Decision of the FIBAA Accreditation and Certification Committee

15th Meeting on September 13, 2024

PROGRAMME ACCREDITATION

Project Number:	22/059 Cluster 2
Higher Education Institution:	SDU University
Location:	Kaskelen, Kazakhstan
Study Programme:	Bachelor Economics
	Bachelor Digital Marketing
	Bachelor Management
Type of Accreditation:	initial accreditation

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

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

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

Conditions:

- **Condition 1:** The University provides the exam regulation for the final assessment and final group projects.

- **Condition 2:** The University provides a complete set of course descriptions for all courses of the curricula.

- **Condition 3**: The University includes in its quality management system a process to monitor and update the programmes' documentation.

- **Condition 4:** The University aligns the information in the curricula, contents and study regulations of the documentation.

Proof of meeting these conditions is to be supplied by June 12, 2025.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

SDU University[1], Kazakhstan

Bachelor programme:

1. Bachelor Economics
2. Bachelor Digital Marketing
3. Bachelor Management

Qualification awarded on completion:

1. Bachelor Economics, Bachelor of Economics
2. Bachelor Digital Marketing, Bachelor of Business Administration
3. Bachelor Management, Bachelor of Business Administration

---

[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 Economics** is aimed at providing in-depth theoretical and practical training of analysts in the field of micro and macroeconomic analysis of the effectiveness of economic processes and phenomena. Graduates are enabled to understand and analyse the essence of the main phenomena and current problems in the field of economic management, including the state of the environment, foreign experience in managing enterprises and the economy.

The **Bachelor Digital Marketing** is aimed at training competitive professionals in marketing, who will solve current business tasks and problems in local and global markets. Graduates will be equipped with modern marketing knowledge and skills, helping to strengthen their confidence in their role in professional marketing. Therefore, the study programme is directed to develop creative, critical and reflexive thinking of students through analysing and solving marketing problems using key analytical systems and instruments.

The **Bachelor Management** is aimed at preparing highly qualified specialists in Management with focus on managerial accounting. The programme is designed in accordance with the CIMA (Chartered Institute of Management Accountants) standards. In addition, the study programme introduces students with all directions of management, so that graduates have different career options.

Type of study programme:
For all programmes: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
Economics: 4 years / 8 semesters, 240 ECTS credits
Digital Marketing: 4 years / 8 semesters, 240 ECTS credits
Management: 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:
Economics: one class, about 690 students
Digital Marketing: one class, about 690 students
Management: one class, about 690 students

Programme cycle starts in:
For all programmes: both summer semester and spring semester

Initial start of the programme:
Economics: 1997
Digital Marketing: 2008
Management: 1998

Type of accreditation:
For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor Economics, Bachelor Digital Marketing and Bachelor Management 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 the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[2]. The HEI has agreed with the chosen experts. The panel consisted of:

Julia Ekhardt
Mercedes Benz Mobility
Global Transformation Expert
(Business administration, Management, Digitalisation, Change Management, Corporate Strategy, Leadership, Corporate Culture and Organization)

Prof. Dr. Ing Ronald Glasberg (hybrid)
SRH Berlin University of Applied Sciences, Germany
Professor of International Strategic Management
(Business Administration, General Management, Innovation Management, Computer Science and Strategic Management, International Management, Entrepreneurship, Digital Business)

Dr. Maigul Nugmanova
Narxoz University, Almaty
Gender Economics Research Center Director
(Economic theory, Gender Economics, Political Economy, International relations (university), Internationalization, International Scientific Projects and Fundraising)

Sophia Pascher
Berlin School of Economics and Law
Student International Business Management (B.A.)

Prof. Dr. Peter Schneckenleitner
University of Applied Sciences Kufstein Tyrol, Austria
Professor for Communication Management
(Communication Management, Digital Marketing Corporate Communications, Public Relations; Communication Science, Media Science)

Prof. Dr. Johannes Stephan
Technical University Freiberg, The University of Resources, Freiberg, Germany
Apl. Professor of International Resource Policy and Development Economics
(Systemic Transition, Catch-up Development, with particular reference to technology transfer and to the role of natural resources, Institutional Economics, Innovation Systems, Open-economy, Money and Exchange Rates, Foreign Trade, Financial Crises, International Business, Competition)

---

[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 26 and 27, 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

The Bachelor Economics, Bachelor Digital Marketing and Bachelor Management offered by SDU University fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024 and finishing on September 12, 2029, under four conditions. The study 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 need for improvement regarding the following aspects[3]: examination and final thesis, modular structure of the study programme, quality assurance and quality development, as well as programme description. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.1)**:** The University provides the exam regulation for the final assessment and final group projects.

- **Condition 2** (see chapter 3.2): The University provides a complete set of course descriptions for all courses of the curricula.

- **Condition 3** (see chapter 5.): The University includes in its quality management system a process to monitor and update the programmes' documentation.

- **Condition 4** (see chapter 5.): The University aligns the information in the curricula, contents and study regulations of the documentation.

Proof of meeting these conditions is to be submitted by June 12, 2025.

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programmes could be further developed:
- summarising the study and exam regulations in one concise handbook (see chapter 3.2),
- updating the literature used in the courses and including more articles in the course descriptions (see chapter 3.3),
- integrating more intercultural aspects into the curricula (see chapter 3.4),
- setting up a system to attract international students (see chapter 3.4),
- for the programme directors setting up a system on the systematic development of the study programmes (see chapter 4.2).

---

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

And additionally for the **Bachelor Economics**:
- offering more choices of electives for the students (see chapter 3.1),
- integrating the interdisciplinary thinking more into the curriculum (see chapter 3.1),
- shifting the weight on basics of Economics (see chapter 3.2).

And additionally for the **Bachelor Management**:
- including interdisciplinary topics, as well as interdisciplinary projects with other departments of SDU and companies into the programme (see chapter 3.1).

And additionally for the **Bachelor Digital Marketing**:
- further developing the study programme with respect to the latest developments in the field of Digital Marketing (see chapter 3.1),
- sharpening the interdisciplinary aspects in the programme (see chapter 3.1),
- revising the structure of the study programme (see chapter 3.2).

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

There are criteria in which the programmes exceed the quality requirements:
- Lecturing tutors (see chapter 3.3),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- 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 5 years and received International Institutional Accreditation Certificate. In 2023, SDU University successfully passed the post-accreditation monitoring.[4]

SDU is listed on the following the world university rankings[5]:
- 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),

---

[4] see self-evaluation report p.9
[5] 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 University include a mandatory university component "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 study programmes **Bachelor Economics**, **Bachelor Management** and **Bachelor Digital Marketing** are implemented by the SDU University Business School, in a 4-year BBA format with English as a Medium of Instruction and comply with the requirements of the legislation of the Republic of Kazakhstan in higher education. The curricula of the study programmes 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 of the Business School are implemented on the basis of the existing license of the Ministry of Education and Science of the Republic of Kazakhstan dated December 11, 2017, license KZ68LAA00003730. The study programmes are designed and realised in accordance with the ECTS system.

Statistical data

Over the past five years, there has been a steady increase in the contingent of applicants to the Business School. At the beginning of the 2022-2023 academic year, the number of students at the Business School is 944 students.

Table 1: The contingent of undergraduate students of Business school by study programme

Name of SP	Year (of study)				Total	International
	1	2	3	4		
Economics	18	17	11	3	49	3
Management	68	80	51	35	234	6
Digital Marketing	36	54	46	77	213	5
Total	226	293	229	196	944	20

Table 2: Statistical data Bachelor Economics

		2019-2020	2020-2021	2021-2022	2022-2023
# Study Places offered by HEI		90	90	90	90
# Applicants	∑	13	12	22	20
	f	5	7	9	12
	m	8	5	13	8
Application rate		93%	100%	95.45%	85.00%
# First-Year Students (accepted applicants)	∑	12	12	21	17
	f	5	7	9	11
	m	7	5	12	6
Rate of female students		52%	56%	55%	49%
# Foreign Students	∑	2	0	3	0
	f	1		1	
	m	1		2	
Rate of foreign students		3%		4%	
Percentage of occupied study places		88%	90%	82.22%	65.56%
# Graduates	∑	7	21	26	7
	f	2	12	19	2
	m	5	9	7	5
Success rate (students who finished their studies)		58.30%	58%	78.79%	58.33%
Dropout rate (students who dropped their studies)		32%	32%	11%	32%
Average duration of study		4 years	4 years	4 years	4 years
Average grade of final degree		2.67	3.01	3.20	2.19

Table 3: Statistical data Bachelor Digital Marketing

		2019-2020	2020-2021	2021-2022	2022-2023
# Study Places offered by HEI		220	220	220	220
# Applicants	∑	86	49	56	40
	f	48	31	35	20
	m	38	18	21	20
Application rate		88%	78%	92.86%	92.50%
# First-Year Students (accepted applicants)	∑	75	38	52	37
	f	44	27	32	19
	m	31	11	20	18
Rate of female students		58%	59%	59%	58%
# Foreign Students	∑	6	1	0	1
	f	3	1		
	m	3			1
Rate of foreign students		4%	1%		0.50%
Percentage of occupied study places		65%	78%	88.64%	96.82%
# Graduates	∑	12	18	18	50
	f	10	12	12	36
	m	2	6	6	14
Success rate (students who finished their studies)		52.10%	69%	46.15%	66.67%
Dropout rate (students who dropped their studies)		38%	21%	44%	23%
Average duration of study		4 years	4 years	4 years	4 years
Average grade of final degree		3.07	2.91	3.02	2.99

Table 4: Statistical data Bachelor Management

		2019-2020	2020-2021	2021-2022	2022-2023
# Study Places offered by HEI		230	230	230	230
# Applicants	∑	31	60	84	65
	f	12	37	50	36
	m	19	23	34	29
Application rate		85%	82%	83.33%	90.77%
# First-Year Students (accepted applicants)	∑	26	49	70	59
	f	9	33	41	33
	m	17	16	29	26
Rate of female students		56%	57%	59%	55%
# Foreign Students	∑	4	2	0	0
	f				
	m	4	2		
Rate of foreign students		4%	1%		
Percentage of occupied study places		41%	59%	88.70%	99.57%
# Graduates	∑	18	11	23	12
	f	14	8	17	6
	m	4	3	6	6
Success rate (students who finished their studies)		58.06%	48%	54.76%	46.15%
Dropout rate (students who dropped their studies)		32%	42%	35%	44%
Average duration of study		4 years	4 years	4 years	4 years
Average grade of final degree		2.83	2.98	3.04	2.51

Appraisal:

All three study programmes show application rates and numbers of first year students that are below the study places offered per academic year. The average final grade of final degree is stable in all programmes (around 3.0), the same applies to the average duration of study which is 4 years. There are only a few foreign students in the study programmes (between 0-4 %). The rate of female students is between 49-59% among all study programmes and academic years.

