Decision of the FIBAA Accreditation and Certification Committee

20th Meeting on November 26, 2025

INSTITUTIONAL ACCREDITATION

Project Number:	24/064
Higher Education Institution:	**Kenzhegali Sagadiyev University of International Business (UIB)** **(excluding the International Medical School)**
Location:	**Almaty, Kazakhstan**
Type of Accreditation:	**Institutional re-accreditation**

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

According to § 7 (6) in conjunction with § 9 (2) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Institutional Accreditation from January 1, 2021, the HEI is re-accredited under conditions.

Conditions:
- **Condition 1** (see chapter II): The University establishes formalised quality assurance loops, by systematically translating evaluation results into documented action plans with measurable objectives, assigned responsibilities, and follow-up measures. This includes developing and applying transparent, pre-defined quality indicators and preventive measures across all areas, such as dropout rates, employability rates, research quality, and staff qualification standards.

- **Condition 2 (see chapter II):** The University revises and expands its management structure to ensure coherent, transparent, and effective oversight of all academic units and physical locations. This includes defining clear responsibilities, reporting lines, and decision-making structures within the overall University management and quality assurance framework.

Proof of meeting the conditions is to be supplied by September 11, 2026

Period of Accreditation: December 12, 2025, until December 11, 2033

The FIBAA Quality Seal is awarded.

During its meeting, the FIBAA Accreditation and Certification Committee decided that the Medical School of University of International Business (UIB) is excluded from the Institutional Accreditation. The Committee considers FIBAA not to be eligible in this respect due to the lack of necessary internal expertise within the expert panel to evaluate the quality management of the International Medical School.

UIB did not inform FIBAA during the initial accreditation period about the establishment of the IMS, which constitutes a substantive change in the quality management system. The information provided during the re-accreditation procedure was insufficient. Therefore, the expert panel did not cover the required and relevant expertise.

Accordingly, **Condition 1 (see chapter I) recommended by the expert panel's is withdrawn:** *The University ensures a full integration of the International Medical School (IMS) into the institutional strategy, aligning it with the University's academic profile, carefully assessing risks, and preparing for future scenarios. In doing so, the University presents a clear concept outlining the role of the International Medical School within its overall development. It defines the necessary milestones and concrete steps it will undertake to ensure successful implementation, integration, and long-term sustainability.*

Condition 3 is renumbered as Condition 2. Due to the exclusion of the International Medical School, the wording has changed accordingly (see original condition in chapter II).

Assessment Report

Higher Education Institution:

Kenzhegali Sagadiyev University of International Business (UIB), Kazakhstan

A.   Procedure

A contract for the institutional re-accreditation of the Kenzhegali Sagadiyev University of International Business (UIB) was made between FIBAA and UIB on August 15, 2024. On February 4, 2025, UIB submitted a self-evaluation report including appendices to prove that the criteria for institutional accreditation are met.

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

Prof. Dr. Christine Larbig [Chair]
Lucerne University of Applied Sciences and Arts
Former Quality Officer at the Department of Computer Science, Lecturer, Research Project Manager

Frau Prof. Dr. Lydia Scholz
Bremen University of Applied Sciences, Germany
Dean of Studies for International Management and International Relations,
Head of the MBA International Tourism Management Programme

Prof. Dr. Bey Joud
University of Technology and Applied Sciences Lebanese French (ULF)
(Total Quality Management, Innovation, Strategic Management, Leadership, International Business Administration, Strategic Marketing, Tourism and Hospitality Management, Project Management Strategies)

Dr. Saule Kemelbayeva
Maqsut Narikbayev University
Deanr
(Economics and Econometrics, Microeconometrics, Labour Economics, Education Economics, Data Mining, Data Management, Data Science)

Maik Oneschkow
Tetra Pak GmbH
Senior Customs Expert/Student Master of Customs, Taxation and International Trade

Nina Thömmes
Humboldt University of Berlin
PhD student in Law

FIBAA project manager:
Viktoria Dermanowski

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on June 4-6, 2025 at UIB's premises in Almaty, Kazakhstan. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The resulting assessment report was delivered to UIB for comments on August 25, 2025. UIB submitted its statement on the report on September 16, 2025. This feedback has been taken into account in the present document.

