studies) (MDE 153)
- Introduction to Law (LAW 127)
- Law of International Organisations (LAW 263)

The elective courses are presented by the followings:
- International Commercial Law (LAW 370)
- Introduction to English Common Law (Law 130)
- International Financial Law (LAW 399)
- International Arbitration (LAW 405)
- International Contract Law (LAW 381)
- International Investment Law (LAW 484)
- Selected Cases from International Law Firms (LAW 479)

Moreover, the department organises international conferences and seminars to increase cultural awareness of our students.

The Republic of Kazakhstan is a multinational country with more than 130 nationalities. The multinational environment of the University gives students the opportunity to develop multilingual and intercultural competencies. The **Bachelor of Finance** and **Bachelor of Accounting and Audit** contain various language disciplines that develop language and communication competencies. The international content is provided by teaching in English, which allows those wishing from different countries to study at these programmes.

International content is also provided by the presence of ACCA, CIMA accredited subjects. Moreover, international case studies and databases are used within the courses on a regular basis.

Internationality of the student body
SDU University Business School and Law Department are a home to a growing number of international students. Students come from different countries, including China, Russian Federation, Tajikistan, Uzbekistan, Turkey, Kyrgyzstan. The international students occupy 2.7 % of the total student body of the Business School and Law Department. The faculties work tightly with SDU University Marketing and PR Department to attract and grow the number of international students.

SDU University Business School and Law Department accept applications throughout the year. All applications should be sent directly to the International Relations Office. The sooner international students apply, the sooner the International Office can assist in finding suitable accommodation and preparing admitted students for life in Kaskelen and study at SDU University Business School and Law Department.

Internationality of faculty
Teaching staff of the **Law programmes** consists of professionals holding LL.M, PhD degrees with international experiences and from different nationalities such as British, Turkish, Russian and Kazakh. Lecturers graduated e.g., from University of the West of England (UK), Dokuz Eylül University (Turkiye), University of Montreal (Canada), University of Bialystok (Poland), Albert Ludwig University of Freiburg (Germany), Lancaster University (UK), Management and Science University (Malaysia) or Warwick University (UK). They also attended academic exchange programmes, such as with Wismar University (Germany).

The teachers' experience from their studies brings an international perspective to the content and enhances the delivery of the course. Additionally, teaching staff have practical experience at local and international level as well. Most of the teaching staff participate almost each year in international conferences and workshops in Kazakhstan and abroad.

Internationalisation is also one of the main directions of **Business School** development according to the Strategy of the SDU University Development Plan.

Since 2018, the University submitted an application to attract foreign specialists. As a result, professors from the UK, Malaysia, and the USA were invited to the University.

A professor from UK (University of Birmingham) conducted seminars for deans, heads and coordinators of the SP on the implementation of the Bologna process.

In the spring semester of 2020-2021, a professor of the Business School organised a webinar together with a professor from a University in Poland on the topic - "Economy after Covid-19" Focus on Europe and Central Asia". Also, in the spring semester of 2022-2023, a series of online seminars was conducted by a professor from Malaysia (Putra University) on topics - Determining the topic and problems of research, reading and writing a literature review.

To promote international academic and professional experience the administration of the University encourages the participation of teachers in different exchange programmes, scientific internships such as 'Bolashak', participation in different conferences and seminars abroad.

Foreign language contents
The study programmes are available in three languages such as Kazakh, Russian, and English as a medium of instruction. In addition, students have the option to take Turkish, French, German language courses as electives.

Additionally, an important criterion in the selection of teachers is the appropriate level of their English proficiency. Since 2020, the University has officially regulated the minimum requirements for knowledge of English for each position, both academic and administrative, by the Decision of the Administrative Council.

The **Bachelor of Finance** and **Bachelor of Accounting and Audit** are implemented by the SDU University Business School, in the BBA format in English. The curricula of the SP were developed in accordance with the State Higher Education Standards approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 604 dated October 31, 2018 (subject to amendments and additions dated May 08, 2020).

At SDU University Business School, all study programmes include courses in four languages, such as Kazakh, Russian, English and Turkish, which provide students with an additional competitive advantage in the labour market and give them a pleasant journey to learn new languages, cultures and traditions in everyday life and in the context of business. The courses emphasise active, participatory learning that encourages students to use their growing language skills both during classes and through assignments that require students to practice their language during extracurricular time.

All language courses provided by the Multidisciplinary Educational Centre contribute to the achievement of long-term goals in the field of language learning. Lecturers are qualified and experienced language trainers and most of them are holders of international certificates: IELTS, CELTA, TKT and others. They are all native speakers or bilingual native speakers.

Appraisal:

International contents are an integral part of the curricula of **all four study programmes**. 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. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes.

	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)

Soft skills play a pivotal role in teaching in the study programmes. SDU aims to prepare students due to the demand of the job market. According to the data from SDU University Advisory Board, employers prefer to hire graduates with not only hard skills, but more with soft skills and digital skills. Therefore, the academic and practical skills are integrated in the programmes' profiles for most of the modules and teaching goes with training students as well that will develop communication, leadership and public speaking skills.

Almost every course develops students' communication skills both in written and spoken form. Skills such as communication, listening and public speaking are becoming more and more important also. Knowing how to communicate effectively is a key part of building professional relationships for the students - be they with teammates, supervisors, or colleagues, leaders in the organisation or with clients. Also, the assignments and projects with fixed deadlines improve learners' time management and stress management skills. The case-studies and subject-specific tasks develop their critical thinking and problem-solving skills. The feedback from professors and instructors teaches them to take constructive criticism which is a valuable feature in a future job place. Knowing how to work in a team, being able to build on each team member's unique strengths, knowing how to deal with frustrations, and being able to adapt to rapidly changing work environments are all critical in the workplace of the future. In most courses at SDU University students have a chance to work on group projects, for example, which will help prepare them to meet any new challenge they face.

Additionally, project work is also one of the key elements of the teaching method to develop soft skills such as teamwork, cooperation and dispute resolution skills. The students also visit the variety of seminars and trainings organised by the Centre for Professional Development and Innovation (CPDI).

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means

of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The **Law programmes** use a balanced approach to ensure and maintain high employability of the graduates. The curriculums reflect employers' expectations and the requirements of the job market. It is necessary to equip students with necessary knowledge and legal skills to adapt for different sectors of the legal environment. Moreover, some core elements of the programme have facilitated to increase the employability such as:
- The promotion of self-reliance and lifelong learning process;
- The integration of Academic knowledge and Practical skills;
- International content and Intercultural awareness;
- The development of multidisciplinary competencies and skills;
- Variety of training activities.

At SDU University **Business School**, the majority of courses are designed to increase the students' employability. Skills can be divided into hard and soft skills.

At SDU University Business School, both educators and students are keen in developing their skills which can give students the advantage of qualifications and experience in the job search and their digital skills. All students learn how to work with Microsoft Office, Power BI, Python, SQL, R-studio and others. Furthermore, digital marketing students learn to work with Figma web design tool, Adobe Photoshop and other its applications to improve creativity and innovation, Wordpress and Tilda to realise their ideas about the creation of their digital presence, AMO-CRM to learn how to absorb requests from potential customers and others which definitely make the graduates to be outstanding and equipped with solid combination of soft and hard skills.

Appraisal:

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

The structure of academic staff engaged in the study programmes **Bachelor of Applied Law** and **Bachelor of International Law** consists of full-time and part-time teaching staff which overall is 45 teaching staff (22 in Applied Law and 23 in International Law). There are 17 full-time and 5 part-time teaching staff engaged in the Applied Law study programme, whereas there are 18 full-time and five part-time teaching staff engaged in the International Law study programme. The full-time teachers are supplemented by a pool of teachers who are young academics or legal professionals who have legal experience.

The Department of Economics and Business has 45 faculty professors out of which 36 teaching staff are engaged in **Bachelor of Finance** and **Bachelor of Accounting and Audit** (35 full-time and one part-time teaching staff). Overall structure of teaching staff in the Department consists of 42 full-time and 3 part-time teaching staff.

General education compulsory subjects are taught by instructors of the Centre for Multidisciplinary Education, where about 100 instructors work.

Demand in human resources is determined by qualification requirements of the government for educational activities. Information on competition and availability of vacant positions for teaching and scientific staff is published in periodical printed editions of the Republic of Kazakhstan, in the database of Bolashak graduates and on official University's website.

Academic qualification of faculty
Teaching staff is the main resource for implementation of University's mission. SDU's Human Resources Policies is aimed at provision of qualification requirements for implementation of study programmes, preservation of professional potential of the teaching staff, creation of conditions for improvement of professional motivation and career growth of teachers, creation of supporting moral and psychological climate inside the teaching staff.
The key policies are as follows:
- Rules of recruitment of SDU University employees,
- Policy on Remuneration for SDU University employees,
- Policy on education and continued training of SDU University employees,
- Policy on Probationary Period and adaptation of SDU University employees,
- Rules of internal Labour Schedule of SDU,
- Methodology of position grading in SDU,
- Policy on rules of arrangements of human resources procedures of SDU University,
- Management system of performance and professional development of SDU University employees (PMDS).