All variations in the number of applicants, the number of foreign students, drop-outs and changes in duration of study and average grade are 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 programme (Asterisk Criterion)

Determining the goal of a study programme, development of its content and conditions for its implementation is managed by the study programme's coordinator, taking into account the opinions of stakeholders and these procedures are reflected in the study programme's passport. All Bachelor study programmes are formulated in accordance with the needs of society, the economy and the labour market and correspond to the 6th level of the National Qualifications Framework of the Republic of Kazakhstan and are also harmonised with the Dublin descriptors. The implementation of the intention of the entire University and each study programme quality assurance is provided by the Regulations on Academic Policy[6].

The quality standards of the study programmes Economics, Management and Digital Marketing are defined based on 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 parameters. The qualities of the study programmes are set out in the regulations on the development, approval and monitoring of study programmes of SDU University. This document reflects the strategic guidelines of quality education. The declared principles of high-quality education are student-centricity, involvement of internal and external stakeholders in updating and managing study programmes at all levels of education, constant monitoring and periodic evaluation of the content of study programmes and promising tasks for the development of society and business.

Bachelor of Economics

The Bachelor Economics is aimed at providing in-depth theoretical and practical training of analysts in the field of micro and macroeconomic analysis of the effectiveness of economic processes and phenomena; preparation of Bachelors with knowledge of the laws and stages of the historical process of economics, about the main events of world and domestic economic history, about development trends in the field of modern business, deeply understanding the essence of the main phenomena and current problems in the field of economic management, including the state of the environment, foreign experience in managing enterprises and the economy as a whole.

At the end of the study programme, students are expected to:

- possess knowledge in the field of natural sciences (social, humanitarian) disciplines that contribute to the formation of a highly educated individual with a broad outlook and a culture of thinking;
- demonstrate the ability to communicate in oral and written form in Kazakh, Russian, foreign (English, Turkish) languages;
- apply knowledge into professional activities in the field of economics, marketing, management, finance, accounting, contributing to the development of a competitive individual with analytical skills;

---

[6] approved by Rector of SDU University on April 28, 2020

- demonstrate knowledge of the basics of mathematical analysis, statistics, econometrics for solving economic problems and data analysis;
- demonstrate knowledge of the theoretical foundations and patterns of economic development at the micro, macro, and international levels;
- know and apply into practice modern methods of collecting, storing, processing information, the basics of information technology and analytical (statistical) software;
- apply the skills of preparing financial statements and the ability to analyse and interpret financial, accounting and other information contained in the statements;
- master decision-making methods in enterprise management, economic development of regions, industries (industrial, agricultural) and the state;
- be able to assess the economic and social conditions for doing business, identify new market opportunities and form new business models;
- acquire research skills and the ability to use basic research methods when conducting various types of analysis and writing scientific papers.

<u>Bachelor Business Administration in Management</u>

The Bachelor Management is aimed at preparing highly qualified specialists in Management with focus on managerial accounting. That is why the programme is designed in accordance with the CIMA (Chartered Institute of Management Accountants) standards. In addition, the study programme introduces students with all directions of management, so that graduates have different career options.

At the end of the study programme, students are expected to:
- possess knowledge in the field of natural sciences (social, humanitarian) disciplines that contribute to the formation of a highly educated individual with a broad outlook and a culture of thinking;
- demonstrate the ability to communicate in oral and written form in Kazakh, Russian, foreign (English, Turkish) languages;
- apply knowledge into professional activities in the field of economics, marketing, management, finance, accounting, contributing to the development of a competitive individual with analytical skills;
- demonstrate knowledge of the basics of mathematical analysis, statistics, econometrics for solving economic problems and data analysis;
- demonstrate knowledge of the theoretical foundations and patterns of economic development at the micro, macro and international levels;
- know and apply into practice modern methods of collecting, storing, processing information, the basics of information technology and analytical (statistical) software;
- be able to make decisions independently, be highly qualified in the field of management, innovation, production and strategic management, personnel management, project management, financial management in accordance with the principles of business ethics;
- apply the basic methods of financial management for asset valuation, working capital management, investment decisions, financing decisions, formation of dividend policy and capital structure;
- assess the economic and social conditions for doing business, identify new market opportunities and form new business models;
- possess decision-making methods in the management of production activities, methods of modelling business processes;

- acquire research skills and the ability to use basic research methods when conducting various types of analysis and writing scientific papers.

Bachelor of Business Administration in Digital Marketing

The Bachelor Digital Marketing is aimed at training competitive professionals in marketing, who will solve current business tasks and problems in local and global markets. Students will be equipped with modern marketing knowledge and skills, helping to strengthen their confidence in their role in professional marketing. Therefore, the study programme is directed to develop creative, critical and reflexive thinking of students through analysing and solving marketing problems using key analytical systems and instruments. They also learn to:
- design planning and implementing processes of marketing strategies in a business environment;
- examine key digital marketing metrics to make data-driven marketing decisions;
- possess technical knowledge that meets the current demand of the modern digital marketing industry in the local and global markets;
- acquire foreign languages; approach critically cases and practical problems of business and management;
- can build external and interpersonal relationships with the surrounding environment and in the virtual space.

At the end of the study programme, students are expected to:
- master literacy in the field of natural sciences (social, humanitarian) disciplines that contribute to the formation of a highly educated individual with a broad outlook and a culture of thinking;
- demonstrate the ability to communicate in oral and written form in Kazakh, Russian, foreign (English, Turkish) languages;
- develop critical and analytical thinking abilities to evaluate current issues of all levels of the economy, contributing to the development of a competitive individual;
- demonstrate creative and reflective thinking to counter business opportunities and challenges;
- make analysis and assessment of the legal and ethical aspects of the actions of a marketer in making business decisions;
- master the mathematical, economic, financial and research literacy, which together develop the critical thinking of the learner and provide the most accurate results in numbers while making business decisions;
- consolidate creative thinking through case studies and practical examples of business and management; namely, the development of emotional intelligence for an in-depth understanding of psychology and the main motives of consumer behaviour in order to provide a potential product or service in business;
- create a digital literacy of a learner that meets the current requirements and demand of modern digital marketing in the local and global markets;
- improve the ability to adapt and establish external and interpersonal relationships with the environment and in the virtual space for self-realisation of a learner, social development and networking in the business environment;
- assess the importance of digital marketing for business success, customer relationship management across all digital channels to create a digital marketing plan and strategy, starting with analysis and determination of the target group, identification of digital

channels, their advantages and disadvantages for their integration, taking into account existing resources at hand.

Appraisal:

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

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

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

The key goal of the study programmes at SDU University Business School is defined by the Strategic Plan of the University for 2018-2023, in which the University aims to transform study 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. 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 of "Implementation of the Bologna Process in Kazakhstani context" for SDU University study programme coordinators on a regular basis starting from 2020. As a result of these workshops, the content of the syllabi was updated, in particular, 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. It also includes the application of the ECTS system. In this way, study programmes of the Business School are developed taking into account international and domestic standards and qualification frameworks, which allows for the preparation of professionals in demand in the international job market.

In the **Bachelor Economics** and **Bachelor Management**, students can study courses (performance management, macroeconomics, microeconomics) in related specialties and prepare for certification as a CIMA (Certified Investment Management Analyst). Within the framework of disciplines aimed at preparing for professional certification, the student receives enough knowledge to successfully pass the certification exam, thereby gaining more employment opportunities in prestigious companies and institutions after graduation both on local and international markets.

SDU University establishes partnership with foreign educational organizations, international organisations and foundations, concludes bilateral and multilateral cooperation agreements, participates in international exchange programmes for Bachelor students, teachers and

researchers, joins international non-governmental organisations (associations) in the field of education. Moreover, international academic mobility and double degree programmes support the fact that the programmes are designed in accordance with international standards.

The **Bachelor Digital Marketing** includes disciplines aimed at preparing students for international professional certification. A number of subjects such as Marketing Research, Content Marketing, Neuromarketing, Service Marketing, Brand Management, Strategic Marketing and others allow students to prepare for internationally recognised professional certification as Certificate in Professional Marketing from CIM (the Chartered Institute of Marketing), PCM (Professional Certified Marketer) and others.

All three study programmes are conducted in English to prepare students for a career in an international environment.

Appraisal:

The programmes designs' appropriately take into account the required international aspects, with respect, too, to its graduates' employability. The study programmes are conducted in English and include international contents. Students have the opportunity to receive international certifications, as well as participate in international exchanges.

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

1.3 Positioning of the study programme

The **Bachelor Economics** is positioned as a major in the core Economic Science with focus on quantitative analysis. The programme contains disciplines that develop analytical skills, such as Mathematics for Economics, Mathematics for Economics 2, Statistics – I, Statistics – II, Applied Econometrics, Financial Modelling, Data Analysis in Business and Economics. SDU University Business School prepares students of Economics for both the business and public sector of economy. Cross-disciplinary approach lets students gain a competitive edge in the labour market. As a result, graduates of the programme have a wide range of employment options.

The uniqueness of the **Bachelor Digital Marketing** is that it corresponds to the latest trends in higher education. The programme has a practice orientation and is closely integrated with digital technologies. As a competitive advantage of the Digital Marketing study programme of the SDU University Business School, it includes courses aimed at teaching marketing tactics using digital technologies, such as MAR 317 - Introduction to Digital Marketing, MAR 409 - Marketing Communications, MAR 419 - Research and Development, MAR 308 - Content Marketing, MAR 402 - Advanced Marketing Analytics, MAR 417 - Customer Relationship Management, MAR 411 - Strategic Marketing, MAR 310 - Creativity and Media Skills, ECO 315 - Introduction to Python, ECO 318 - Introduction in Machine Learning. The courses form the competencies necessary for marketers who plan to work as a digital marketer, SMM

specialist, content manager, email marketer, market analyst, marketer-economist, PR specialist, CRM specialist, digital marketing specialist and marketing strategist or marketing manager.

For instance, on the course "MAR 317 - Introduction to Digital Marketing" students work with such software as Canva, Figma, Tilda, WordPress, Facebook Ad Manager, Google AdWords, Yandex Direct. On the course "MAR 308 - Content Marketing" they master the technical skills of working with Adobe Photoshop, Adobe After Effects, Snapseed, also make content on social networks like Instagram, Tik-Tok, YouTube, LinkedIn, on the course "MAR 402 - Advanced Marketing Analytics" they use Google Analytics, Yandex Metrics in practice, on the course "MAR 417 - Management Relations with Clients" work with AMO CRM, on the course "MAR 306 - Artificial Intelligence in Marketing" they work with Microsoft Azure. The respective software is provided by SDU University. Thus, students better assimilate the material covered, in addition, they can include their projects and works in their professional portfolio, in their CV to be competitive and outstanding while starting their career path.