B.   Summary

The UIB has in general formulated a clear and comprehensible mission statement and developed a corresponding profile. However, the panel found that there is not always a one-to-one connection between its strategy, the goals as well as the vision and mission. This may be reviewed in the coming monitoring cycles. The UIB's profile is plausible with regard to its specialisation, its study offer and formats, the employability of its graduates and its research activities. The UIB has defined its target groups, and they correspond to its profile. The University mainly focuses on talented Kazakhstani students, trying to expand the proportion of fee-paying and international students to become more independent from government funding. This resulted e.g. in the foundation of the International Medical School (IMS) acquiring students from India and Pakistan.

During the on-site visit, the panel was rather surprised to learn about the launch of the International Medical School (IMS) and its strategic significance, as the documents provided in advance did not offer comprehensive information, nor was the IMS mentioned in „UIB's Development Program". The panel learned that the decision to offer a medical education programme was made strategically by the University's owners. A key factor was the high demand from India and Pakistan. Due to demographic developments in these countries, many students are seeking opportunities to study medicine abroad, and Central Asia presents an attractive location for this purpose. The University was officially included in the Indian Ministry of Education's national registry for foreign higher education institutions, which facilitates the recruitment of Indian students. International graduates can return to India and Pakistan to find employment in their home countries. From a financial perspective, the medical programme is highly significant for the University, as it is fully funded through tuition fees and receives no state funding. In the long term, the University plans to use the profits generated from the medical programme to subsidise other academic departments. The panel formed the view that there is a discrepancy between the officially stated objectives of the University, its strategy and its actual practice. The University must fully integrate the International Medical School into its overall institutional profile and incorporate it into its strategic planning to ensure long-term coherence, credibility, and sustainability. In doing so, the University must carefully assess all associated risks and develop a clear understanding of the role the International Medical School plays in the University's future development. This includes being prepared for different potential scenarios regarding its success, impact, and long-term sustainability. In addition, the panel recommends to outline the specifics of support that the financial turnover at the International Medical School will generate for the entire University. The experts encourage the HEI to develop a tactical approach for these areas including deliverables that match the academic and strategic mission of the entire University.

At the UIB, the freedom of research, study and teaching is ensured. Professors enjoy academic freedom in determining the content of their research and teaching. UIB has a strong orientation towards the professional field and its close cooperation with representatives of labour market and actively works on establishing good relationships with employers and alumni. The panel was impressed about the continuous and systematic involvement of the professional field into the development of the study programmes. There are regular round table meetings where the employers can consult on current trends as well as competencies required on the labour market.

This fruitful exchange results in curriculum development of all study programmes. Supplement to this impression was the availability of the laboratory facilities within the University that complement the approach to make the academic studies more practical.

UIB has a strategic plan that corresponds to its institutional mission. However, during the on-site visit, the panel only learned through interviews about important initiatives such as the launch of the International Medical School and the new, internally developed, and impressive Teaching and Learning platform - both of which were not explicitly mentioned in the Development Strategy Programme. Given that these are significant, time- and resource-intensive activities, the panel would have expected them to be described in more detail in the strategy document. This suggests a potential misalignment between institutional practice and formally stated objectives. The panel recommends the UIB ensure that its overall strategy is coherently integrated with the strategic objectives of its individual departments to foster alignment and institutional cohesion.