There is a contest commission on review of candidates for vacant position placement of teaching staff at the University in correspondence to the Policy "Qualification characteristics of University's teaching staff". Personnel recruitment is implemented based on analysis of demands of study programmes, which results in contest announcements for vacant positions. In order to apply a competitive approach, the University uses a mechanism on search and selection of candidates for vacant positions, rating performance assessment is implemented

for the results of an academic year (following the results of an academic year, SDU University implements attestation of all teachers, having assessment sheets, including results of annual student survey).

When it is necessary to hire a new employee for a teaching position a contest for a vacant position is announced by the Head of the Department or Dean. After review of all submitted applications, at the first stage candidates for a vacant position undergo a distant interview (telephone, skype session). Those who passed the interview go through a personal interview, and each candidate conducts "Demo-Lesson" in front of a contest commission of the faculty. In case of approval by a contest commission of the faculty, in order to determine labour conditions and to make a final decision, candidates are introduced for review to the University's Admittance Commission. Transparency of decision-making during recruitment of teaching staff for SPs is regulated by the rules of job admittance of SDU employees.

Recruitment of teaching staff is implemented via internal and external hiring. Internal hiring is executed via internal transfers and/or graduates of an internal talent development programme called "Zhas Maman". The main goals of Zhas Maman programme are to promote employment by providing initial work experience based on educational programmes and to train high-quality personnel that meet the requirements of society and the market (international level) with high pedagogical, research and personal-moral skills. The graduates of the programme are required to have compulsory labour repayment according to Rules of the Programme "Training of young specialists".

External hiring process covers the following:
- Recruitment of Labour market candidates;
- Recruitment of foreign employees within programmes of academic mobility, or in correspondence with Legislation of the Republic of Kazakhstan and policies on involvement of foreign labour force;
- Recruitment of local teachers, invitation of well-known teachers from other universities in combination, involvement of specialists from offered areas of industry for seminars, implemented in accordance with "Rules of personnel recruitment".

In addition, as part of other teaching qualifications, the English language literacy is assessed as well. Therefore, corresponding level of English is an important criterion in teacher recruitment. Since 2020, University officially has established minimal requirements of English competence for every job position, both academic and administrative[11]. According to these regulations, the HR Department conducts constant monitoring of the availability of certificates, confirming the level of the English language (IELTS, TOEFL). Along with that, it is necessary to indicate that an international certificate is not necessary, it is possible to confirm competence in foreign language by taking a test at the Centre of Continued Education at the University. To encourage teachers for constant improvement of English, the Policy of the University indicates supplement on the salary. In addition, the University creates conditions for continued learning and improvement of language proficiency by taking courses at the Centre of Continued Education at the University, to encourage teachers to take them University grants discounts up to 50 % for language courses.

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[11] by the Decision of Administrative Board No. 6 of 10/07/2019

In the study programmes **Bachelor of Applied Law** and **Bachelor of International Law** are provided by qualified personnel, presented by 17 PhDs and 10 Master. Among the teaching staff, there are teachers, who have state awards, honorary titles, certificates of honour for contribution into Education of the Republic of Kazakhstan. Moreover, within these SPs there are teachers, who received diplomas of foreign universities, Bolashak programme graduates, having international experience in Education and in professional areas. The majority of young teachers for the Department of Jurisprudence are SDU University graduates, which demonstrates the system of professional training of own personnel at the University.

The University considers its priority to involve teaching staff with international experience. Thus, Faculties actively cooperate with foreign teachers and graduates of the International Programme Bolashak. For example, for a discipline of international criminal law within SP 6B04201 Applied Law in 2020-20021 University invited a professor from Adam Mickiewicz University (Poznan), for 2021-2022 for a discipline of International Public Law. An agreement was concluded with a professor from Indian University. It allowed an exchange of experience between students and teachers of the Department.

For the **Bachelor of Finance** and **Bachelor of Accounting and Audit**, the academic qualification of teaching staff consists of one Doctor of Economics, 14 Doctors of Philosophy and three Candidates of Economic Sciences. Among the teaching staff, 24 teaching staff studied at foreign universities in the world, which include: Harvard University (USA), University of Southern California (USA), Boston University (USA), University of Illinois (USA), Bonn University (Germany), The University of Sheffield (UK) and other countries like Malaysia, India, Norway, Turkey, France.

In addition, SDU University teaching staff are actively involved in research. As a result, a professor has been accepted into the prestigious international Honor Roll of Responsible Research in Business and Management with a mission of promoting credible research that contributes to responsible business practices and societal well-being. Also, a PhD of SDU University received the "Best Paper from Australia and New Zealand" in 2019 and published a book "Financial Planning & Personal Finance" in 2023.

Pedagogical / didactical qualification of faculty
Qualification requirements for faculty members of the School of Business are implemented according to:
- Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 17, 2015, № 391 "On approval of qualification requirements for the educational activities of organisations providing higher and (or) postgraduate education, and the list of documents confirming compliance with them",
- Internal Regulations on the qualification requirements of SDU University faculty members,
- Internal job descriptions,
- Instruction on Evaluation and Development of Competencies of Employees and Employees Included in The Personnel Reserve at SDU,
- Regulations on Training and Professional Development of The Employees at SDU.

According to the SDU University Qualification requirements for faculty members the average work experience varies from minimum Master degree for entry level (lecturer) positions and

maximum over twelve years of research and teaching experience for senior positions (SDU University Professor).

For newly admitted teaching staff every semester the Teaching Orientation week is organised to familiarise them with existing teaching practices in testing and examination methods, grading system and supporting LMS systems and other blended/online learning software used during the teaching process.

To retain pedagogical/didactical qualification of faculty, SP Development Plan of teaching staff is designed in cooperation with teachers, SP Coordinators and Committee Chairs as per requirements and demands of SP. In accordance with SP Development Plan an individual work plan of every teaching staff is created, and mid-year and annual reports are made on accomplished activities, reflecting contribution of every SP teaching staff into implementation of main directions of University's Development Plan for 2018-2023: "Internationalisation", "Learning and Teaching", "Scientific Research".

Special attention is paid to correspondence to criteria of L&T (Learning and Teaching) method and ability of teaching staff to fulfil them:
- ratio of all independent work of students;
- continued improvement of profession level among teaching staff;
- digital literacy;
- teaching in English;
- control of teaching quality.

SDU University trains their own personnel under the "Zhas Maman" talent development programme, stimulating and training graduates of the SDU University. Candidates who have passed the competition under the "Zhas Maman" talent development programme are provided with an internal grant for Master and doctoral studies, with mandatory follow-up in accordance with the Rules of the programme. In the 2022-2023 academic year, five young specialists of Business School are studying for master's/doctoral studies at the business school and work at the department as assistant teachers.

When planning training, the head of the structural unit and/or HR department proceeds from the need for training determined on the basis of the following factors:
- compliance with qualification requirements, professional standards and job descriptions;
- expansion of the employee's functional responsibilities;
- planned promotion;
- relocation of the employee.

SDU University provides employees with vocational training, retraining and advanced training. Based on the results of assessing the quality of teaching, as well as the results of student surveys, the University determines the crucial directions for the development and advanced training of both academic and administrative staff. The Department of Quality Assurance at SDU University conducts an Annual Course and Teaching Evaluation at the end of the Fall and Spring semesters. This survey allows learners to rate the course and instructor on a scale of 1 to 5 on ten questions regarding syllabuses, teaching quality, relevance and more. The

results of this survey are also sent to teachers, heads of departments and deans for further work to improve the quality of courses.

Teaching staff of the SDU University take part in training at least twice a year organised by the Educational Methodical Centre and the Centre for Professional Development and Innovation of SDU University as part of Summer and Winter Schools as well as other participants interested in courses on the following topics:
- Effective learning and teaching (2017);
- International prospects for professional development in higher education (2019);
- Implementation of the Bologna process in the Kazakhstan context (2020);
- Cyber Pedagogy: New challenges for HEIs in a VUCA world (2021);
- LX: Hack the Code (Learning Experience) (2022).

The advanced training of the teaching staff also takes place in the form of participation in scientific and methodological seminars, conferences, exhibitions and other events, in the form of research work, on Masters and doctoral studies. In addition, teaching staff of the Department of Law organise conferences, seminars as part of sharing experience and exchange of knowledge.

SDU University Business School has a special mentoring programme to improve the skills of young staff – mentoring, which allows to train young employees in pedagogical skills, improve their qualifications and professionalism. Each young teacher is assigned a mentor with experience among the teaching staff.

Likewise, SDU University Business School's teaching staff has a professional certification like ACCA, CFA, etc. Therefore, SDU University has a system of allowances for faculty members who hold professional certificates or equivalent certificates. For the Business School faculty members, an additional payment is provided to the holder of one of the following certificates:

- Chartered Financial Analyst (CFA);
- Financial Risk Manager (FRM);
- Certificate in Professional Marketing;
- Association of Chartered Certified Accountants (ACCA);
- Project Management Professional (PMP);
- Professional in Human Resources;
- SAP certification.