The **Bachelor Management** is based and accredited by CIMA. As a result, the programme aims to prepare specialists to employ chief positions in the company or manage companies founded on their own. The programme delivers knowledge and training in various aspects of Management: Human Resource management, Product Management, Project Management, Managerial Accounting, Logistics, Enterprise Resource Planning.

The quality of educational services provided by the University is systematically confirmed by the results of internal and external procedures for quality assurance of the University and its study programmes. The University also participates in national and international ranking on a permanent basis in the ratings of IQAA, IAAR, NCE Atameken.

The ranking of NCE Atameken is aimed at assessing the quality of educational services provided, the employment of graduates and their demand in the modern labour market. The negative impact of the pandemic on the level of employment of youth and the general population of the country led to the decrease in the position of the study programmes in the ranking.

Table 5: NCE Atameken ranking results in 2019, 2021

2019				
Name of EP	Place in the ranking	Average salary (in kzt)	The Employment rate (in %)	Job search duration (in months)
Economics	1	142999	77.8	3.0
Management	12	119150	76,92	3,08
Marketing	2	120336	92,31	2
2021				
Economics*	-	113843	50	1
Management	16	196305	82	2,67

	Marketing	11	66500	67	3,17

*where less than 5 graduates are considered representative, respectively, are not subject to rank in the ranking

The educational market in Kazakhstan has been experiencing growth, with a focus on modernising curricula and improving the quality of education to meet international standards. Currently, there are over 130 universities in Kazakhstan, catering to a diverse range of academic and professional interests. The government has been actively promoting the development of higher education through various initiatives, including the introduction of the Bolashak scholarship programme, the establishment of Nazarbayev University and the implementation of the State Programme for Education Development, which aims to enhance the quality and accessibility of higher education.

To identify the biggest competitors of SDU University's Business School, a detailed selection process was employed based on the Higher Educational Institution Ratings provided by Atameken (National Association of Entrepreneurship of Kazakhstan, for 2020). The first step in the selection process involved accessing the ratings for the educational programs in Accounting & Audit, Finance, Economics and Management. These ratings take into account various factors such as the employability of graduates, the median salary of graduates and the alignment of the curriculum with industry needs.

The selection process was carried out on a programme-by-programme basis for each university. Special attention was paid to the top 10 programmes in each category, as these represented the highest performing and most competitive offerings in the market. This criterion was chosen to ensure that only the most highly rated and relevant programmes were considered as competition for SDU's Business School.

Table 6: Competitors of SDU according to Atameken Ratings (2020)

No	Higher Educational Institution	City	Ownership	Employment Rate	Average Tuition Fee (in KZT)	Language of Instruction
1	KIMEP University	Almaty	Private	80 %	4810200	English
2	L.N. Gumilyov Eurasian National University	Astana	National	78 %	1125000	Mixed
3	SDU University	Almaty	Private	79 %	1162500	English
4	M.S. Narikbayev KAZGUU University	Astana	Private	74 %	930000	Mixed
5	Narxoz University	Almaty	Private	76 %	900000	Mixed
6	Al-Farabi Kazakh National University	Almaty	National	75 %	1300000	Mixed
7	Kazakh-British Technical University	Almaty	Private	85 %	2160000	English
8	University of International Business	Almaty	Private	82 %	875000	Mixed

9	Almaty Management University	Almaty	Private	83 %	1110000	Mixed
10	Turan University	Almaty	Private	84 %	725000	Mixed
11	Nazarbayev University	Astana	National	-	-	English

<u>Positioning of the study programme on the job market for graduates</u>

For the purposes of ensuring the quality and continuous improvement of the study programme, the developed programmes are monitored by the SDU Advisory Board 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, and taking into account the relevance of the programme. To analyse the employment of graduates, SDU University compiles a database of graduates annually at the time of graduation.

Table 7: The graduates employment rate according to NCE Atameken

Study programme	2021	2022	2023
6B04101 - Economics	88 %	87.5 %	92 %
6B04102 - Management	73 %	60 %	91 %
6B04105- Digital Marketing	N/A	83.33 %	94 %

In contrast, SDU University extends the evaluation period to one-year post-graduation. This extended timeframe provides a broader perspective on graduates' job prospects and career outcomes. Furthermore, freelancers are also included in the assessment process to offer a holistic view of the employment landscape among graduates.

Table 8: The graduates employment rate according SDU University Alumni Department

Study programme	2021	2022	2023
6B04101 - Economics	90 %	91 %	92 %
6B04102 - Management	92 %	92 %	91 %
6B04105- Digital Marketing	95 %	95 %	94 %

In Kazakhstan, there is a growing demand for specialised programmes in business area, driven by the country's economic development and diversification efforts. Recent trends in the sector include an increased emphasis on research and innovation, the integration of digital technologies into the learning process, and a focus on developing skills that are relevant to the global job market.

Graduates of **Bachelor Economics** and **Bachelor Management** are employed in the companies such as Kolesa group, JSC Air Astana, LLP Arti Sinerji, LLP Seha Company, LLP Galaxy Group, LLP Teksan, LLP Evim International Kazakhstan or LLP HipoKazakhstan. They are also employed in the personnel management departments of E&Y, Deloitte, PwC, TO Grant Thornton and commercial banks of JSC Halyk Bank, RBC Bank or Otbasy Bank.

The bases of the student internships of the **Bachelor Digital Marketing** may be presented by all companies with a marketing division. These companies include not only local and national but also global Fortune-500 companies. For example, Etalon Advertising Agency, Smart Digital Consulting Advertising Agency, Kaspi Bank JSC, SprintAquads LLP, Motor Company LLP Astana Motors, Coca-Cola LLP or TOO Adidas.

Positioning of the study programme within the HEI's overall strategic concept
The planning and design of all three study programmes is consistent with the mission, vision and values of the University, and based on the strategic plan of the SDU University development. Along with this strategic plan, the faculties develop strategic plans for the development of each specialty for a five-year period, where the goals of education are declared in the context of the study programme and the goals are updated based on the analysis of external and internal factors. The development strategies of study programmes are designed taking into account all key factors, including the needs of the state, indicated in regulatory documents, recommendations of accrediting bodies, and the needs of stakeholders (founders, students, teachers and employers which are members of the collegiate bodies of the University and the Advisory Board for each study programme of the University.

The definition of the basic principles for the formation of the study programmes Economics, Management and Digital Marketing was the result of studying the demand in the labour market for the quality of future specialists, that is, the training of highly educated specialists, who are practice-oriented and speak foreign languages and master modern digital technologies.

Thus, the development strategy of study programmes, as well as the strategy of the University, is updated and revised every year, taking into account changes in the macro- and microenvironment, the emergence of updated regulatory documents.[7]

The study programme **Digital Marketing** is strategically positioned within SDU University's overall strategy in several key aspects. Firstly, the programme aligns with SDU University's emphasis on English language instruction, ensuring that students receive high-quality education in English to enhance their language proficiency and global communication skills. Secondly, the programme embraces digitalisation as a core component, recognising the importance of digital technologies and their impact on the marketing industry. By incorporating digital marketing practices and tools into the curriculum, the programme prepares students for the evolving digital landscape and equips them with the necessary skills for successful careers in the digital marketing field. Lastly, the programme is practice-oriented, emphasising the application of theoretical knowledge in real-world settings. Through internships, practical projects and industry collaborations, students gain hands-on experience and develop practical skills that are highly valued by employers. This practice-oriented approach ensures that graduates are prepared to meet the demands of the labour market and make contributions in the field of digital marketing.

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

---

[7] such as the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 dated December 27, 2019 No. 988, State programme for the implementation of language policy in the Republic of Kazakhstan for 2020-2025 dated December 31, 2019 No. 1045.

(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.

Appraisal:

The reasons given for the positioning of **all three study programmes** in the educational market are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. There is a constant feedback process from the industry, as well as participation in respective rankings.

The 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 that includes a focus on IT and internationalisation. All programmes are conducted in English, especially in Digital Marketing, the IT knowledge is applied.

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

2. Admission

Admission 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[8]. 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 SDU Business School specific admission requirements are following:

- For all applicants entering the Business School SPs a minimum score of points on the Unified National Testing (UNT) mathematics and geography 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[9] 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.

---

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

[9] 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.

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

Applicants who have an IELTS band 7.0 or higher are able to wave the "English for Academic Purposes" classes.

Counselling for prospective students
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.

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[10].

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 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.

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

Ensuring foreign language proficiency
Business School requires an Intermediate level of English proficiency. It is measured in 2 ways:
- Valid IELTS certificate with 5.5 band or higher (or equivalent) can be provided by enrolee,
- SDU University English Entrance Test is taken.

SDU University English Entrance Test (EET) consists of two parts: online placement test and an interview. Based on the English Entrance Test, a 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 on the basis of EET results. "In-Session 3 + 3" 6 ECTS credit programme can be taken during summer which will cost KZT 75000. Certificate with eligible EET result should be submitted before the end of Admissions.

Enrolees who have an IELTS band 7.0 (or higher) or C1 certificate from SDU University Continuing Education Centre are eligible to waive 2 compulsory courses: "English for Academic Purposes Course. Level B1" and English for Academic Purposes Course. Level B2" and get a grade of "100/A" for these courses automatically.

---

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

<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 by the Ministry of Education and Science of the Republic of Kazakhstan 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, via e-mail or social media.

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 designers of study programmes **Bachelor Economics**, **Bachelor Management** and **Bachelor Digital Marketing** at SDU 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 component, 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 component and disciplines of the elective component. 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.

Students of the **Bachelor Digital Marketing** study specialty courses consisting of creativity and media skills, advanced marketing, designing user experience and web analytics, artificial intelligence in marketing, customer relationship management, introduction to data science and neuromarketing. Hence, students develop their awareness and skills of professional assessment of significance of digital marketing in success in business, management of relations with clients in all digital channels for creation of digital marketing plan and strategy, such as analysis and identification of target audience, identification of digital channels, their advantages and disadvantages for their integration considering available means.