During the on-site visit, the panel discussed UIB's bodies, academic committees and offices as well as their tasks and competencies. Overall, the HEI's management and self-governing structures seem functional and effective. In the aftermath of the on-site visit and as stated in the statement report, the UIB has modified their organisation chart. Overall, the panel acknowledges that the organisational structure and accompanying narrative of "Functional Responsibilities of Positions and Units at UIB" represent an improvement. However, the level of transparency could be further enhanced (see details in Appraisal of Chapter 2) and can be checked again during the next re-accreditation. Furthermore, the panel wishes to note that, according to the current governance structure, the Rector is involved in a significant number of committees and bodies, which creates a potential decision-making bottleneck. The University may consider whether a different governance structure could alleviate this issue and avoid bottle necks more systemically. From the panel's perspective, establishing a body such as a University Council could help create a clearer distinction between academic operations and the overall management of the University, including the administration of studies and teaching.

The University pursues a comprehensible strategy in terms of its quality management. The strategy is consistent with the UIB's profile. The implemented quality management system is suitable to regularly examine the quality of the HEI's different areas of performance and to ensure a consistent development.

Overall, the panel formed the view that quality management processes are evident across teaching, research, and social engagement, and ethical considerations are also integrated. As part of its statement on the report, the University has described the establishment of a formalised quality assurance process based on the PDCA (Plan–Do–Check–Act) principle. In general, the panel welcomes the actions taken by the UIB. However, the illustrated PDCA cycle primarily reflects a reactive approach to developments rather than a proactive pursuit of clearly defined goals. With regard to the transparency of the outlined process, the panel would appreciate more concrete evidence of formalised quality loops (see appraisal in Chapter II for more details).

The panel welcomes the institutional anchoring of the IMS in the revised organisational chart and the actions already taken following the on-site visit. However, the panel still has follow-up questions regarding the operational integration and would like to address these during the interviews conducted as part of the condition-fulfilment process (see procedural remark in Chapter C).

The panel concludes that the study offer and the superordinate qualifications objectives correspond to the UIB's profile. The documentation of the selected programmes demonstrates in an exemplary manner that the UIB is capable of developing suitable concepts for study programmes that in their qualification objectives are oriented towards the (inter)national qualification frameworks to describe and differentiate the educational levels. Overall, the expert panel invites the University to expand beyond the demand driven study programme offer and build out core curriculum activities that could be a match for the HEI institutional claim and history.

The University has developed a general research strategy that is aligned with its institutional claim. The panel acknowledges that the University shows commitment to advancing research activities in selected fields. However, the panel identified an imbalance between academic staff who are involved in both research and teaching, and those whose role is limited to teaching only. This disparity affects the overall coherence of the institutional research agenda and weakens the integration of teaching staff into the research environment. The panel recommends that all full-time academic staff be more systematically integrated into the planning and execution of research projects, and that this will be supported institutionally. Regarding the quality assurance of research, the panel found that relevant instruments are in place to monitor and evaluate research performance. At present, the assessment of research tends to rely primarily on quantitative metrics (e.g., number of Scopus publications), which, although valuable, do not fully capture research relevance, impact, or strategic alignment. In particular, the panel recommends the University benefit from incorporating more qualitative and differentiated indicators, such as the reputation of journals.

UIB provides the necessary services for the support in all areas of performance. The panel was convinced that a variety of guidance and assistance by faculty and a body of advisors are available for students. The panel was also deeply impressed with the IT infrastructure UIB has been developing. A major advantage for UIB is its proprietary digital platform, Academo, which optimizes academic and administrative processes. Academo automates key functions admissions, enrolment, curriculum management, faculty support, and analytical reporting providing powerful tools for monitoring academic performance, conducting data analysis, and making strategic decisions.

The panel was not able to visit the facilities of the newly established International Medical School (IMS). Therefore, the panel highlights that a follow-up site visit should take place in the context of fulfilling the conditions related to the IMS (see procedural remark in chapter C), to ensure that adequate infrastructure and human resources are in place to support medical education.

The human resources across teaching and administrative units are sufficient for fulfilling current

tasks. The student-teacher ratio is considered positive. At the same time, the panel identified concerns regarding the widespread use of one-year employment contracts for academic staff. Such short-term contracts pose a risk to long-term staff retention, increase administrative workload, and may negatively impact institutional continuity and planning. The University is encouraged to consider more sustainable employment models to support staff motivation and development, especially considering its fluctuation rates of 20 % for lectures in some years.