As part of internal staff training, a professor of University of Birmingham has made a contribution to ensure the quality of education of the SP at SDU University Business School. Under her leadership, SDU University organised seminars for deans, heads and coordinators of study programmes on the use of ECTS and student-centred learning. Based on the results of these seminars, the content of the syllabi of disciplines was updated, including the sections on learning outcomes, the course evaluation policy, and a methodology for reflective assessment of the teaching work of the teaching staff was developed and implemented.

During 2019-2021, a pandemic period, the teaching staff of the department enriched their level of knowledge and teaching skills through training in Coursera and Udemy MOOCs, as evidenced by their numerous certificates. In the MOOC, the teaching staff took courses in

digital marketing, programming, big data and artificial intelligence, excel for business and many other courses.

The dean, head of the department, and coordinators of the SP participate in seminars related to aspects of management, development and implementation of the SP, such as "Leadership", "Design of study programmes", "Global Standards in Educational Practices: KIMEP's Model".

As part of the SDU University Business School, seminars are held annually for new and young teaching staff. In the 2022-2023 academic year, the seminar programme contained the following topics: Syllabus Preparation, Lesson Planning, Student Centred Learning, Assessment, How to use "DMS, PMS, Moodle, Webex" Student Psychology, Communication, Board Usage.

Practical business experience of faculty
The University pays attention to inviting practitioners, company executives to conduct classes and inform about the latest trends in the labour market. Such activities contribute to the improvement of the content of the study programmes. Moreover, SDU University pays attention to the professional industry experience (employment in banking, big4 companies, corporations, state organisations and public administration and civil service) in addition to the academic background and international professional certification as ACCA, CFA, FRA, PMP, IPMA and others to teach the students on real life cases and up-to-date trends. Taking into account the practice-oriented concept of programme and the concept of internationalisation, foreign professors are invited to teach core disciplines.

During the process of recruitment of a teaching staff for the **Bachelor of Applied Law** and **Bachelor of International Law** attention is paid not only to the theoretical base of a teacher, but also to practical skills in his or her specialisation and in scientific research. For example, a senior teacher employed for 2021-2022 academic year, is a lawyer-practitioner and qualified specialist, combining scientific research activities (more than 50 scientific papers) and, therefore, employed for a job on a contest basis considering his high professional qualification in Law, availability of skills of material delivery and communicative skills.

Moreover, the majority of teaching staff has practical experience in different fields of law. Also, practitioners are frequently involved in the study programmes.

Due to the fact that the **Bachelor of Finance** and **Bachelor of Accounting and Audit** have a practical focus and contains the disciplines of the ACCA and CIMA international qualification exams, disciplines are taught by practicing experts of the middle and higher levels, whose professional activities reflect the content of the discipline and / or who have international professional qualifications in areas related to the specifics of the disciplines and academic educators who have a background in the industry. The average annual work experience of the teaching staff of the Business School is 9.3 years, as employees of top management, middle managers, analysts (marketing, financial, economic), project managers and other positions.

Internal cooperation
Internal cooperation in the **Law Department** is structured and systematised through councils, advising boards and working group coordination. The cooperation between the academic staff is held regularly (twice in a month) with meetings and councils. In addition, the Law and Social Science faculty also collaborates with each other in academic staff development by organising

seminars, training programmes and international conferences in the University. The Dean and coordinators of each study programme usually cooperate in the area of improving the existing courses and developing new courses. There are also meetings carried out within the Quality Assurance Committee where they systematically review course delivery.

The meeting of the **Department of Economics and Business** is held once a month, where academic issues are considered on the agenda. All academic staff of the Business School are invited to the meeting. When discussing any issue, each teacher can openly express ideas, suggestions, wishes. The following issues are discussed on the agenda of the meeting: discussion and approval of the forms and content of current, intermediate and final exams, consideration of topics of diploma projects/ theses, discussion of the results of the exam sessions, pre-defence of the results of students' scientific work, the results of the final certification of students and others.

On a monthly basis, the department conducts educational, methodological, scientific seminars for the teaching staff of the department, where the teaching staff shares their professional experience, teaching methods, research, as well as seminars developing soft skills.

The Department of Economics and Business is a structural subdivision of the SDU University Business School. At faculty level, there is a business school board, whose members are the dean (chairman), head of the department, coordinators of the SP, deputy dean for social issues, chief expert of the BS, director of master's programmes, coordinator of the educational and methodological committee, chief expert of the business school, minister of students. The council meeting is held weekly on Tuesdays, where current and strategic issues of the BS academic activities are considered and decisions are made on the principles of openness and collegiality.

In the 2022-2023 academic year, a new Case Research Centre was created as a business school unit, which aims to provide interaction between teachers, scientists, students and industry to expand research opportunities, academic excellence, solve real problems, and create and disseminate knowledge. This centre held a master class on case studies, where the speakers were internationally acclaimed scholars of management.

Student support by the faculty
As SDU University has chosen a student-centred approach in the educational process, student support is an integral part of all services provided by the faculty to ensure that students can finish the programmes successfully.

The teaching staff of the department, in addition to the classroom hours conduct office hours, the number of which depends on the number of groups of the teacher. The organisation and conduction of office hours is regulated by the Guidelines for Teachers. Office hours can be conducted in offline and online formats. During office hours, the teaching staff advises students on the curriculum and course content, on the policy of evaluating the results of training on the course and gives feedback on control papers and midterms.

In addition, teaching staff engage students in participation in seminars, conferences and workshops, student projects and different student competitions organised by the international organisations like UN and its organisation (UNESCO, UN Women) via student clubs and off campus site visits and guest lectures to ensure providing opportunity of gaining direct

experience in the industry by students, as well as organising job fairs, where students have the opportunity to learn more about various companies, and companies have the opportunity to invite students to practice, with the possibility of further employment.

The faculty assigns advisors to students, depending on their specialty and course of study, who answer any questions and provide support. The business school has 19 advisors, with approximately 40 students for each advisor. The advisory service is carried out to provide the necessary social and academic support to students in the educational process. Also, advisors organise two-hour weekly meetings with students and at least one cultural event per semester. The advisor also helps students with registration on the portal, advice on choosing elective subjects, and gives general advice.

In addition, the processes related to students are organised by responsible specialists of the faculty together with advisors. The International coordinator organizes the necessary processes for a student to study abroad on an exchange programme and answers the student's questions. The career development coordinator organizes a career day and various pieces of training within the university's walls to help students in the future in the employment process and internships. If students have questions during the learning process, they can find answers by contacting their advisor and faculty specialists and also using the information on the University website.

As a part of student & teaching staff collaboration, the University has 35 student organisations (clubs) that increase their activity and sense of responsibility, giving them experience in organisational and public activities. The spheres of activity of the clubs are diverse, from teaching dancing, playing the national instrument - dombra to participating in the organisation and conduct of charity events. Likewise, teaching staff and students can collaborate via SDU University Technopark in working on joint university-wide projects financed by the industry. In such cases, students and teaching staff from different faculties are engaged in projects.

Within the framework of the SPs, three different types of internships are provided: educational, industrial and pre-graduate. The educational practice takes place for students of the initial courses in the format of visiting practice bases, seminars of guest lecturers from the industry. Industrial internship involves sending students to the practice bases; the process is coordinated by the teaching staff, departments in collaboration with the Department for Work with Graduates and Career Development.

In addition, there is non-academic support available as part of SPs provided by teaching staff because in many cases teaching staff fulfil administrative duties as well. Therefore, they can fulfil the duties of social coordinators. In this case, the support is to identify the needs and opportunities of individual students and target groups (students from large families, students from single-parent families, orphans, students with disabilities) and help students to solve non-academic issues (financial aid, inclusivity). In this case teaching staff serve as a bridge to connect the students and University student support administrative divisions.

Appraisal:

The structure and number of the faculties correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculties' composition,

consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. SDU verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The panel supports these measures of SDU University and **recommends** increasing the number of PhDs among the teaching staff. Moreover, the panel **recommends** supporting lecturers financially to participate in international conferences.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. SDU verifies the qualifications of the faculty members by means of an established procedure. SDU 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 (such as courses and seminars) are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. For the **Bachelor of Applied Law** and **Bachelor of International Law**, the panel acknowledges the above-average experience of lecturers in the field of law, as well as the integration of practitioners in teaching activities.

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 in all aspects of the study programmes. The faculty members are very supportive and always available for the students, also outside the specified office hours. The students are fully content with the support they receive by lecturers and advisors for all kinds of problems they may encounter during the course of their studies.

	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		BIL, BAL	BAA, BF		
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

All four study programmes are managed by the head of the department and programme coordinators. Responsibility for the management, development, implementation, monitoring and evaluation of business processes within the framework of the study programmes is assigned to the Dean, head of the Department and programme coordinators according to the adopted Regulations on the official duties of persons.

The main purpose of the coordinator at the University is to improve the study programme in terms of filling it with relevant content, introducing innovative forms and methods of teaching, concluding contracts for the opening of new practice bases, cooperation with other universities and research centres, inviting experienced teachers and specialists to teach.