Table 9: Curriculum Digital Marketing

Modul No.	Title of Module	Credit Points per Semester								Workload	
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study
	1st Semester										
M1	**General component (Compulsory)**	19	0	0	0	0	0	0	0	195	375
M 1.1	Physical Education 1	2								30	30
M 1.2	Module of Social and Political Knowledge (Sociology)	2								30	30
M 1.3	Information and Communication Technologies (in English)	5								45	105
M 1.4	Kazakh language 1 / Russian language 1	5								45	105
M 1.5	Foreign Language 1 (General English)	5								45	105
M2	**Basic compulsory component**	7	0	0	0	0	0	0	0	75	135
M 2.1	Turkish Language 1 (A1 level)	3								30	60
M 2.2	Mathematics for Economics	4								45	75
M3	**Basic elective component**	4	0	0	0	0	0	0	0	45	75
M 3.1	Economic Theory	4								45	75
	2nd Semester										
M1	**General component (Compulsory)**	0	14	0	0	0	0	0	0	150	270
M 1.1	Physical Education 2		2							30	30
M 1.2	Kazakh language 2 / Russian language 2		5							45	105
M 1.3	Foreign Language 2 (General English)		5							45	105
M 1.4	Module of Social and Political Knowledge (Cultural Studies)		2							30	30
M2	**Basic compulsory component**	0	6	0	0	0	0	0	0	60	120
M 2.10	Advances MS Excel		3							30	60
M 2.2	Turkish Language 2 (A1 level)		3							30	60
M3	**Basic elective component**	0	10	0	0	0	0	0	0	90	210
M 3.1	Management		5							45	105
M 3.2	Microeconomics (CIMA)		5							45	105
	3rd Semester										
M1	**General component (Compulsory)**	0	0	7	0	0	0	0	0	60	60
M 1.1	History of Kazakhstan			5						30	30
M 1.3	Physical Education 3			2						30	30
M2	**Basic compulsory component**	0	0	18	0	0	0	0	0	165	375
M 2.1	Turkish Language 3 (A2 level)			3						30	60
M 2.2	Principles of Marketing			5						45	105
M 2.3	Macroeconomics (CIMA)			5						45	105
M 2.4	Statistics I			5						45	105
M3	**Basic elective component**	0	0	5	0	0	0	0	0	45	105
M 3.1	Principles of Accounting			5						45	105
	4th Semester										
M1	**General component (Compulsory)**	0	0	0	11	0	0	0	0	135	195
M 1.1	Module of Social and Political Knowledge (Political Science)				2					30	30
M.1.2	Module of Social and Political Knowledge (Psychology)				2					30	30
M.1.3	Physical Education 4				2					30	30
M.1.4	Philosophy				5					45	105
M2	**Basic compulsory component**	0	0	0	14	0	0	0	0	90	180
M 2.1	Educational Practice				1					15	15
M 2.2	Finance				5					45	105
M 2.3	Public Speaking / Academic Skills				5					45	105
M 2.4	Turkish Language 4 (A2 level)				3					30	60
M3	**Basic elective component**	0	0	0	5	0	0	0	0	45	105
M.3.1	Financial Accounting				5					45	105

Modul No.	Title of Module	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
	5th Semester										
M3	Basic elective component	0	0	0	0	10	0	0	0	90	210
M 3.1	Brand Management					5				45	105
M 3.2	Introduction to Data Science / Business organisation					5				45	105
M4	Basic profiling (compulsory)	0	0	0	0	10	0	0	8	90	210
M 4.1	Digital Marketing and Creativity					5				45	105
M 4.2	Visual Marketing					5				45	105
M5	Basic profiling (elective)	0	0	0	0	10	0	0	8	90	210
M 5.1	Consumer Behaviour					5				45	105
M 5.2	Negotiation and conflict management / HR management					5				45	105
	6th Semester										
M3	Basic elective component	0	0	0	0	0	20	0	0	180	420
M 3.1	Personal Selling						5			45	105
M 3.2	Artificial Intelligence in Marketing						5			45	105
M 3.3	Research Methods						5			45	105
M 3.4	Data Visualisation and Storytelling						5			45	105
M5	Basic profiling (elective)	0	0	0	0	0	10	0	0	90	210
M 5.4	Project Management						5			45	105
M 5.5	Designing User Experience and Webanalytics						5			45	105
	7th Semester										
M1	General component (Elective)	0	0	0	0	0	0	10	0	90	210
M1.1	Advanced Marketing							5		45	105
M1.2	Entrepreneurship							5		45	105
M3	Basic elective component	0	0	0	0	0	0	5	0	45	105
M 3.1	Service Marketing							5		45	105
M5	Basic profiling (elective)	0	0	0	0	0	0	15	0	135	315
M 5.1	Customer Relationship Management / Sales Management							5		45	105
M 5.2	Strategic Management / Logistics and Transportation							5		45	105
M 5.3	Neuromarketing							5		45	105
	8th Semester										
M2	Basic compulsory component	0	0	0	0	0	0	0	2	0	60
M 2.1	Prediploma practice								2		60
M3	Basic elective component	0	0	0	0	0	0	0	10	45	210
M 3.1	Marketing Communications / Corporate and Business Law (ACCA)								5	45	105
M.3.2	Leadership								5	45	105
M4	Basic profiling (compulsory)	0	0	0	0	0	0	0	10	0	300
	Internship								10		300
BA	Bachelor's Final Attestation								8	30	330
Total		30	30	30	30	30	30	30	30	2040	4995

In the same manner, introductory subject as Management is studied first by students of the **Bachelor of Management** and afterwards, management students dig deeper into different areas of management as financial management, human resources management, production management, negotiation and conflict management, project management, quality management, logistics and sales management and other areas, which altogether create full-fledged comprehension in learners.

Table 10: Curriculum Bachelor Management

Modul No.	Title of Module	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
	1st Semester										
M1	General component (Compulsory)	19	0	0	0	0	0	0	0	195	375
M 1.1	Physical Education 1	2								30	30
M 1.2	Module of Social and Political Knowledge (Sociology)	2								30	30
M 1.3	Information and Communication Technologies (in English)	5								45	105
M 1.4	Kazakh language 1 / Russian language 1	5								45	105
M 1.5	Foreign Language 1 (General English)	5								45	105
M2	Basic compulsory component	7	0	0	0	0	0	0	0	75	135
M 2.1	Turkish Language 1 (A1 level)	3								30	60
M 2.2	Mathematics for Economics	4								45	75
M3	Basic elective component	4	0	0	0	0	0	0	0	45	75
M 3.1	Economic Theory	4								45	75

	2nd Semester										
M1	**General component (Compulsory)**	**0**	**14**	**0**	**0**	**0**	**0**	**0**	**0**	**150**	**270**
M 1.1	Physical Education 2		2							30	30
M 1.2	Kazakh language 2 / Russian language 2		5							45	105
M 1.3	Foreign Language 2 (General English)		5							45	105
M 1.4	Module of Social and Political Knowledge (Cultural Studies)		2							30	30
M2	**Basic compulsory component**	**0**	**6**	**0**	**0**	**0**	**0**	**0**	**0**	**75**	**135**
M 2.1	Advanced MS Excel		3							45	75
M 2.2	Turkish Language 2 (A1 level)		3							30	60
M3	**Basic elective component**	**0**	**10**	**0**	**0**	**0**	**0**	**0**	**0**	**90**	**180**
M 3.1	Management		5							45	105
M 3.2	Microeconomics (CIMA)		5							45	75
	3rd Semester										
M1	**General component (Compulsory)**	**0**	**0**	**7**	**0**	**0**	**0**	**0**	**0**	**75**	**135**
M 1.1	History of Kazakhstan			5						45	105
M 1.3	Physical Education 3			2						30	30
M2	**Basic compulsory component**	**0**	**0**	**18**	**0**	**0**	**0**	**0**	**0**	**165**	**375**
M 2.1	Turkish Language 3 (A2 level)			3						30	60
M 2.2	Principles of Marketing			5						45	105
M 2.3	Macroeconomics (CIMA)			5						45	105
M 2.4	Statistics I			5						45	105
M3	**Basic elective component**	**0**	**0**	**5**	**0**	**0**	**0**	**0**	**0**	**45**	**105**
M 3.1	Principles of Accounting			5						45	105
	4th Semester										
M1	**General component (Compulsory)**	**0**	**0**	**0**	**11**	**0**	**0**	**0**	**0**	**135**	**195**
M 1.1	Physical Education 4				2					30	30
M 1.2	Module of Social and Political Knowledge (Political Science)				2					30	30
M 1.3	Module of Social and Political Knowledge (Sociology)				2					30	30
M 1.4	Philosophy				5					45	105
M2	**Basic compulsory component**	**0**	**0**	**0**	**9**	**0**	**0**	**0**	**0**	**90**	**180**
M 2.1	Educational Practice				1					15	15
M 2.2	Finance				5					45	105
M 2.3	Turkish Language 4 (A2 level)				3					30	60
M3	**Basic elective component**	**0**	**0**	**0**	**10**	**0**	**0**	**0**	**0**	**90**	**210**
M 3.1	Statistics-II				5					45	105
M 3.2	Financial Accounting				5					45	105
	5th Semester										
M3	**Basic elective component**	**0**	**0**	**0**	**0**	**10**	**0**	**0**	**0**	**90**	**210**
M 3.8	Brand Management					5				45	105
M 3.9	Cost Accounting					5				45	105
M4	**Basic profiling (compulsory)**	**0**	**0**	**0**	**0**	**5**	**0**	**0**	**0**	**45**	**105**
M 4.1	Human Resource Management					5	5			45	105
M5	**Basic profiling (elective)**	**0**	**0**	**0**	**0**	**15**	**0**	**0**	**0**	**135**	**315**
M 5.1	Production Management					5				45	105
M 5.2	Introduction to Data Science					5				45	105
M 5.3	Negotiation and conflict management					5				45	105
	6th Semester										
M3	**Basic elective component**	**0**	**0**	**0**	**0**	**0**	**15**	**0**	**0**	**135**	**315**
M 3.1	Data Visualisation and Storytelling						5			45	105
M 3.2	Project Management						5			45	105
M 3.3	Research Methods						5			45	105
M5	**Basic profiling (elective)**	**0**	**0**	**0**	**0**	**0**	**15**	**0**	**0**	**135**	**315**
M 5.1	Supply Chain Management						5			45	105
M 5.2	Managerial Accounting						5			45	105
M 5.3	Corporate Finance (CIMA)						5			45	105
	7th Semester										
M1	**General component (Elective)**	**0**	**0**	**0**	**0**	**0**	**0**	**10**	**0**	**90**	**210**
M1.1	Financial Management (ACCA)							5		45	105
M1.2	Entrepreneurship							5		45	105
M3	**Basic elective component**	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**0**	**45**	**105**
M 3.1	Sales Management							5		45	105
M5	**Basic profiling (elective)**	**0**	**0**	**0**	**0**	**0**	**0**	**15**	**0**	**135**	**315**
M 5.1	Data Analysis in Business and Economics (Scrum and Kanban)							5		45	105
M 5.2	Logistics and Transportation Management							5		45	105
M 5.3	Enterprise Resource Planning /Big Data Analysis							5		45	105
	8th Semester										
M2	**Basic compulsory component**	**0**	**0**	**0**	**0**	**0**	**0**		**2**	**0**	**60**
M 2.1	Prediploma practice								2		60
M3	**Basic elective component**	**0**	**0**	**0**	**0**	**0**	**0**		**10**	**90**	**210**
M 3.1	Corporate and Business Law (ACCA)								5	45	105
M 3.2	Leadership								5	45	105
M4	**Basic profiling (compulsory)**	**0**	**0**	**0**	**0**	**0**	**0**		**10**	**0**	**300**
	Internship								10		300
BA	**Bachelor's Final Attestation**								**8**		**240**
Total		**30**	**30**	**30**	**30**	**30**	**30**	**30**	**30**	**2130**	**5070**

The Economic Theory course, which is a core course for all specialisations in the **Bachelor Economics**, taught in the first semester, serving as a starting point for understanding economic theory, getting macroeconomic, microeconomic knowledge, which in turn lead to crucial subjects as international economics, entrepreneurial economics, behavioural economics, agricultural economics and environmental economics. The range of courses allow students to be able to apply theory into practice and to be able to perform fairly empirical analyses on their own. The courses also focus on developing programming and researching skills of students.