The financing of the different fields of performance to the necessary extent is ensured. However, the panel notes that indicators such as dropout rates were reported inconsistently across different documents and interviews. This inconsistency should be avoided to ensure the University's ability to draw reliable conclusions for strategic financial planning. In light of the strategic significance of the International Medical School, the panel also recommends developing a more robust risk management strategy, particularly to prepare for scenarios in which student enrolment targets are not met.

C. Panel Recommendation to the FIBAA Accreditation and Certification Committee

According to § 7 (6) in conjunction with § 9 (2) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Institutional Accreditation from January 1, 2021, the Kenzhegali Sagadiyev University of International Business (UIB) is accredited with three conditions.

Conditions:
- **Condition 1** (see chapter I): The University ensures a full integration of the International Medical School into the institutional strategy, aligning it with the University's academic profile, carefully assessing risks, and preparing for future scenarios. In doing so, the University presents a clear concept outlining the role of the International Medical School within its overall development. It defines the necessary milestones and concrete steps it will undertake to ensure successful implementation, integration, and long-term sustainability.
- **Condition 2** (see chapter II): The University establishes formalised quality assurance loops, by systematically translating evaluation results into documented action plans with measurable objectives, assigned responsibilities, and follow-up measures. This includes developing and applying transparent, pre-defined quality indicators and preventive measures across all areas, such as dropout rates, employability rates, research quality, and staff qualification standards.
- **Condition 3** (see chapter II): The University revises and expands its management structure to ensure coherent, transparent, and effective oversight of all academic units and physical locations, including the International Medical School (IMS). This includes defining clear responsibilities, reporting lines, and decision-making structures for the IMS within the overall University management and quality assurance framework.

Proof of meeting the conditions is to be submitted by September 11, 2026

Period of Accreditation: December 12, 2025 until December 11, 2033

Procedural remark: To fulfill the conditions, UIB must submit a report providing evidence that the conditions have been met. In addition, further interviews will be conducted with representatives of UIB and IMS to gain a comprehensive understanding of IMS's integration within UIB and its performance. The facilities of IMS will also be visited by an expert.

The panel members identified areas that could be further developed. The panel recommends the UIB:

- ensuring that its overall strategy is coherently integrated with the strategic objectives of its individual departments in order to foster alignment and institutional cohesion;
- outlining the specifics of support that the financial turnover at the International Medical School will generate for the entire University and developing a tactical approach for these areas including deliverables that match the academic and strategic mission of the entire University;
- formulating findings from quality assessments more clearly as measurable outcomes and linking them to defined responsibilities to ensure transparent follow-up actions;
- systematically reviewing its existing MoUs and cooperation agreements to assess their relevance and activity status;
- considering whether establishing a body such as a University Council could help create a clearer distinction between academic operations and the overall management of the University;
- monitoring the recently approved Quality Code for its full implementation and effectiveness in order to derive measures for improvement, if necessary;
- making sure the University can rely on consistent and reliable data (e.g. dropout, employment rates, student intake data) when evaluating its performance and making effective strategic planning;
- using consistent and reliable data (especially drop-out rates and employability rates) when evaluating its performance in order to to make well-informed decisions based on evidence and effective strategic planning;
- integrating all full-time academic staff more systematically into the planning and execution of research projects, and supporting this process institutionally;
- incorporating more qualitative and differentiated indicators in research, such as the reputation of journals;
- fostering English language skills among administrative and managerial staff to support the institution's internationalisation goals;
- developing a more robust risk management strategy, particularly to prepare for scenarios in which student enrolment targets are not met.

There is one criterion that exceeds the quality requirement:

- The panel positively highlights that employer representatives are actively and consistently involved in the development of study programmes (see criterion "Participation" in chapter II).