The functional responsibilities of the coordinator include:
- design of new SP;
- monitoring of the implementation of the SP;
- involvement of employers in the development / approval of the SP;
- the content of individual disciplines and topics of theses/projects;
- quality control of the content and conduct of disciplines;
- providing disciplines with highly qualified teachers;
- distribution of undergraduates by practice bases;
- implementation of the principle of student-centricity;
- informing the public about the content of the SP.

The development of the content and conditions for the implementation of the SP is carried out by the head of the study programme on the basis of the Regulations on the development, approval and monitoring of the EP, taking into account the opinions of experts from among the teaching staff, employers, graduates and students. Each study programme is reviewed by the Faculty's Quality Assurance Commission.

Contact information of the heads of study programmes (deans, heads of graduate departments) are available on the University's website.

Process organisation and administrative support for students and faculty
To ensure smooth running of programmes at University level, there is teaching staff and student support.

Planning and organisation of academic activities of the SP is carried out by the administrative staff of the school, which includes the Dean, Deputy Dean for Social Affairs, head of the Department, coordinators of study programmes, chief expert, experts and the assistant of the dean. Decision-making processes, and responsibilities of the listed employees are defined by job descriptions. Teaching staff and student representatives are involved in decision-making processes, in the form of membership in the faculty council or presence at a meeting of the department, where all teaching staff are invited.

Every year orientation week is organised by the faculties and departments of the University to familiarise new students with the general educational process and the University's rules and services. During such orientation week, students are provided with information about the credit

system of education, academic honesty, student life and the internal regulations of the University and master classes are organised on various topics, such as motivation in learning, preparation for classes and a healthy lifestyle. In addition, students are given a handbook containing all the information that will help them in the learning process.

Students administrative support is implemented based on a one-stop-shop approach via the Student Support Services which supports students related to admission and enrolment to the SP, registration for courses, student records keeping, student certificates, academic mobility, student documentation and other student requests.

These services are provided via Students Portal[12], containing information concerning offered courses, transcript, online requests, condition of account, schedule and notifications. The Student Portal has the following functionality:
- Registration and selection of courses. The most important part of the student portal is selection of compulsory and elective courses for the semester, selection of teachers and confirmation of selected choices.
- Attendance. This function provides students with a review interface, which consists of course title and ratio of missed lessons and red line, indicating danger threshold (with following non-admission to interim control or final attestation).
- Transcript. Function "Review of student's transcript" shows selected subjects, SGPA, CGPA and relevant grades.

Centre for Professional Development and Innovation supports the learning process via the platform LMS Moodle, Turnitin, Webex both in online and offline format. Students and teaching staff have access to the personal page of educational source Moodle. It is a platform, where teachers and students counteract each other throughout the whole academic process. LMS Moodle allows timely post and share necessary resources, give out tasks, conduct testing and different kinds of interactives. Platform SDU University Moodle is an important instrument for asynchronous lessons and exchange of materials between students and teachers. This platform provides implementation of different operations, related to task execution, resource exchange, knowledge assessment. All online lessons are conducted through platform Webex. Every teacher has his or her own account on this platform, which is connected to corporate SDU University email. A teacher sends to students a list of online lessons and links to them.

The University has a Psychological Support Centre for students, where students and academic staff can get consultations in Kazakh, Russian and English on personal issues of concern to them. To consult students on academic issues, there is also a reference service with consultants from the Advising Desk.

Also, the Alumni Department of the University developed a special mobile application SDU University Connect (Play Market and App Store) for graduates and students of the 4th course, where there is a base of all graduates with all necessary information, including current job. This application has a page "Vacancies", where graduates and companies registered in the application can publish their vacancies. Graduates and students can find a new job positions, their peers, if they are also registered in the application and chat with them. Also, in September 2020, application SDU University Navigation was launched, it is a GPS-navigator of the SDU University Campus for new students, which allows users to find their location in the campus.

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[12] see: https://my.sdu.edu.kz (last accessed July 16, 2024)

Search function helps a student to find an object on a map (auditorium, Dean's Office, library, centres, departments) or to look through the list of all objects situated on the territory of Campus. There is also a mobile version of the student portal "MYSDU". Students can easily and quickly monitor their academic activities with the help of their mobile phone. Mobile version represents informative content with user friendly interface, where there are, for example, student profile, schedule, programme structure, electronic attendance, information concerning course registration, records on entry. The Department of Law provide professional development courses for teaching staff. In addition to academic development, Department of law offers further education in legal education and cyber security. There is the option for staff members to go on exchange within the Erasmus + programme, participate in international and internal conferences.

The University IT services have a central contact point for servicing internal technical user requests, which automatically accepts service requests from the teaching staff in the occurrence of technical, software problems and accepts for execution.

For the convenience of all staff, the document management system is also automated and implemented, where some academic processes are automated (filling out an individual plan and a teacher's report), HR processes (requesting a certificate of employment, applying for leave, receiving an advance payment).

Appraisal:

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

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty.

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

4.3 Cooperation and partnerships

Cooperation with the HEIs and other academic institutions both local and international is implemented via the SDU University International Relations Office through memorandums of understanding and agreements. Cooperation agreements with HEIs also offer the faculty and staff members a range of opportunities to study, carry out research and experience

international academic experience at partner universities. Faculty and staff members gain valuable experience, live in an international environment, challenge themselves and explore opportunities at partner institutions in countries as diverse as Kyrgyzstan, Uzbekistan, Germany and Poland.

Professional practices are outsourced for academic mobility, therefore, SDU's Department of International Relations to sign memorandums with 25 countries, send more than 200 exchange students to countries of USA, England, Poland, Germany, Turkey, Portugal, Korea, China, Malaysia, Lithuania, Latvia and others. In choosing HEI-partners, the University pays special attention to compatibility of quality of provided educational services to the quality in other HEIs. Students have the opportunity of academic mobility both abroad and in local educational organisations. Moreover, this year is the second, when these SPs cooperate with KIMEP University for internal mobility of students.

Moreover, SDU University constantly works on expanding the boundaries of scientific cooperation. The University implements projects on the development of international and republican cooperation for participation in scientific projects within state programmes, republican scientific and technical programmes (RSTP), industrial (section) programmes, programmes of fundamental research (PFR), programmes of applied research, innovation projects, search (risk) projects (science fund), intrastate programmes, regional programmes, agreements with organisations of various spheres, and in initiative projects as part of research groups of the mentioned below scientific departments at SDU University: Institute for Interdisciplinary Studies, Centre of Interdisciplinary Studies, Centre of Anthropological Studies, Scientific Research Centre "Discrete Mathematics and Mathematical Logic", Scientific Research Centre of Information Technologies, Scientific Centre of Economic, Social and Business Studies. The programme "The Visiting Scholar" is launched, which expands opportunities for attraction of foreign scientists for research, conducted by SDU University.

Students of **Bachelor of Applied Law and International Law** have an opportunity to attend a series of courses in the companies through a special professional Beta-Career programme, which allows students to work at the companies and gain practical work experience. Key peculiarity is the fact that Beta-Career is considered to be equal to the courses of the 7th semester, and assessment of students is implemented by the company's representative. The programme includes the courses, which are provided for by professionals in the company offices. For example, the companies, available through this programme, are law firms including the legal 500, Asia Pacific Law and Chambers and Partners.

On 16-17 April 2021, the Faculty of Law and Social Sciences held the international conference "Law and Social Sciences during the Pandemic COVID-19". Besides Kazakhstani participants, the event engaged more than 20 foreign researchers from such countries as Poland, Iran, China, and Pakistan. Six distinguished speakers were invited for the event from Australia, India, Estonia and Malaysia, who presented their reports in such directions as history, journalism, law, management and political science. Conference was held in three parallel sections: Law, International Relations and Education and Law of a human during the Pandemic COVID-19.

One of the main activities of the **Business School** is the development of academic mobility, attracting the best foreign and domestic teachers and practitioners. In this virtue, the SDU University Business School became a member of the Alliance of International Business

Schools (NIBS – Network of International Business Schools), an association of business schools of the world's leading universities. Membership in this alliance promotes cooperation and exchange of best practices between member institutions, in particular in matters of international business education, expanding opportunities for exchange of students, teachers, cooperation in the development of curricula, joint training and research programmes.

University widely uses the practice of inviting teaching from foreign universities to work with students and the teaching staff of the SDU University Business School.

<u>Cooperation with business enterprises and other organisations</u>
The Departments of Law and Department of Economics and Business have concluded agreements with companies, institutions for professional practices.

Within **Bachelor of Applied Law and International Law** there are nearly 40 agreements with law firms, such as GRATA, Legal Firm INTEGRITES, Rödl & Partner, Synergy Partners, Akhmetov & Partners LLP, Muratov Partners, Artyushenko & Partners LLP, Unicase Law Firm, GLOBAL ANALYTICS LLP, MG Partners Almaty LLP and law enforcement bodies (Karassay District Court, Police Department of Almaty, Prosecutor's Office of Kapchagay, Prosecutor's Office of Zhanaozen). The order of organisation and implementation of internship is determined by the programme designed by the Jurisprudence Department Programme and Methodical Recommendations on Implementation of Professional Practice. Specificity of SP Applied Law is that this programme works with national and international legal acts within professional activity of students and graduates. Legal acts are constantly changed and supplemented; therefore, continued self-development of teachers and students is very important. That is why the learning process is supplemented by case studies, problem-based learning methods.