Table 11: Curriculum Bachelor Economics

Modul No.	Title of Module	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8	Hours in Class	Hours Self-Study
	1st Semester										
M1	**General component (Compulsory)**	19	0	0	0	0	0	0	0	195	375
M 1.1	Physical Education 1	2								30	30
M 1.2	Module of Social and Political Knowledge (Sociology)	2								30	30
M 1.3	Information and Communication Technologies (in English)	5								45	105
M 1.4	Kazakh language 1 / Russian language 1	5								45	105
M 1.5	Foreign Language 1 (General English)	5								45	105
M2	**Basic compulsory component**	7	0	0	0	0	0	0	0	75	135
M 2.1	Turkish Language 1 (A1 level)	3								30	60
M 2.2	Mathematics for Economics	4								45	75
M3	**Basic elective component**	4	0	0	0	0	0	0	0	45	75
M 3.1	Economic Theory	4								45	75
	2nd Semester										
M1	**General component (Compulsory)**	0	14	0	0	0	0	0	0	150	270
M 1.1	Physical Education 2		2							30	30
M 1.2	Kazakh language 2 / Russian language 2		5							45	105
M 1.3	Foreign Language 2 (General English)		5							45	105
M 1.4	Module of Social and Political Knowledge (Cultural Studies)		2							30	30
M2	**Basic compulsory component**	0	11	0	0	0	0	0	0	105	225
M 2.10	Management		5							45	105
M 3.1	Advanced MS Excel		3							30	60
M 2.2	Turkish Language 2 (A1 level)		3							30	60
M3	**Basic elective component**	0	5	0	0	0	0	0	0	45	105
M 3.2	Microeconomics (CIMA)		5							45	105
	3rd Semester										
M1	**General component (Compulsory)**	0	0	7	0	0	0	0	0	75	135
M 1.1	History of Kazakhstan			5						45	105
M 1.3	Physical Education 3			2						30	30
M2	**Basic compulsory component**	0	0	8	0	0	0	0	0	75	165
M 2.1	Turkish Language 3 (A2 level)			3						30	60
M 2.3	Macroeconomics (CIMA)			5						45	105
M3	**Basic elective component**	0	0	15	0	0	0	0	0	135	315
M 3.2	Principles of Accounting			5						45	105
M 2.2	Principles of Marketing			5						45	105
M 2.4	Statistics I			5						45	105
	4th Semester										
M1	**General component (Compulsory)**	0	0	0	11	0	0	0	0	135	195
M 1.1	Module of Social and Political Knowledge (Political Science)				2					30	30
M 1.2	Module of Social and Political Knowledge (Psychology)				2					30	30
M 1.2	Physical Education 4				2					30	30
M 1.3	Philosophy				5					45	105
M2	**Basic compulsory component**	0	0	0	9	0	0	0	0	90	180
M 2.1	Educational Practice				1					15	15
M 2.2	Finance				5					45	105
M 2.3	Turkish Language 4 (A2 level)				3					30	60
M3	**Basic elective component**	0	0	0	10	0	0	0	0	90	210
M 3.1	Public Speaking / Academic Skills				5					45	105
M 3.2	Financial Accounting				5					45	105

Code	Course										Hours	Hours
M3	Basic elective component	0	0	0	0	20	0	0	0	180	420
M 3.8	Public Finance					5				45	105
M 3.9	Cost Accounting					5				45	105
M 3.11	Introduction to Data Science					5				45	105
M 3.10	Applied Econometrics					5				45	105
	Introduction to Python										
M4	Basic compulsory component	0	0	0	0	5	0	0	8	45	105
M 2.8	International Economics					5				45	105
M5	Basic profiling (elective)	0	0	0	0	5	0	0	8	45	105
M 5.1	Labor Economics / Managerial Economics					5				45	105
6th Semester												
M3	Basic elective component	0	0	0	0	0	15	0	0	135	315
M 3.12	Monetary Economics						5			45	105
M 3.13	Research Methods						5			45	105
M 3.14	Data Visualisation and Storytelling						5			45	105
M5	Basic profiling (elective)	0	0	0	0	0	15	0	0	135	315
M 5.2	Introduction to Machine learning						5			45	105
M 5.3	Project Management						5			45	105
M 5.4	Behavioural Economics						5			45	105
7th Semester												
M1	General component (Elective)	0	0	0	0	0	0	10	0	90	210
M1.1	Supply Chain Management							5		45	105
M1.2	Entrepreneurship							5		45	105
M3	Basic profiling (compulsory)	0	0	0	0	0	0	5	0	45	105
M 4.1	Data Analysis in Business and Economics /Big Data Analysis							5		45	105
M5	Basic profiling (elective)	0	0	0	0	0	0	15	0	135	315
M 5.5	Introduction to Sustainability / Economic Development							5		45	105
M 5.6	Digital Marketing and Creativity							5		45	105
M 5.8	Enterprise Resource Planning							5		45	105
8th Semester												
M2	Basic compulsory component	0	0	0	0	0	0	0	2	0	60
M 2.1	Prediploma practice								2		60
M3	Basic elective component	0	0	0	0	0	0	0	10	90	210
M 3.1	Corporate and Business Law (ACCA)								5	45	105
M 3.2	Leadership								5	45	105
M4	Basic profiling (compulsory)	0	0	0	0	0	0	0	10	0	300
	Internship								10		300
BA	Bachelor's Final Attestation								8		240
Total		30	30	30	30	30	30	30	30	2115	5085

Each faculty of the University has prepared a minor programme of 4-5 disciplines for students from other faculties. The University is working to improve the internal portal, which will allow students to register additionally for the Minor programme in the next academic year. And this, in turn, will allow students to register for additional electives, expand their competencies, increase competitiveness and employment chances. For example, students of the SP at the SDU University Business School can enrol in the minor program of the law department and study the courses such as Fundamentals of Civil Law, Introduction to Law, Law of Obligation 1, Entrepreneurial and Corporate Law, Intellectual Property Law. Or they can enrol in a minor programme in international relations and study the courses as Introduction to International Relations, International Relations Theories, Modern History of International Relations and thereby develop skills in this field. Thus, the minor elective disciplines enable students of accredited study programmes to acquire additional competencies and skills and enhance their future employability in the constantly changing labour market.

Rationale for degree and programme name
The names of the study programmes were determined according to the requirement of the standard of the Ministry of Education and Science of the country, which contained a list of specialties and a list of required courses for each specialty.

The study programme **Bachelor Economics** was opened at SDU University Business School. It offers its students expertise in Business and Economics. It allows them to assess industry attractiveness and identify risks and opportunities of doing business in a global environment

by choosing and applying appropriate methodologies. It prepares students for careers in business and finance but can also be relevant for government and non-governmental organisations. Graduates will be able to apply economic analyses within a business context. As the main focus of the study programme is economics within a business context, it is named Bachelor Economics. The degree awarded is Bachelor of Economics.

The study programme **Bachelor Management** was opened in 1997 at SDU University Business School and it is in line with the latest worldwide trends in the field and gives students the opportunity to explore the different types of management concepts and instruments and to develop leadership and team management skills. All aspects of management are covered from a technical perspective, but also through a conceptual approach aimed at developing the open-mindedness and ability to think that are key to management positions. Management can refer to different positions, areas, and career paths in management, therefore universally it is named as the study programme Management and the graduates of this study programme are awarded with a Bachelor of Business Administration in Management degree.

In 2019, SDU University Business School proposed and approved a new study programme **Bachelor Digital Marketing**, which meets the trends of the modern world. This study programme is carried out in accordance with government standards. To mention, from 2008 to 2019 there was the study programme Bachelor Marketing. SDU University Business School decided to rename this study programme and thereby digitise its existing study programme to stay up-to-date and deliver its students the most contemporary knowledge, skills and competences. Undoubtedly, the global transition to the future of the labour market is driven by an ever-expanding array of new technologies, new sectors and markets and global economies that are more interconnected. Graduates of this study programme are awarded with a Bachelor of Business Administration in Digital Marketing degree.

Integration of theory and practice
The teaching staff uses 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.

As part of the teaching staff of the Department of Economics and Business, there are teachers with rich experience in the industry. Guest lecturers from the industry are invited to the classes - bank employees, top and middle managers of private companies, even entrepreneurs, marketers who share knowledge from their professional field of activity and answer students' questions.

Along with theoretical studies, professional practice also significantly affects development of professional competences of 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 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,
- Industrial,
- Pre-diploma.

Educational practice is intended for students of the second courses during their study as part of separate disciplines under supervision of leading teachers visiting the internship bases.

Industrial internship is mandatory for all students. The duration of the industrial internship is ten weeks. Industrial and pre-diploma internships take place at internship bases based on bilateral agreements; the process is coordinated by the Departments in cooperation with the Department on work with Alumni and career development. The industrial internship is regulated by methodological recommendations for the industrial internship.

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 5 study programmes and design best practice-delivery methods.

Therefore, learning methodologies are integrated, creating an engaging learning environment. Lectures are complemented by problem-based active learning two-hours seminars each week. An optimised mix of theory, practical workshops, simulated scenarios and interdisciplinary practices encourage students to apply the theory they learn in a small group environment with individual attention and critique.

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 catalogue of Elective Courses of SPs at the Business School.

Interdisciplinary thinking
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.

In accordance with the compulsory education standards of the Ministry of Education and Science of the Republic of Kazakhstan, all accredited study programmes contain general education disciplines, which are interdisciplinary in nature and develop interdisciplinary skills in students and form a holistic view of natural phenomena and the relationship between them.