D. Quality Profile

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES				
(1) Mission Statement			x	
(2) Profile				condition
(3) Target Groups			x	
(4) Academic Freedom			x	
(5) Strategic Objectives			x	
II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT				
(1) Management Structure			x	
(2) Organisation of Localities				condition
(3) Quality Management Strategy			x	
(4) Quality Management System			x	
(5) Quality Management Instruments				condition
(6) Escalation Management			x	
(7) Participation		x		
III. STUDIES AND TEACHING				
(1) Study offer and qualification objectives			x	
(2) Study programmes' quality			x	
(3) Research transfer to the areas of studies and teaching			x	
(4) Quality assurance			x	
(5) Cooperations			x	
IV. RESEARCH				
(1) Research strategy			x	
(2) Research activities			x	
(3) Promotion of research			x	
(4) Good scientific practice			x	
(5) Quality assurance in research			x	
(6) Research cooperations			x	
V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)				
(1) Services			x	
(2) Assessment of services			x	
(3) Further development of services			x	
VI. RESOURCES				
(1) Rooms and facilities			x	
(2) Full-time teaching staff			x	
(3) Part-time teaching staff			x	
(4) Human resources			x	
(5) Financing			x	
VII. PUBLICATION/ PUBLIC				
(1) Competencies and responsibilities			x	
(2) Documentation "student life cycle"			x	
(3) Advice and information			x	
(4) Public relations			x	
(5) Results of quality management			x	

E.   List of Figures and Tables

0. BASIC DATA AND INFORMATION

Name of HEI	Kenzhegali Sagadiyev University of International Business (UIB)
Legal Status of HEI	Private Higher Education Institution, LLP (Limited Liability Partnership)
Year of foundation	1992
Number of full-time academic staff of which professors	211 (63 professors; see details in Table 2)
Number of non-academic staff	139
Number of part-time staff	84
Number of degree programmes offered	44
Number of students enrolled	as of 01.07.2025: 3214

I. MISSION STATEMENT, UIB'S PROFILE AND STRATEGIC OBJECTIVES

LLP "Kenzhegali Sagadiyev International Business University" (hereinafter referred to as the University or UIB) was established in 2000 (Certificate of State Re-registration of a Legal Entity No. 4580-1910-06-TOO dated December 30, 2013, initial date of state registration: December 21, 2000) on the foundation of the non-state educational institution "School of International Business," created in 1992. The UIB is a specialised humanities-and-economics higher education institution, embracing the principles of the Bologna Declaration. The UIB has defined an overall goal, a mission, a vision and key strategic directions:

Overarching Goal: To foster continuous education aimed at achieving academic excellence at UIB.

Mission: To equip every learner with modern knowledge that enhances their ability to improve people's quality of life.

Vision: The UIB will become a leading center of lifelong learning, offering a unique blend of formal and non-formal education to advance the professional and personal development of its students.

HEI's Profile

The UIB focuses on educational programmes in business, economics, finance, services, and the social sciences with an emphasis on professional training. It operates a multilevel system of education including Bachelor's, Master's, Doctoral, and MBA programmes, and offers professional certification courses aligned with modern labour market requirements. The UIB's education offer consists of 26 undergraduate programmes, 14 master programmes, and four doctoral programmes (see Annex of this report).

Currently, the University consists of two schools/faculties, four departments and the Language Center.
1. Undergraduate faculty:
   - Department of Management and Business
   - Department of Social and Humanitarian Sciences
   - Department of Finance and Accounting
   - Department of Business Computer Sciences
2. Graduate school of business (postgraduate education), offering Master's, PhD, MBA and DBA programmes
3. Language Center

In addition, the UIB recently launched an International Medical School (see details in the Appraisal of this chapter).

The UIB places significant emphasis on the employment of its graduates. The University collaborates with enterprises, government institutions, and international organisations that provide internships, practical training, and career growth opportunities. The Career Center systematically expands the UIB's network of strategic partners.