Corporate business partnership plays an important role in the development of SDU University. The Department is responsible for cooperation of SDU University with concerned parties: communities, private sector, all spheres of government, mass media for brand awareness of SDU University as a strategic partner for public and private sectors.

The Faculty of Law and Social Sciences also collaborates with the industry via Programmes of Beta Career. According to the terms of the Programme Beta Career, students can attend internship with further employment during the last two semesters. Within this programme in 2018-2019 academic year 98 agreements were concluded, in 2019-2020 academic 176 agreements were concluded. Two students within SP Applied Law are undertaking internships as part of the programme Beta Career. On the platform Google Classroom there is a virtual classroom for SP students, where all necessary information is available concerning the requirements, terms and opportunities of the programme Beta Career.

The importance of corporate partnerships is visible through the presence of legal industry experts among department teaching faculty and broad representation of main legal organisations in the Department's Advisory Board which is responsible for formulating the specifics of the institute's mission, establishing policies to fulfil the mission and strategic development. SDU Law is a member of the European Association of Law and Economics (EALE) and cooperation with them mostly in law and research area. EALE also provides assistance to SDU Law and its staff with training, implementing case law and other regulative

matters. SDU Law Faculty interested in investing resources to the academic staff development by cooperating with other business and international organisations.

The **Business School's** study programmes are designed in accordance with European, national and industry qualification frameworks, as well as professional standards. Employers are involved in the design of the SP through an Advisory Board, as well as on the basis of peer review and expert opinion regarding the content of the SP, a new discipline, feedback from the practice based on the quality of students' professional practice. Examples of proposals to include a new discipline or an individual trajectory are reflected in the protocols of the Advisory Board. In the 2022-2023 academic year, the Advisory Board of the Business School included industry experts, namely representatives of PricewaterhouseCoopers, Halyk Bank, Air Astana, Deloitte, as well as graduates and students of the Business School and teaching staff.

The Business School actively cooperates with the Astana International Financial Centre (AIFC). The cooperation is aimed at a broad exchange of best practices, knowledge and the implementation of joint educational, research programmes and projects. Together with the AIFC Bureau of Continuous Professional Development, access to the Eikon database was opened in one of the laboratory rooms at the SDU University Business School.

The business school actively cooperates with the National Bank of the Republic of Kazakhstan, the experts of the macroeconomic department of the bank are the reviewers of the passport on SP Economics. Experts from "Arti Sinerji" LLP, "Seha Company" LLP, "Galaxy Group" LLP, "Teksan" LLP, "Evim International Kazakhstan" LLP are involved as external experts in the content of the SP Economics. The Business School also maintains contact with such companies as Big 4, Kazakhtelecom, EPAM, Activ, Kcell., Procter and Gamble, McKinsey, Philip Morris. They actively participate in Business School events, such as career day and job fair. Moreover, practical partners have sponsored some labs and computer rooms for the campus.

Appraisal:

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

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. Cooperation with business enterprises and other organisations is actively promoted (for example by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, in order to discuss the further development of the programme). Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in projects, provision of traineeships,

appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills.

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

4.4   Facilities and equipment

To date, there are 5 buildings on the University's academic campus, one of them was commissioned in September 2022. The campus has a total of 104 classrooms:

- 63 classrooms for practical classes in various disciplines;
- 15 lecture halls for theoretical classes in various disciplines with a capacity of more than 50 students;
- 26 different laboratories;
- five computer classrooms;
- the total area of the building is 39,651.6 m^2.

Educational laboratory base and auditorium reserve correspond to student population and implemented study programmes and sanitary and epidemiological norms and requirements. Wi-Fi covers the entire territory of campus, providing constant access to all databases. System of communication at the University works without interruptions.

There are 75 access points on the territory of the University, 35 of which (Cisco) are located in the dormitory, and 40 (UNIFI) – in the campus. Server Radius controls entry of users into the system. Radius - server works synchronised with Microsoft Active Directory. At the University users automatically grant access to use Wi-Fi when opening their accounts.

A studio classroom has been designed, equipped with a video camera, a chroma key, a computer with a video editing camera installed and additional lighting, which allows teaching staff to record their video lectures.

ICT in an educational environment helps to improve learning outcomes and teaching quality. 100 % of teachers at the University use ICT in their educational processes. All auditoriums of the University are equipped with up-to-date projectors, LCD TVs and computers. Annually, according to requests from the faculties, all equipment is subjected to repair and, if necessary, full replacement. University informs wide target groups through its official website, as it is the main communication channel of SDU University. Target groups are entrants, parents, students, MA students, employees, teaching staff, PhD students, partners, graduates, mass media and other involved parties. Information on websites can be divided into two parts: static information and news feed.

Among the information technology of the University for collection and processing, the internal portal of the University[13] allows the teaching staff to see the number of students registered for his/her course, their schedule of classes, fill out an electronic student attendance indicate the results of current and midterm exams, get access to internal rules and regulations. Advisors can monitor the progress of their curatorial group through the portal, the results of the development of the ITP, the attendance of lessons, the schedule and the list of courses for which the student has registered.

The study programmes of **Faculty of Law and Social Sciences** taught in block D, which has a sufficient classroom fund for teaching students, taking into account the recruitment plan.
At the University, there are 21 learning laboratories, 5 of which are located at the Faculty of Law and Social Sciences to be used for SPs Applied Law and International Law:

1. Crime laboratory. The main purpose of creation of the crime laboratory is to increase the effectiveness of the learning process through wide introduction of modern technical tools, automated learning programmes in criminology and forensic expertise, and also gaining of practical skills and abilities by students for solving and investigation of crimes in modern conditions. Crime laboratory is equipped with a wide range of up-to-date technical tools, allowing it to demonstrate work with physical evidence during examinations and research using digital and comparative microscopes, ultraviolet and infrared devices for examination of documents to explore any sort of falsifications and corrections. Special places in the scientific and learning complex of the Department are taken by specialised multifunctional auditoriums-polygons, imitating a living room and commercial store (shop), where students have an opportunity to create various situations, occurring in forensic practice while examining crime scenes.

2. Laboratory of legal research and analytics in Law. The purpose of this laboratory: participation in legislative activities through drafting the legislation of the Republic of Kazakhstan, preparation of suggestions and analytical notes on improvement and development of current legislation, scientific expertise of regulatory acts and international agreements of the Republic of Kazakhstan; provision of intensive interaction of learning process with science through introduction of the results of scientific researches, organisation of professional practice of students and their involvement into scientific activity.

3. Scientific Centre IT LAW. The office is provided for scientific research activities in the sphere of intellectual property and IT LAW for meetings of students-employees of the Scientific Centre IT LAW. The purpose of the Centre is the study of topical legal problems in the sphere of information technologies and decision processing for development of IT LAW. It is also suited for workshops and round tables on IT Law.

4. Courtroom. The purpose of the courtroom is gaining by students professional skills and abilities during practical lessons on disciplines Criminal Procedural Law of RoK, Civil Procedural Law of RoK, International Arbitrary, Labour Disputes, as well as organisation of role procedural plays, development of skills of judicial speaking.

5. SDU University Legal Clinic. The purpose of Legal Clinic activity is gaining by students of the University practical skills related to chosen specialty through provision of legal aid, improvement of forms, methods of learning at the Faculty.

6. SDU University Moot Court.

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[13] for employees - https://pms.sdu.edu.kz ; for students - https://my.sdu.edu.kz (last access July 17, 2024)

The study programmes at the **Business School** taught in block G. The classrooms are equipped with the necessary educational equipment, including a video display system (a multimedia projector and screen, a teacher's work computer), separate tables, a marker board, and in three classrooms - laboratories, students' workplaces are equipped with computers. Every year, according to the applications of the faculties, all equipment is repaired and, if necessary, completely replaced. For the organisation of conferences, joint panel discussions, meetings and master classes, guest lectures, there is a conference room equipped with a video display system and microphones.

SDU University Business School has three computer laboratories, which allows students and teachers to use software products and applications. The teaching staff of the Business School use the following application software packages such as SmartPLS, Eviews, R when teaching disciplines in economic and mathematical analysis. Computers with SAP software - Logo enterprise, STATA, EViews and 1C Accounting are available to students and lecturers.

Access to literature
The Scientific Library of SDU University works from 9am to 6pm without breaks. During control and examination period if necessary and at students' request, the library may work additional hours. Electronic resources of the library are available via intranet, covering the whole territory of the campus. Search and selection of necessary literature is implemented with the help of an electronic search system.[14] Educational and laboratory base and auditory fund corresponds to student contingent within study programmes, to sanitary and epidemiological norms and requirements, as well as to SCES of RoK. Comprehensive education can be provided to 3,500 students (6,600 according to SCES on square index).