All study programmes contain the following interdisciplinary core courses, such as Mathematics for Economics 1-2, Financial Accounting, Data Analysis in Business and Economics and Corporate and Business Law.

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.

The **Bachelor Digital Marketing** subject "AI in Marketing" explains how artificial intelligence in marketing can be used to help manage and predict customer behaviour, identify cross-selling and upselling opportunities, automate repetitive tasks and improve forecasting accuracy. Subject "Neuromarketing" is a marketing discipline that uses neuroscientific research and consumer behaviour to improve the effectiveness of marketing and ultimately increase sales. In other words, the field of neuromarketing aims to bring neuroscience and marketing together.

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 the 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 familiarised 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 study programmes at SDU University Business School 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.

Courses such as "Negotiation and conflict management", "Corporate and Business Law", "Human Resource Management", "Labor Economics" and "Consumer Behaviour" include the chapters with the importance dedicated to Business ethics. It is implemented in these courses as a combination of lectures, discussions, as well as individual and group assignments. 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.

Methods and scientific practice
Research-based learning has always been at the core of SDU University BS study programmes. All study programmes develop students' independent research skills and provide students with opportunities to put these skills into practice such that at the culmination of the program, students can undertake, with supervision, a final year diploma project or thesis.

Students develop research skills in courses such as Statistics, Applied Econometrics, Big Data Analysis, Introduction to Data Science and Research Methods. The final certification according to the mandatory standards of the Ministry of Education and Science of the Republic of Kazakhstan can be implemented in the format of writing a thesis or a graduation project, which also allows students to acquire research methodology skills and the ability to be engaged in scientific work.

The course "Research Methods" of all study programmes at Business School 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 and evaluating the scientific publications, projects and case-studies; perform literature reviews using print and online databases; identify, explain, compare

and develop key elements of a research proposal/report; compare and contrast quantitative and qualitative research methods and data in their projects.

The course "Research Methods" tailored to the curriculum of the Digital Marketing study programme 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 the 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.

Long-term plans of SDU University Business School include opening of the Neuro Laboratory, which will allow students to conduct different marketing research and experiments using modern technologies and software for complete assimilation of acquired knowledge for the disciplines, such as Research and Development, Neuromarketing, Digital Marketing, Consumer Behaviour.

The University's Quality Assurance Guidelines reflect the relationship between research, teaching, and learning and consider both the national and intra-university context. In order to strengthen the link between education and scientific research, the University encourages the scientific activities of teaching staff and doctoral students by introducing a system of motivation for scientific activity, which is reflected in the "Regulations on the stimulation of teaching staff and the system of remuneration for research achievements"; holding an annual competition "The best researcher of SDU University", to constantly inform teaching staff and students about scientific events at the University.

Due to the high scientific activity of the teachers 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 highly rated scientific publications and dissertations are included in lecture courses, workshops, educational and methodological developments. Based on the results of scientific research activities, new academic disciplines are being introduced to the curricula of the Bachelor Economics, Digital Marketing, Management and the content of existing study programmes is being updated.

<u>Examination and final thesis</u>

The organisation and conduct of the current, intermediate controls (examination session) and final control is carried out on the basis of 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 20.06.2022);
- Rules for the organization of the educational process on credit technology of education dated April 20, 2011 No. 152;
- Academic policy at SDU University;
- Regulations on the organisation of the educational process on credit technology of education;
- Regulation on conducting the assessment types of learning progress of students at SDU University;
- Academic Integrity of SDU University.

Professors and lecturers have their individual academic freedom to choose between 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 students to evaluate the achievement of learning outcomes for the course. Correspondence of knowledge level to expected learning outcomes and goals of the programme is provided through content of assessing materials, adequacy of forms and methods of knowledge assessment. According to the Regulations of the SDU University on the organisation of the educational process on credit technology of training, the final grade for the course depends by 60 % on the results of the current course tests (several written test papers, projects, presentations, and others) and by 40 % depends on the result of the final exam. The final qualification certification is 8 ECTS credits in the total volume of the study programme.

The following forms of final certification have been approved in all three study programmes:
- writing an individual thesis;
- or writing a graduation project in a group;
- or passing a written comprehensive exam.

Topics of theses/projects for 4th year students are developed with the participation of employers and faculty of the department. Traditionally, much attention is paid to the study of the latest scientific achievements in the field of economics and business. The management of diploma projects is carried out in accordance with the qualification requirements for the educational activities of bachelor's degree programs. Topics and candidates for scientific supervisors are discussed and approved at the meeting of the Department of Economics and Business, the Council of the Business School.

In the interests of research quality, the thesis/project is carried out during the last semester of the study period with the defence of the report at the end of each period. In accordance with the approved program, the completion of the thesis takes place in 2 stages. The first stage of implementation (pre-defence) 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 consists of a critical review of existing

theories, concepts, methodologies on the subject under study, as well as data collection and analysis. The final attestation is carried out in the terms specified in the academic calendar, before the attestation commission. Students present the results of their thesis/project and answer questions from the members of the commission. The department has developed guidelines for writing, design and presentation of theses/projects.

Appraisal:

The curricula of all three study programmes reflect the qualification objectives of the study programmes. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. In general, the compulsory and optional electives enable students to acquire additional competences and skills. With regard to the **Bachelor Economics**, the panel, however, **strongly recommends** offering more choices of electives for the students. There is sufficient amount of Economic specific modules, but at the same time with regard to choices, there are mainly language courses that can be selected by students. Regarding the **Bachelor Management**, the panel sees the logic and coherence of the programme. However, the panel **strongly recommends** including interdisciplinary topics, e.g., working on Business plans, Artificial Intelligence, Business and Finance, pollution and reducing climate change, as well as interdisciplinary projects with other departments of SDU and companies. Moreover, the panel sees a lot of development potential for the **Bachelor Digital Marketing programme**. The University revised the curriculum of the programme several times during the process and improved on the logic and coherence. Since Digital Marketing is a very dynamic field, the study programme needs to find a structure in order to stay up to date with the latest developments. This could, e.g., be achieved by finding a professional source of knowledge from this scientific field and experts from the industry to receive constant feedback. The panel appreciates that the study programme includes the inhouse knowledge of IT, but the transfer to Digital Marketing seems to be not completed. IT and Marketing seem to be next to each other, instead of closely connected. Therefore, the panel **strongly recommends** further developing the study programme in line with the latest developments in the field of Digital Marketing.

The degree and programme names of **all three study programmes** correspond to the contents of the curricula and the programme objectives.

Theoretical questions are explained by means of practical examples (e.g., guest lectures and internship) in **all three study programmes**. For the **Bachelor Digital Marketing** and **Bachelor Management**, there are internships and case studies used throughout the courses, both programmes include a lot of practical work and applications. For the **Bachelor Economics**, it was not clear to the panel whether case studies are used in the courses, since these are missing in the syllabi and not submitted in the respective format. In general, the panel was convinced by the information presented during the interviews, the documentation and material, however, were lacking information and did not contain all relevant aspects (see chapter 5.).

There is evidence that the programmes qualify for interdisciplinary thinking. However, for the **Bachelor Digital Marketing**, the panel considers the content as too broad from other research disciplines and **recommends** sharpening the interdisciplinary aspects in the programme. For the **Bachelor Management**, the panel suggests increasing interdisciplinary thinking and

projects within the programme, since the University has a lot of potential. Particularly, the Technopark and AI lab is standing out and welcomed by the panel. For the **Bachelor Economics**, the panel **recommends** integrating the interdisciplinary thinking more into the curriculum. It is offered to students, but not integrated and explored further.

Ethical implications are appropriately communicated in **all three study programmes**. They include research ethics and rules, as well as Business ethics in the contents of the programmes.

Students acquire methodological competences and are enabled to do scientific work on the required level. **All three study programmes** include a course on research methods and scientific work. The panel suggests developing the research capabilities of students further in the future. Therefore, the panel suggests encouraging more research activities among the students in the courses, since the students appeared to be highly interested in this (e.g., they wanted to do a research club). However, this could be more encouraged during classes, since only 30 % of students choose a thesis for their final work.

All exams, 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 variety of test formats. However, for the **Bachelor Economics**, the panel considers the examinations as improvable with regard to the quality. Students of **all three study programmes** can choose between a final thesis, final assessment or final group project. The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. However, for the final group project and final assessment, it seems not to be ensured since the procedure is not regulated in the respective guidelines.

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

- The University provides the exam regulation for the final assessment and final group projects.

This is also important to prove that students are able to do scientific work and therewith achieve the study programme's qualification objectives.

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

3.2 Structure

Each Business School study programme consists of 240 ECTS credits, the duration of study is four 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 SDU University, a student can register for courses in a semester with a volume of 20 to 40 ECTS credits based on their own capabilities to build an individual learning trajectory.

The labour intensity of one academic credit is 30 hours, of which no more than 30 % can be classroom for theoretical courses. One subject is on average 5 ECTS credits, which is 145 hours, of which 45 hours are classroom (lectures, seminars, practices or laboratory), and the remaining 90 hours are extracurricular (independent student work, project preparation, preparation for tests, etc.).

The structure of the study programme 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.

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.

Bachelor Economics

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, 8 ECTS credits
Number of contact hours	2,115 hours

<u>Bachelor Digital Marketing</u>

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, 8 ECTS credits
Number of contact hours	2,040 hours

<u>Bachelor Management</u>

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, 8 ECTS credits
Number of contact hours	2,130 hours

<u>Study and exam regulations</u>
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 portal[11] 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.

---

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

In accordance with paragraphs of the Lisbon 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 Policies: Education on credit technology, 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 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.

<u>Feasibility of study workload (Asterisk Criterion)</u>
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 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 a summer school lasting six weeks. The academic load for semesters is evenly distributed (30 ECTS credits), which means that the workload of one discipline (6 ECTS credits) may range from 150-180 hours. Basic and specialised disciplines are mainly 5 ECTS credits, which allows a student to register for 6 disciplines per semester.

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.

Table 12: SDU University Grading System

In Percent	Alphabetic	In Points	Traditional
95 - 100	A	4	Excellent
90 - 94	A-	3.67	Excellent
85 - 89	B+	3.33	Good
80 - 84	B	3	Good
75 - 79	B-	2.67	Good
70 - 74	C+	2.33	Good
65 - 69	C	2	Satisfactory
60 - 64	C-	1.67	Satisfactory
55 - 59	D+	1.33	Satisfactory
50 - 54	D	1	Satisfactory
25 - 49	FX	0	Unsatisfactory
0 - 24	F	0	Unsatisfactory
0 - 24	FC	0	Unsatisfactory

Equality of opportunity

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 on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. For the **Bachelor of Digital Marketing**, the panel is of the view that there is room to further develop the structure of the study programme. Some modules that do not help in the acquisition of competences within the study programme (e.g., Microsoft Excel) may be removed. Instead, there could be more room for specialisations, especially in the digital field. Therefore, the panel **recommends** revising the structure of the study programme. For the **Bachelor Economics**, the panel **recommends** shifting the weight on basics of Economics (e.g., Microeconomics 2 and Macroeconomics 2) in order to provide the fundament for further specialisation in the field.