According to the self-evaluation report, as of November 1, 2024, graduate employment rates on average are as follows:
- Bachelor's: 60.6 %
- Master's: 89.47 %
- Doctoral: 100 %

The UIB also offers several non-formal education opportunities that enhance students' professional competencies alongside their formal academic studies. These initiatives result in certifications and micro-credentials that are recognised by industry partners.[1]

Currently, the UIB primarily offers in-person study programmes. However, a blended learning format has been introduced for certain courses, effectively integrating face-to-face and online learning. During the COVID-19 pandemic, the UIB transitioned successfully to an online format, supported by well-established digital platforms such as Moodle and Microsoft Teams, along with an online proctoring system that ensured the continuity of education. When necessary, the University is ready to revert to full online instruction using this experience and proven technologies.

The research activities at the UIB encompass a wide range of areas, including fundamental and applied research (in economics, business, and the social sciences), student research projects, publications, scientific events, and the training of graduate researchers through Master's and Doctoral programmes. The University actively participates in national and international research initiatives, such as Erasmus+ programmes and projects funded by diplomatic missions.

Significant attention is placed on inter-university collaboration, academic exchange, and the development of joint educational programmes with foreign partners. The UIB's development strategy aims to strengthen its research capacity, increase the number of publications in high-impact journals, and improve its research infrastructure. Special focus is given to including the University's academic journals – Eurasian Journal of Economic & Business Studies and Eurasian Journal of Social Gender Studies – in international databases, thus raising the standard of scientific work.

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[1] Some examples are e.g., the Amadeus Certification (Department of Tourism and Hospitality) and Cisco Certification (Department of Business Informatics). In addition, the Ministry of Science and Higher Education of the Republic of Kazakhstan has a contract with "Coursera" and offers the HEIs in Kazakhstan access to Coursera's educational offer.

Target Groups

The UIB identifies the following key target groups for the effective realisation of its educational and research initiatives:

Students: The UIB provides academic programmes at the Bachelor's, Master's, and Doctoral levels to students from across Kazakhstan. The University also actively attracts international students, highlighting its commitment to delivering globally competitive education. Currently, the International Medical School (IMS) enrolls over 700 students from India. Additionally, more than 50 students from neighboring countries are pursuing other programmes at the UIB.
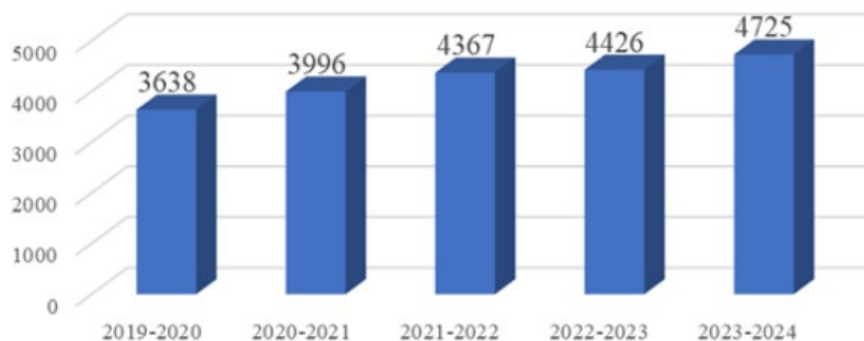

Figure 1: Number of students per academic year

Companies (Employers): The UIB has more than 80 agreements with national and international companies to boost graduate employability and provide internship opportunities. Among the key partners are Novotel, VTB Bank (Kazakhstan), Freedom Finance Insurance JSC, Bank RBK JSC, ForteBank JSC, SkyWay LTD LLP, and Air Astana JSC. These collaborations provide students valuable internship, training, and employment prospects.

Universities and Research Institutes: The UIB maintains robust partnerships with Kazakhstani and international universities, fostering student and faculty exchange, collaborative research, and joint academic programmes. Regionally and globally, the University cooperates with:
- Central Asia: Kyrgyzstan (e.g., International University of Kyrgyzstan) and Tajikistan
- Europe: Universities in Switzerland, Italy, Spain, Romania, and Hungary
- Asia: Collaborations in China, India, South Korea, and Japan.
- Other Regions: Universities in the United Kingdom, Azerbaijan, and Russia.