The Scientific Library of SDU University actively introduces advanced technologies of manufacturing and distribution of information, allowing it to provide it to users in amount and format corresponding to their demands. For informational support of education and science currently Scientific Library of SDU University developed an online portal of Scientific Library of SDU University. This online portal integrates an online catalogue, system of electronic resources EBSCO Discovery Service, which consists of databases in state, Russian and foreign languages. The library has access and widgets Springshare, allowing readers to search necessary materials remotely. The Fund of the Library is created accordingly working curricula of learning disciplines on study programmes, implemented in the University. To get informational resources online the Scientific Library of SDU University grants access to electronic database EBSCOhost.

Students always have access to electronic textbooks, computer programmes, bank of audio and video materials. Lectures and practical lessons are conducted using innovative technologies, audio and video equipment. Modern scientific library and reading hall, equipped with learning materials, methodical materials, allow students to organise both classroom and independent work for all methods of preparation.

Every student during the whole period of learning has individual unlimited access to the following personified information educational resources:
- the official website of the University,
- the scientific library,

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[14] see: https://library.sdu.edu.kz/ (last access July 17, 2024)

- the electronic library,
- informational and analytical complex on learning process management,
- the E-Learning system that provides self-assessment of knowledge for students (remote testing).

Along with academic support by other faculties and Student Department, Scientific Library of SDU University provides its support as well. For informational assistance of educational, learning and scientific research activities, promotion of resources and services of the library, SDU University's Scientific Library created a team of subject librarians for each faculty. Subject Librarians are responsible for support and development of library funds within their field of specialisation, for establishment of connections with departments of the faculties.

To implement these tasks both during learning process online and offline, subject librarians provide the following services:
- E-mail consulting concerning search of certain materials and necessary resources for the course;
- Assist in formation of requests from the departments for purchase of new educational and scientific literature;
- Study scientific research and educational demands of the faculties;
- Organise online training for professors and their students for increase of interest to work in a library, for gaining new knowledge and development of practical skills. Training is held on Webex platform base or as videos downloaded on YouTube channel of the library. Access to trainings is possible only by link sent by the library;
- Organise training for using Databases, on matters of academic integrity and other actual topics; access is available during lectures by invitations from instructors themselves.

Themes of this online training include matters, such as informational literacy, library databases, Open Access databases, research process, citing instruments and styles, plagiarism, search of resources and search strategies. Available electronic resources for the Department of Jurisprudence include Paragraph, JSTOR, SAGE, Ebrary, and others. National subscription grants access to electronic books and resources Elsevier, Thomson Reuters, SpringerLink. In addition to available electronic materials, the library regularly conducts a collection of requests for lecturers for purchase of trial and permanent subscriptions for databases for the main directions of the University's Faculties.

To get access to electronic resources readers must register through domain address. To receive books, readers must have their active SDU University ID-card with them. This card is required to subscribe and enter the library, to purchase literature and to attend the reading hall and base of electronic resources.

Overall area of the library comprises 785 square meters; additional area used for library services comprises 435.4 square meters, seatings in the library - 162, in additional centres of electronic resources – 100. Library pass area – 372.3 square meters, book storage area – 75 square meters, area of the reading hall – 305.8 square meters.

Currently, the Scientific Library of SDU University implements transfer from Library-Bibliographic Classification (LBC) to the system of Library of Congress Classification (LCC).

Library Fund is universal and comprises 404,173 copies, which are: in state language – 113,481 copies (27.5 %), in the Russian language – 31,858 copies, (4.5 %), in the English language – 256,180 copies (67.2 %), in other languages – 2,654 copies (0.70 %).

Fund of the Scientific Library of SDU University consists of the following categories:

- Fund of educational literature – 317,074 copies, in state language – 88,897 copies, in Russian – 17,612 copies, in English – 208,631 copies, in other languages – 1,934 copies;
- Fund of educational and methodical literature – 18,417 copies, in the state language – 5,144 copies, in Russian – 8,637 copies, in English – 4,336 copies, in other languages – 300 copies.
- Scientific Fund (monographs, dissertations, Autoabstracts, literary works, studied within programme, encyclopaedias, dictionaries, guides, industrial periodical editions, collections of scientific works, materials of scientific practical and international conferences, corresponding to the profile of specialty) – 54,711 copies, in state language – 14,118 copies, in Russian – 2,215 copies, in English – 38,053 copies, in other languages – 325 copies.
- Educational literature on digital mediums – 3,627,322 units. Of them in state language 31,084, in the Russian language 58,173, in other languages – 3,538,065. Availability of disciplines of curriculum for specialties on digital mediums – 11724, supplemented by full textual electronic editions of RIEL (Republican InterUniversity Library) Databases (86,842 items, of them in state language – 28,595 items, in the Russian language – 51,890 items, in the English language – 3,255 items, in other languages – 3,102) and other databases of electronic books in the number of 3,528,906 items.

Appraisal:

During the on-site visit, the panel had the opportunity to see the rooms and equipment of SDU University for the study programmes. The panel is of the opinion that the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. Moreover, the teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. business games, simulations, virtual elements), the HEI possesses appropriate rooms which possess the specific technical components needed (such as computer labs with required software, e.g., SAP). For the **Bachelor of International Law** and **Bachelor of Applied Law**, there are also forensic and criminalistic laboratories and crime scene simulation rooms available so that students gain practical experiences throughout their studies. Moreover, both programmes have access to a realistic court room for Moot court simulations, which is appreciated by the panel.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 **Facilities and equipment**					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)	BIL, BAL		BAA, BF		
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5 Additional services

The employment of University graduates is carried out through the activities of the Career and Professional Development Department, namely, consultations for senior students in order to identify interests and assist in their implementation, assistance in preparing resumes, motivational, cover and recommendation letters, job search forms and the use of various platforms. During the academic year, student employment events are held, such as Career Day, Job Fair, master classes by employers and the Career Department.

Career Day is held five times a year in the format of interviewing students directly with representatives of companies, focused on gaining experience by students through real interviews, receiving feedback from HR specialists and the opportunity to receive job offers from employers. The participants are about 500-700 students, companies around 40-50.

The Career Department supports students to find paths on their career development, gives suggestions about improvement on their exact specialty, where they can work. Also, it organises visits to companies or alumni offices that are familiar to students' specialties. For example, BIG4 (PWC, Deloitte, KPMG, EY) for Audit and Finance students, Kolesa Group for IT students, Brave Talents for Lawyer and Digital Marketing students. They meet professionals of each sphere and ask them questions about their specialisations, career development opportunities. During the academic year, students and recent alums can meet with a career counsellor for ongoing, in-depth support for exploring majors/careers, graduate education and job search.

The Career Department also offers:
- Discuss career, academic, and personal/social issues;
- Assist through career transitions and decisions;
- Offer career self-assessments to understand skills, abilities, interests, talents, and values;
- Connect to job search and career information resources;
- Help to set personal goals;
- Explore ways to find balance in life;
- Discover academic enrichment opportunities.

The Career Department also sends to students' vacancies from the industry weekly that come from different companies. They may be full- or part-time job offers, internship programmes, project-based works. If the vacancy is interesting for the students, they can get in touch with the department or directly to the employer. At this stage, the office gives suggestions on how to pass an interview and prepare the CV.

According to last year statistics, 85 % of students are employed during the 3-6 months after graduation. Around 5 % of them become young entrepreneurs, while others continue to a Master study programme in Kazakhstan or abroad. 70 % of Audit and Finance students go to BIG4, BIG3 while others choose the banking sphere, other commercial spheres.

<u>Alumni Activities</u>
The Alumni Department of the University has developed a special mobile application SDU Connect (play market and app store) for graduates and students of 4th year study, where there is a database of all graduates with all data, including the current place of work. This application has a "Vacancies" tab where graduates and companies who have registered in the application can post vacancies. Moreover, the Department organised a telegram chat SDU University's Community of Graduates, as well as WhatsApp groups by city to communicate with graduates and organise annual alumni meetings. Every year, the Department organizes alumni meetings in the regions, which motivates graduates, if necessary, to gather independently and discuss topical subjects, which are informed and covered in social networks. Informative letters are systematically sent with various opportunities for continuing education and various competitions.

The Alumni office is organising different types of activities related to Alumni:
- Yearly Alumni meeting in big cities of Kazakhstan;
- Yearly 10 Year Alumni Anniversary Day;
- Thematic meetup related to specific topic;
- Connection between Alumni Business;
- Alumni & Student Network;
- Guest lectures by Alumni;
- Home visit for Alumni;
- Alumni office visiting with students;
- Attracting Sponsorship and charity for University and students' needs;
- Yearly ICE Party;
- Sport Activities and Tournament among Alumni;
- Update Database of Alumni (Workplace, Contacts, Location, etc).

The Alumni office is attracting sponsorship for the University from the alumni and their companies. This includes scholarships for the students, tuition pay/material help for special students, or University projects like elevators, laboratory, hub. Two elevators were donated to the University by alumni.