During the procedure, there were updates in the curriculum with newly introduced courses. Therefore, the respective course descriptions were not provided for all courses.

The panel recommends the following **condition** for all three study programmes:

- The University provides a complete set of course descriptions for all courses of the curricula.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The panel **strongly recommends** summarising the study and exam regulations in one concise handbook for better transparency, since there are several regulations. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with an ECTS grading table.

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

Addendum for initial accreditation (if the programme has already been completed once) and re-accreditation: when reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

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, they suggest reopening the kindergarten to support students with children.

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

3.3   Didactical concept

The training courses are student-centred. Students are taught with innovative techniques and technologies. When implementing training in the logic of the competence-based approach to the study programmes, 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. Thus, in the educational process emphasis is placed on the active participation of the student in the learning process.

Teaching staff widely uses information and communication, interactive, video lectures, seminars, conferences, project and research teaching methods. In addition, in the practice of each study programme, its own innovative teaching methods are used, corresponding to the specifics of the study programme, increasing the interest and motivation of students. Thus, in the learning process, emphasis is placed on critical and analytical study and understanding by students.

The didactical concept develops critical thinking skills and problem-solving skills. In the learning process, the student has more autonomy when choosing elective courses of study, when choosing the number of registered courses, when choosing a course teacher during registration, as well as when building an individual schedule.

For students the necessary conditions are created to choose an individual educational trajectory, which include:
- the possibility of choosing elective disciplines, teachers;
- an electronic registration for elective disciplines;
- the formation of an individual curriculum;
- an organisation of an additional semester for repeated or additional studying disciplines;
- the possibility of distance learning;

- a familiarisation with the personal results of educational achievements;
- the possibility of studying within the framework of academic mobility;
- the ability to use the educational portal;
- the possibility of using the SDU University electronic library (access to the EBSCO publishing, Elsevier, Scopus databases) and the Republican Inter University Electronic Library.

The study programme **Bachelor Digital Marketing** uses innovative teaching methods using the latest digital platforms and tools (see chapter 3.1). For example, students work with Canva, Figma, Tilda, WordPress, Adobe Photoshop, Adobe After Effects, Google Analytics, Yandex Metrics or Microsoft Azure. Some of the programmes are paid, so they are included in the budget of the SDU University Business School as expenses and are purchased during the academic year according to the contingent of students. Thus, students better assimilate the material they have passed, in addition, they can include their projects and works in their professional portfolio of existing works.

Course materials
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 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, Management and Digital Marketing.

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
Taking into account the practice-oriented concept of Bachelor Economics, Digital Marketing and Management specialists with practical experience in the industry are invited to teach core disciplines. Fundamental disciplines are taught by academic teachers with a high business reputation.

Table 13: List of guest lecturers in SDU Business School

Position and topic of speech
iOS Developer in Booking.com, Amsterdam. 6+ years of experience in iOS. Topic: Experimental approach in Business and Everyday Life
Financier in Barclays Corporate and Investment Banking in London, Portfolio Manager in Technology, Media & Telecoms with education in Finance and Accounting from The University of Nottingham Topic: Financial Career Abroad
Business Owner – Consulting Firm in Paris. 15+ years of work experience with governments and companies, such as Mercedes, Tesla, Maghreb Steel. Topic: Tips on Starting Your Business (EN)
Engineer-Programmer in Google in New-York. Now he works on the project Area 120, a workshop for Google's experimental products. Previously worked in Youtube and Firebase. Topic: Entrepreneurship in Google
SDU Business School, graduating in 2004; Topic: Working in a large company contributes to the creation of your startup
SDU Business School, Class of 2018, Deloitte (career day)
Deputy Chairman of the Board of Halyk Bank Topic: Life and IT: personal effectiveness
Expert in marketplaces: Satu.kz, Kaspi, Amazon, Shopify, OLX, Forte, Tomas Topic: Opportunities of E-Commerce
Master in cybersecurity, has 16 years of experience in financial technology; Topic: Opportunities and challenges for fintech startups
Investment analyst, consultant and advisor. Partner and co-founder at Smart bull Invest
Topic: Investing in US stock markets
Executive director of the first credit bureau Topic: Financial Technology Development in Kazakhstan
Head of Marketing at Europharma & Sandyq restaurant Topic: Exchange of experience
Portfolio Manager, Financial Analyst Topic: Exchange of experience
Deputy CEO FinTech HUB AIFC Topic: Financial Technology Development in Kazakhstan
Practicing investor and financial consultant (Brighton University) Topic: How to use FinTech tools in investing
Tax and Taxation
Lending to SMEs in the Republic of Kazakhstan

For the purposes of connecting Digital marketing students with the marketing industry, the MPower Project was created in Autumn 2019, which was designed as a result of joint initiatives of study programme coordinator, teaching staff and students of study programme. The project is financed by SDU University Business School and it is successfully implemented in the form of various events. The main purpose of the MPower Project is development and support of the

networking involving students and specialists of digital marketing and teachers, with the possibility to discuss interesting topics, study cases and to be a part of the marketing community.

For students SP Digital Marketing there were also organised guest lectures with professionals of their field for acquaintance with specificity of work in Business and Marketing, for receiving practical experience with the help of business cases and receiving feedback, and for possible further internship at their companies. Such meetings can be held within disciplines of Digital Marketing, and as additional separate events. For example, in 2020-2021 during study at the discipline "Basics of Marketing", the Head of Department of Marketing and Business Development in Caspian Group held a guest lecture. After the guest lecture, students had an opportunity for personal meetings with the speaker to discuss their prospective growth in Marketing.

<u>Lecturing tutors</u>
At SDU University Business School, office hours are allocated by professors and course instructors to enable students to book appointments in which they can seek to develop their understanding of course content and/or obtain clarification on assessment rubric and feedback. By better understanding professors' and course instructors' expectations, students are in a position to increase their chances of academic success. It is an informal meeting with an instructor in which students can pose questions and get answers on any matters that arise during the course. Office hours can be held both offline and online, according to individual preferences. Course instructors are responsible for scheduling the times.

The personnel policy of SDU University has been developed in accordance with the University's Development Strategy and represents the main directions and approaches of personnel management for the implementation of the mission and strategic goals of the University.

When selecting teaching staff for the evaluated study programmes, preference is given to candidates with an academic degree who speak a foreign language. The level of their qualifications can also be confirmed by the following components: basic education, the breadth of additional education (advanced training, internships), professional experience, as well as work experience in the relevant branch of the economy, the ability to communicate, the desire to improve the program and improve the effectiveness of training, participation in professional societies, scholarships and grants, awarding titles in the field of science and technology.

Teachers need to participate in the implementation of research and scientific and methodological work, which is confirmed by the availability of scientific publications per year, reports on research and scientific and methodological work, and participation in scientific conferences.

Every teacher should know and be able to justify the place of his discipline in the curriculum, its relationship with previous and subsequent disciplines and understand the role of discipline in the formation of a specialist. The qualitative composition of teaching staff for the 2021-2022 academic year is 46 full-time teachers. These are highly qualified specialists, among them: 7 Doctors of Sciences, professors, 23 candidates of sciences (65% have academic degrees). The implementation of the OP "Management" is provided by the scientific and pedagogical staff of the corresponding department.

Teachers use interactive methods and multimedia tools, various innovative technologies in the learning process, which increase the high involvement and motivation of students. The data on the departments show that they annually improve their qualifications. The forms of advanced training are internships, advanced training courses and seminars in higher educational institutions. The most important factor in the professional development of teaching staff is their participation in international academic mobility programmes.

Another important area of strengthening the human resources potential of the evaluated study programmes is the conduct of scientific research. In recent years, the quality of research work at the SDU University has increased significantly, so the teaching staff implementing the evaluated OP are published in journals reviewed in the KKSON of the Ministry of Education and Science of the Republic of Kazakhstan, Scopus, Web of Science.

The activity of the teaching staff is carried out based on the development of an individual plan and participation in the process of the development efficiency management system (PMDS). The process of writing and approving an individual plan is automated in the system. The compiled plan of the teacher is sent for approval to the Head of the department and the Dean of the faculty. The most important process of implementing the strategy into action is the efficiency management system and professional development of University staff, as it is aimed at identifying the individual goals of each University employee, including teaching staff, to achieve strategic goals. Moreover, students in higher semester support students in the learning process.

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 via the student-centred and project-based learning approach.

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. Many English textbooks are available. The materials 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 three study programmes**. Therefore, the panel **recommends** updating the literature used in the courses and including more articles and scientific papers in the course descriptions.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. The panel suggests implementing a more systematic approach and including the alumni.

The study programmes include different layers of tutoring. The lecturing tutors contribute significantly to the students' learning process and are thus systematically integrated into the teaching activities.

		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 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 study programmes of the Business School contain various language disciplines that develop language and communication competencies.

The international content of the study programmes 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 certifications. Moreover, international case studies and databases are used within the courses of all three study programmes on a regular basis. The Bachelor Economics also includes a course on International Economics.

Furthermore, the activities of the SDU University in line with the Bologna Process and the Lisbon Convention ensure the increasing academic mobility of students and teachers, giving them the opportunity to receive not only education in another country, but also to study the culture of the partner university country and get invaluable experience.

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.

Internationality of faculty
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.

There are six foreign lecturers at the Department of Economics and Business. 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.

<u>Foreign language contents</u>
The study programmes are implemented by the SDU University Business School in the BBA format in English. The curricula of the programmes 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 contain courses for learning four languages as Kazakh, Russian, English and Turkish, which ensure students an additional competitive advantage in a job market and give them an enjoyable journey of learning new languages, cultures and traditions in daily life settings and in a business context. Courses emphasize active, participatory learning that encourages students to use their growing language skills both during class and through assignments that require students to practice their language outside of class hours.

All language courses provided by the Multidisciplinary Education Centre are academically sound and promote long term aims with the language. Language disciplines are divided by levels and are taught according to different methods, such as media club, debate club.

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, including international textbooks and case studies, are an integral part of the curriculum. It includes a Module of Social and Political Knowledge (Culture Studies); thus, students are prepared for the challenges in an international working environment. The panel **recommends** integrating more intercultural aspects into the curricula.