Alumni of the four study programmes of SDU University work in different field and career paths. This includes high ranking positions in the fields of law (including judges), which also participate in the study programmes. Also, alumni of the programmes work for international companies (e.g., Amazon, Google, Twitter, Apple, Meta, Booking), international consulting firms (e.g., McKinsey), as international entrepreneurs or in the government sector as well (e.g., Innovation and Aerospace Industry of the Republic of Kazakhstan, Founder of Farel Company). Alumni are connected and participate in the development of the University and study programmes.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. SDU University provides sufficient resources. The counselling is offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the University-wide corporate network. SDU brings its graduates in contact with representatives from business enterprises at regular events (such as career fairs or online).

An alumni organisation has been set up, alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient resources, including staff, are available for this purpose. The activities include guest lectures, connections to future employers, feedback on the study programmes, as well as financial support to improve the facilities of SDU on a regular basis. SDU University has a close connection with its alumni and can therefore offer a wide network within Kazakhstan and abroad to its students. The connection is also maintained via an app (SDU Connect) that has been developed by the department.

	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)

SDU University is a private University, which is financed by tuition fees. Planning and allocation of financial resources for the implementation of the study programmes takes place within the framework of the University-wide process of forming and using the budget. For the implementation of study programmes, draft budgets of departments and faculties, departments are being formed in order to improve the material and technical base and library fund, strengthen human resources. The expediency and cost effectiveness of the implementation of the study programmes are discussed at the annual planning meetings on the formation of the University budget for the new academic year.

Appraisal:

The income related to the programmes 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

The Quality Assurance Department at SDU University is set to evaluate and promote the quality of the educational process. SDU University quality assurance procedures include improving quality of teaching and learning, monitoring academic activity, analysing and evaluating stakeholders' feedback and assuring standards of educational process. The Quality Assurance Department developed the internal quality management system that was certified for compliance with the ISO 9001-2016 (Quality Management System - Requirements, IDT).

The Quality Assurance Department is responsible for ensuring that the quality assurance system meets national and international standards, improvement of the University's business processes and management service, assessment of the students' and staff satisfaction.

The Department is also responsible for improving the quality of teaching, initial and continuous professional development of the staff, quality management system (QMS), monitoring and supervising the use of academic credit framework, evaluating learning outcomes and quality of their assessment, supervising the process of standardisation and certification of educational processes. To strengthen the Quality Assurance System at the University, the Quality Assurance Department introduced Institutional Research Direction to ensure two-way communication with the external and internal stakeholders to respond to their demands through data management (data collection, analysis and results interpretation) and line up with the data-driven decision making, strategic planning support, reporting and stakeholder awareness and informing. Institutional Research Direction supports quality assessment at the University via conducting University level surveys, providing analytical support to the administrative departments in conducting University- and school-level surveys, supporting participation in the accreditation and data collection and submission for the external monitoring, particularly, local and international higher education institutions rankings.

Ongoing monitoring, evaluation and revision of study programmes are intended to ensure their effective implementation and create a supportive learning environment for students. This includes the evaluation of programme content considering the latest advances in discipline-specific science to ensure the relevance of the discipline being taught, the changing needs of society, the workload, performance and graduation of students, the effectiveness of student assessment procedures, the expectations, needs and satisfaction of students with the programme's instruction, the educational environment and support services and their relevance to programme goals.

The evaluation and revision of the programmes involve students and other stakeholders. The collected information is analysed which results in the modifications to the study programme. Updates and modifications are made public.

Instruments of quality assurance
The University has defined requirements for the format of monitoring and evaluation, including the effectiveness of the study programme which are implemented on the basis of the following regulatory documents:
- Academic Policy of SDU University;
- Regulations on the organisation of the educational process on credit technology of education;

- Regulations on the development, approval and monitoring of the study programme.
- Regulation on the preparation and execution of the syllabus at SDU University.

The grounds for monitoring of the study programmes are:
- updating the state educational standard of higher education;
- introduction of the new professional standards;
- analysis of the labour market;
- change in regulatory requirements for the development of the study programme;
- studying the experience of leading local and foreign universities;
- analysis of the students' survey results.

According to the regulations on the development, approval and monitoring of the study programme, the University carries out two types of study programme monitoring: internal and external.

The mechanism of internal monitoring and quality assurance of the study programme ensures constant monitoring of the quality of study programmes, the introduction of innovative teaching methods in the educational process and the improvement of methods for assessing the educational achievements of students.

The monitoring is carried out by the relevant authorities and involve the following stakeholders:
- employers, strategic partners who evaluate all programmes for compliance with the planned learning outcomes with the requirements of professional standards and industry-specific qualifications frameworks;
- students or graduates, through their participation in collegiate bodies of the University and participation in various surveys;
- faculty members involved in the development and implementation of the study programme.

Primary monitoring and adjustments to the content of the study programme are discussed at the Faculty's Advisory Board. Depending on the nature of the adjustments, changes may be made to the curriculum, passports of the study programme, the content and volume of disciplines. Information of any updates made to the study programme is publicly available on the website.

Internal monitoring is carried out by the teaching staff, department, faculty, QAD and students. External monitoring is carried out by accreditation agencies, local and international rankings, local audit companies, Ministry of Higher Education and Science of the Republic of Kazakhstan. The updates of professional standards of NCE Atameken, changes and additions to international training programmes for qualified managers are monitored. In this context, publications of authoritative domestic and foreign managers are constantly being studied, which can give an idea of expanding professional competencies, changing business technologies, using new methods of analysis and forecasting.

Monitoring of the study programme determines its goals, the quality of content, teaching and learning methods, learning outcomes, its compliance with established requirements to what extent it meets the needs of stakeholders and the labour market expectations. Revision and evaluation of programmes is carried out through the activities of the Advisory Board including

students' feedback and employment statistics. Results of monitoring are regularly reviewed at meetings of collegiate bodies: meetings of the department, faculty council, Educational Methodological Council and Academic Council.

Monitoring also determines the compliance of the study programme with regulatory legal acts in the field of education, the relevance of the study programme with its scientific validity, prospects and ways of its development and the meeting ESG standards. Based on the results of monitoring, a discussion is held at the collegiate bodies of the University and written conclusions are issued to the relevant departments.

All evaluation results are approved during the meeting minutes of Administrative Council meetings and further actions are included in the Annual Operational Plan of Faculty and implementation of actions indicated in Operational Plan are reported annually in Hearings of the Operational Plan.

Evaluation by students
To ensure the students' participation in the monitoring of the study programme and eventual further corrective actions, the Course and Teaching Evaluation Survey is conducted by the Quality Assurance Department twice a year. The purpose of the survey is to obtain student feedback on teaching methods and course content. The results of the survey are an important element in making decisions about adjusting the study programme and improving the methodology of teaching a course.

The process of electronic survey is carried out according to a certain algorithm. Students are informed about the beginning of the survey through email, social networks of the University and the portal MYSDU. Each student receives a link to the survey, which is available for two weeks. Students are given the opportunity to rate disciplines and teaching methods on a Likert scale, as well as to leave feedback on the course and teaching in the form of open-ended questions.

The survey is conducted via MYSDU platform the results of which are available to every teacher, supervisors (heads of schools and departments), heads of the relevant departments, and top management of the University on the PMS platform. At the end of the semester, the Quality Assurance Department reports the results of the survey to the Administrative Council. In addition, the results are sent out to the faculties for further work. The results are reviewed at department and faculty meetings where a corrective action plan is adopted. Heads of departments work individually with a particular faculty member in case of negative assessment of the course and teaching methodology. Information with the results and reports from the survey are stored in the Quality Assurance Department in a cloud format and are provided to interested departments by request.

The results of the Course and Teaching Evaluation Survey primarily determine the need for the development of certain changes in the curriculum, subject content, methods of assessment and teaching and can also be aimed at identifying systemic violations. The Quality Assurance Department processes the data and brings the results (by programme) to the Educational and Methodological Council and the Administrative Council for discussion and further decision-making. The administration of the University conducts a thorough study and analysis of the comments submitted by students to make an appropriate decision to improve the quality of study programmes.

Monitoring and evaluation of the educational environment is conducted annually by the Quality Assurance Department at the end of the academic year to update the material and technical base, teaching support and its compliance with modern technologies and methods of providing educational services. Assessment of study programme support services is conducted to identify the timeliness of orders for updating the material and technical base, repair of classroom stock, purchase of educational and methodological literature, access to Internet resources. For this purpose, satisfaction surveys are conducted among students, teachers and administrative staff. The results of these surveys are sent for information to faculties and teaching staff, as well as discussed at the meetings of the Faculty Council, Educational and Methodological Council, and Administrative Council. In 2021, University launched the annual meetings of the management with all employees and students (Town Hall meetings). At the meetings the management reports about the work done in the past year and shares the plans for the next year, comments on the results of the satisfaction survey and reports the corrective actions performance, as well as personally answers questions of all participants. After the meeting, a questionnaire is sent to all participants to get feedback on the meeting, the results of which are taken to improve organisational issues at the next meeting.

In addition to the study programme monitoring process, the Quality Assurance Department conducts Exit Survey for the graduates starting from the 2022-2023 academic year via SurveyMonkey platform.