There are only a few foreign students in all three study programmes. The panel **recommends** setting up a system to attract international students (e.g., by offering scholarships).

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 programme. The programmes are conducted in English and also include language courses in Russian and Turkish.

	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).

Moreover, the curricula include several Modules on Social and Political Knowledge, as well as a Public Speaking course and a Negotiation and Conflict Management course for students to

train their soft skills. These are also trained in the diverse student clubs and student activities that are offered at SDU University and SDU Business School.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions (e.g., Public Speaking course). 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, e.g., by student activities or clubs.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

At 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 three 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 Department of Economics and Business in the 2022-2023 academic year has 45 faculty staff out of which 40 of the teaching staff are engaged in the Bachelor Economics, 42 of the teaching staff in the Bachelor Management and 34 of the teaching staff in the Bachelor Digital Marketing. Overall structure of teaching staff in the Department consists of 42 full-time and three part-time teaching staff.

The details on the subjects they teach are described in the Curriculum of Study Programs. The responsibilities of teaching staff are regulated by the job descriptions and assignments to the modules are described in the syllabi of the study programmes Economics, Management and Digital Marketing.

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

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 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[12]. 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.

When considering candidates, the decision to assign specific disciplines to them shall be based on their professional experience, field of professional activity, teaching experience and professional certifications.

Among the teaching staff, 27 teaching staff are knowledgeable in the field of management, personnel management, business administration and 20 teaching staff in the field of economics, international economics and 7 teaching staff in marketing.

---

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

According to the HR policy of the University, the teaching staff of the department "Economics and Business" occupy the positions of Teacher-Researcher, Teacher-Trainer, Teacher (Qualified Lecturer, Teacher-Assistant). Teacher-Researchers actively conduct research work and publish their works in international journals included in the Scopus, Web of Science database.

To strengthen the link between education and research, the University encourages the scientific activities of teaching staff and doctoral students by introducing a system of motivation for scientific activity, which is reflected in the "Regulations on the stimulation of teaching staff and the remuneration system for scientific research achievements"; holding an annual contest "The Best SDU University Researcher"; constantly informing the teaching staff and students about scientific events at the University on the official website and also by sending newsletters from the Department of Science to the corporate mail of all employees.

The results of scientific research, tested at scientific conferences, in high-ranking 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 introduced into the content of the study programmes. For example, Introduction to Sustainability Economic Development has been included in the curriculum of the Economics programme with the aim of contributing to a plan to achieve a better and more sustainable future for all.

The academic qualification of teaching staff in the Department of Economics and Business 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 leading 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 and 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, 5 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
Due to the fact that the SP has a practical focus, disciplines are taught by practicing experts of the middle and higher levels, whose professional activities reflect the content of the discipline 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 involvement of guest teachers in the field of business education is a regular practice of study programmes. Practicing teachers enrich the courses with real relevant cases, professional decision-making experience, so the content of the study programme is always in a dynamic state. 45 % of the teaching staff of the Department of Economics and Business had experience in the industry, as employees of top management, middle managers, analysts (marketing, financial, economic), project managers and other positions.

One Doctor of Economics Sciences is a national consultant of the International Labor Organisation, an expert of UN ESCAP (United Nations Socio-Economic Commission for Asia and the Pacific). For active and fruitful work in the field of science, he has certificates of honour of the Ministry of Education and Science of the Republic of Kazakhstan, as well as for immense contribution to improving the system of labour, employment and social protection from the Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan. In 2016, a professor was a member of the working group of the Ministry of Health and Social Development of the Republic of Kazakhstan to discuss the Law of the Republic of Kazakhstan "On Employment of Kazakhstan population". He gives lectures on the subjects of "Labor Economics", "Personnel Management", "International Management" and "Human Capital Management".

The University pays attention to inviting practitioners, company executives to conduct master classes and inform about the latest trends in the labour market. Such activities contribute to the improvement of the content of the study programmes. The Department of Economics and Business has developed the practice of organising guest lectures, round tables, hackathons, seminars to discuss pressing topics and sharing experiences.

Internal cooperation

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 study programmes, 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 faculty corresponds to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The 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 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 requirements of the programmes to integrate theory and practice.

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

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, particularly with the academic advisors of students, 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			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

All three 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 the 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[13], containing information concerning offered courses, transcript, online requests, condition of account, schedule and notifications. The Student Portal has the following functions:

- 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, to 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. Search function helps a student to find an object on a map (auditorium, Dean's Office, library,

---

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

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. However, with regard to the assessment of the panel in chapter 3.1, the panel **strongly recommends** for the programme directors setting up a system on the systematic development of the study programmes.

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

One of the priority directions of the development strategy of the SDU University is considered to be the strengthening and expansion of international relations: cooperation with various international study programmes and implementation of joint projects.

The uniqueness of the implementation of study programmes **Management and Digital Marketing** is predetermined by the SDU University development strategy for 2018-2023 and agreed in accordance with national development priorities indicated in state documents. SDU University strives to gain a reputation as one of the leading international universities in Kazakhstan and Central Asia through teaching in English, training highly qualified specialists who make a significant contribution to education and research and the development of the University has identified internationalisation as one of the important directions of the University's strategy. The content of the study programmes Economics, Management is harmonised with the content of the CIMA international qualification program, which include the latest achievements of science and business in the relevant professional fields. The content of the study programmes contains disciplines accredited by CIMA, such as Political Science, Microeconomics, Macroeconomics, Statistics I, Statistics-II, Fundamentals of Financial Management, Corporate Finance, Business Ethics & Social Responsibility, Cost Accounting, Managerial Accounting, Financial Statement Analysis and Financial Management.

A dual degree programme with the University of Chemistry and Technology (Czech Republic) has been developed in the Management programme. Two–degree programmes with UCT MIAS Business School (Czech Republic) and the University of SDU University have their own characteristics, both in duration and in form: "2 +2" - 2 years of study at SDU University, two years of study at a partner university. The SDU University is an official member of the League of Academic Integrity. In 2020, the SDU University Academic Integrity Policy was adopted, which aims to improve and improve the quality of education at the University by promoting and implementing the ten fundamental principles of academic integrity.

The Business School actively cooperates with universities that are members of the League of Academic Integrity. BS students can study some courses during the summer school at domestic partner universities. For example, students of the Bachelor Management took summer courses at ALMA University and Narxoz University. KBTU students studied at the courses of the summer semester of the Business School. Within the framework of memoranda of cooperation between SDU University and JSC KazGUU University, between SDU University and JSC KIMEP, Business School students studied under the internal academic mobility program at partner universities.

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.

The Department of International Relations of SDU University has signed a memorandum with 25 countries. Every year, 15-23 Business School students travel to universities in the UK, South Korea, USA, Poland, France, Germany, Turkiye, Malaysia, Lithuania, etc. under the academic mobility programme. Furthermore, in 2023 SDU University has received 20 foreign students on the study programme "Economics" from countries China, Malawi, Turkiye, Kyrgyzstan, Uzbekistan, Russian Federation, Tajikistan and Mongolia. Regarding the "Digital Marketing" and "Management" study programmes' incoming foreign students, there are overall twelve students applied to SDU University in 2023 (six students for each programme).

<u>Cooperation with business enterprises and other organisations</u>
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. Representatives from the industry are invited as chairmen of the final attestation commission to receive the assessment and evaluation of the results of the research works of graduates in the form of thesis /diploma projects.

Appraisal:

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

	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

There are five 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[14] 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 at the Business School are 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.[15] 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.

---

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

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.
- Scientific Library.
- Electronic Library.
- Informational and Analytical Complex on learning process management.
- The System of distant learning "e-Learning". The E-Learning system 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.

Faculty and students of the Business School are given the opportunity to use international scientific databases, electronic scientific journals as, Cambridge OA eBooks, EBSCO, Harvard Dataverse, IEEE, JSTOR, Oxford University Press, Scopus, Taylor & Francis, Web of Science, Wiley Online Library, etc. (link to the library portal). The Fund of the Library is formed in accordance with the academic disciplines of the study programmes. To get the information resources online the Academic Library of SDU University provides access to the electronic database of EBSCO. E-books, resources from Elsevier, Thomson Reuters, SpringerLink are available as part of the national subscription. In addition to available electronic materials, the library regularly collects requests from faculty members to purchase trial and permanent subscriptions to databases in the main areas of the University's departments. The SDU

Library's online portal is constantly being updated with new functionality and refined through the joint efforts of the Library and the SDU University Automation Department.

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).

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 three 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)		X			
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 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, 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.

Alumni Activities
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.

Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			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.

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.

<u>Evaluation by students</u>
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 an exit survey for the graduates starting from the 2022-2023 academic year via SurveyMonkey platform.

Another monitoring tool utilised 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.

External evaluation by alumni, employers and third parties

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.

Programme documentation
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.

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.

The study programmes are updated regularly. At the request of employers, their written reviews, new elective courses are introduced into study programmes, for example, in the light of global digitalisation, which is undoubtedly reflected in the increase in the competitiveness and competence of University graduates.

Considering the directive documents of the Ministry of Science and Higher Education of the Republic of Kazakhstan, the current state of science and technology and the decisions of the Academic Council of the University, the content of the University component and elective disciplines of working curricula is annually re-approved to ensure the quality of training of competitive graduates.

Information on activities during the academic year
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[16]. 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[17], Instagram[18], as well as through the portal MY SDU.

Appraisal:

At the University, there is a quality management plan and instruments that collect feedback and data, as well as monitors and develops the quality of the programme with respect to its

---

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

[17] see: https://www.facebook.com/sdukz/ (last access July 17, 2024)

[18] see: https://www.instagram.com/sdukz/?hl=ru (last access July 17, 2024)

processes and outcomes. However, due to the many versions of curricula and documents that were presented to the panel, it has the impression that the quality management process with regard to updating the documents is not implemented. It should be in the responsibility of the quality management to check the quality of the documents and have the decisive decision authority to implement necessary revision.

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

- The University includes in its quality management system a process to monitor and update the programmes' documentation.

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 programmes curricula are updated on a regular basis. Due to these updates, there are discrepancies in the English documentation of the course overviews in the study plan including the module descriptions and the curriculum overview, which need to be revised.

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

- The University aligns the information in the curricula, contents and study regulations of the documentation (e.g., course descriptions and 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)				condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)				condition	
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: SDU University, Kazakhstan

Bachelor programme: Bachelor Economics, Bachelor Digital Marketing, Bachelor Management

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

		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			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	**Programme management**					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	**Cooperation and partnerships**					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			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)		X			
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	**Quality assurance and documentation**					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)				condition	
5.3.2	Information on activities during the academic year			X		