Another monitoring tool utilized at the University is the Freshmen Survey, conducted for first-year students at the beginning of the academic year. The aim of the survey is to assess satisfaction levels with the University admissions committee's work and determine the most effective marketing tool during the recruitment process. Additional feedback is to gain feedback on students' initial experiences within the University. This survey serves as a mechanism for gathering insights into the effectiveness of the University's onboarding procedures and ensuring a positive transition for incoming students.

Evaluation by faculty
Self-evaluation by teaching staff aims to improve the quality of teaching the subject, the most significant sensitivity of the results is the conduct by the teachers themselves of the questionnaire after class, at the end or in the middle of the academic semester. Generally, faculty members have different ways of self-evaluation of their own taught courses. For example, one of the most widely used self-evaluation methods among faculty members of Business School, is to hand out small papers (stickers) to students and collect feedback from them.

Aim of the self-evaluation by the lecturer is to identify the topics students did not understand in order to focus on those topics subsequently during the second half of the term. Another advantage of self-evaluation is to understand the weak and strong points of their teaching skills. This evaluation is anonymous and does not take a lot of time. Lecturers may collect feedback immediately and analyse obtained information right after the class. In the case of the student satisfaction survey provided by the University, it takes place at the end of each course which might be a consequence of the obtained grade of the discipline. Also, lecturers will receive the results of the satisfaction survey, when the academic term is finished, so there will be nothing to change for students.

Overall, there are lots of different ways of self-evaluation by lecturers. Some lecturers use the Menti website, which also provides anonymity for the audience and to interact. Menti.com is a wide range of interactive slides to pose questions, gather feedback, and connect with your audience. Some lecturers use oral questions to evaluate the quality of their teaching activities. All methods are beneficial in improving their own teaching quality.

At level of departments, monitoring and periodic evaluation of the study programmes is carried out in several ways:
1. Open classes
    An open lesson plays an important role in the dissemination of advanced pedagogical experience, innovative teaching methods, and is also an effective element in improving the quality of the educational process. The main criterion for evaluating the effectiveness of an open lesson is the quality of knowledge, skills and abilities acquired by students. Each department has a journal of open classes and mutual visits, in which the teaching staff leaves their feedback. At the meetings of the department, proposals and comments on the conducted classes are also discussed.

2. Mutual visits to teaching staff classes (RTO)
    Since mutual attendance of classes is one of the effective mechanisms for exchanging experience and improving the quality of a study programme, the University conducts this type of monitoring. Schedules of mutual visits are drawn up in accordance with the schedule of teachers. For an objective assessment of both the content of the study programmes and the quality of teaching, several types of monitoring of classes are carried out at the University: open lessons (Demo Lessons), mutual visits (Peer Observations), administrative quality control (Quality Control).

3. Interviewing students
    Students are integrated in the development of a study programme with regard to learning outcomes, both during studying and after graduation. Every academic term a study programme coordinator conducts a focus group interview with five students regarding academic quality of taught disciplines and regarding teaching methods of teachers. Also, the questions are asked regarding the syllabus, presentation skills, interaction skills, coherent grading system, level of English, the strengths and weaknesses of the course, and suggestions to improve the course. Information about weaknesses of the course will be discussed with Faculty members and corresponding recommendations will be given.

At faculty level, the University has adopted a new format for filling in syllabi, which is focused on determining competencies (academic and professional), expected results (learning outcomes) within the framework of the taught discipline and types of activities to achieve these results, according to Bloom's taxonomy, as well as assignments and assessment methods. The syllabuses of the teaching staff are filled in on the electronic portal and sent to the Head of the Department, who has the right to redirect it to the Head of the Educational and Methodological Centre / Committee or the Programme Coordinator, or two experts to evaluate the quality of the compiled syllabus or return it for revision with comments. After approval by the Head, the syllabus is approved, and the instructor receives a notification of acceptance of the syllabus by corporate mail. At the end of these processes, the instructor places the syllabus in the Moodle platform for students.

<u>External evaluation by alumni, employers and third parties</u>
Quality management and assurance take place through the following processes: discussion at the working committees of the department, collegiate bodies for monitoring the quality of education (Methodological Bureau of the Faculty, University Educational Methodical Council), experts (feedback on the content of the study programme).

Monitoring and quality assurance are also controlled in the Schools of the University by the Quality Assurance Commissions in terms of compliance of study programmes with changes in the labour market, the requirements of employers and the social demands of society.

The designers of content of the study programmes takes into account the requirements of employers for the competencies of analysts, risk managers and actuaries based on international and national professional standards. Every year, taking into account the requirements of consumers of educational services and external experts, changes are made to the list of the catalogue of elective disciplines. The planning of the development of the study programmes and the allocation of resources for its implementation is carried out in accordance with the strategic plan of the faculty, service departments and the key requirements of stakeholders.

As one of external evaluation instruments, the Advisory Boards of the Business School, Law & Social Science was created. The mission of the Advisory Board is to contribute to the development of the School and the formation of relevant knowledge and skills in students that are in demand in the labour market.

The main objectives of the Advisory Board are:
1. Assistance in the implementation of the School strategy,
2. Assistance in the employment of graduates,
3. Analysis of study programmes and preparation of recommendations,
4. Participation in the examination of the study programme.

As a means of improving the quality of study programmes, at the beginning of the calendar year, a seminar is organised, in which employers take part - representatives of the manufacturing sector, the public sector, the service sector and business structures, teachers and students. The main goal of the seminar is to update the content of the study programme, taking into account the level of development of science, culture, economics, engineering, technology and the social sphere. This procedure includes the introduction of new relevant disciplines based on the recommendations of the teaching staff of the department, stakeholders (employers), students. In addition to the study programme monitoring process, the Quality Assurance Department conducted Employers Survey in 2022, Alumni Survey is planned to be conducted.

<u>Programme documentation</u>
The programme description documentation (programme profile, syllabi, curriculum, catalogue of elective courses and working curriculum) can be found on the website for the respective study programmes.

Programme documentation is constantly updated. For the purpose of effective management, control, accounting and analysis of educational, research and other processes, the information management system pms.sdu.edu.kz is used. It is aimed at ensuring the quality of education,

creating rules for planning and monitoring the educational process, information support for decision-making, and providing information about the educational process for students. In the "Forms and Reports" section, you can get a statistical report on disciplines and teachers (Course success Statistics), to find out the number of students who passed/did not pass the course as a percentage, you can also get the performance in general for the SP in the context of each discipline (Grade Summary - a summary table), there is also a GPA rating in the context of faculties and SP. Using this data, interested parties can always monitor these data, as they are available to all participants in the educational process.

<u>Information on activities during the academic year</u>
The University publishes information about its activities, including the implementation of study programmes. The information policy of the University is aimed at:

- ensuring a stable information flow of news about significant events and achievements in the media;
- attracting the interest of potential consumers to new programmes and innovative developments of university scientists;
- support and explanation of national programmes for the development of the country and the system of higher and postgraduate education.

Informing the public by the SDU University is carried out in accordance with the Regulations on Information Policy, as well as in accordance with the Brand Book of SDU University. The implementation of the information policy is provided by the Press Service of the SDU University, whose functions include determining the priority areas of the info sources, ensuring the completeness and timeliness of information, developing existing and searching for new media, as well as media monitoring in order to correct information activities.

The University provides information to the public about its activities through the official website[15]. The University pays special attention to the transparency and relevance of information for all audiences and stakeholders. The Marketing Department informs stakeholders about changes in the study programme in accordance with the University's internal regulations.

In addition, informing stakeholders about updates and modifications of the study programme is carried out through the University social networks: Facebook[16], Instagram[17], as well as through the portal MY SDU.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It includes internal and external evaluation. It takes into account the evaluation results and the analysis on student workload, success rate and graduate employment. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. However, the quality assurance processes are regulated in different University

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[15] see: https://sdu.edu.kz (last access July 17, 2024)
[16] see: https://www.facebook.com/sdukz/ (last access July 17, 2024)
[17] see: https://www.instagram.com/sdukz/?hl=ru (last access July 17, 2024)

regulations. For better transparency, the panel **recommends** summarizing these processes in one quality handbook.

Evaluation by the students, quality control by faculty and 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 and published (e.g. course plan and exam regulations).

SDU regularly publishes current news and information about the study programme on its website and on social media. Information is distributed to all relevant stakeholders.

		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: SDU University, Kazakhstan

Bachelor programme: Bachelor International Law (BIL), Bachelor Applied Law (BAL), Bachelor Accounting and Audit (BAA), Bachelor Finance (BF)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)		BAL	BIL, BAA, BF		
1.2*	International orientation of the study programme design (Asterisk Criterion)		BIL, BAL	BAA, BF		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		BIL, BAL	BAA, BF		
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		BIL, BAL	BAA, BF		
2	**Admission**					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		BIL, BAL	BAA, BF		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		BIL, BAL, BAA	BF		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)		BIL, BAL	BAA, BF		
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		
4.	**Academic environment and framework conditions**					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		BIL, BAL	BAA, BF		
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			X		

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