Academic Freedom

Academic freedom in research, teaching, and learning at the UIB is governed by the legislation of the Republic of Kazakhstan, including the Law "On Education" and the Law "On Science and Technological Policy," as well as the University's internal regulations: the Academic Policy, the Code of Academic Integrity, and the Rules for Organizing the Educational Process under the Credit System.

Students have the right to select their own academic trajectory, including elective courses, and independently monitor their progress through the electronic learning portal. Faculties and departments possess autonomy in organising academic activities and developing curricula. Faculty members have academic freedom in planning and delivering courses, as well as conducting research.

Since 2018, the UIB has been a member of the Academic Integrity League[2]. It is one of the first initiatives in Kazakhstan to uphold the principles of integrity, trust, respect, fairness, and responsibility.

Strategic Objectives

Strategic planning is one of the University's management functions, involving the process of selecting institutional goals and the means to achieve them. The implementation of UIB's "Development Program" (Strategic Plan) is supervised by the University's senior leadership. To support the Development Program, all departments participate in crafting specific actions, criteria, indicators, objectives, and timelines at their respective levels and in carrying them out. The outcomes at the department level are coordinated with current evaluations of the University's "Development Program", which remains open to updates and adjustments as needed. The "2024 - 2028 UIB Development Program" is a logical continuation of the previous programme and takes into account the experience gained from its implementation.

Goal 1: Ensuring a high-quality education for competitive human resource development, aiming for at least a 90 % graduate employment rate.
Goal 2. Conducting joint scientific and applied research with international partners, commercializing research outcomes, and publishing faculty research in high-ranking international journals.
Goal 3. Implementing social responsibility projects, engaging with the community, and organising initiatives that foster students' leadership skills.
Goal 4. Ranking among the top 1,500 universities worldwide according to Times Higher Education and QS rankings.

Tasks. In order to achieve these goals, the primary strategic tasks include:
1. Ensuring the University's educational activities comply with national and international standards.
2. Organising processes for international institutional and programme accreditation.
3. Participating in the design and updating of academic programmes in various fields in collaboration with faculty, employers, students, and alumni.

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[2] The Academic Integrity League is an association of higher and postgraduate educational institutions in the Republic of Kazakhstan. The mission of the League is to improve and enhance the quality of education in the country by promoting and implementing ten fundamental principles of academic integrity. More information can be found at adaldyq.kz

4. Implementing a comprehensive marketing strategy to expand the pool of applicants, including marketing events and closer engagement with community organisations to boost the University's attractiveness and visibility.
5. Integrating artificial intelligence and analytics to automate educational processes and optimise learning platforms.
6. Expanding academic mobility and international partnerships, strengthening ties with higher education institutions both domestically and abroad.
7. Implementing a comprehensive programme for students' social, ethical, legal, and leadership development, grounded in universal values and the cultural traditions of Kazakhstan, including community engagement and social responsibility projects.
8. Ensuring faculty maintain the required level of scientific and publishing activity as stated in their job descriptions.
9. Increasing faculty involvement in international and independent research projects, along with research initiatives supported by government funding for fundamental and applied R&D, focusing on integrating research outcomes into the curriculum.
10. Resuming periodic publication of the University's academic journal and working toward its inclusion in the Scopus bibliographic and abstract database.

Achieving these goals and strategic objectives in the main development areas of the International Business University is carried out through a set of measures and key performance indicators as specified in the "Development Program" (Section 8 of this Development Program). Each focus area of the Program will yield expected outcomes (Section 8 of this Development Program).

Each of these pathways toward the strategic goals includes its own local objectives and tasks, whose achievement is measured through specific quantitative and qualitative indicators. In accordance with UIB's Charter, as well as internal regulations that define the distribution of functions and powers among departments, faculty, and staff, the "UIB Development Program" assigns areas of responsibility to all structural units for fulfilling the tasks and achieving the objectives outlined in this Strategy.

Appraisal "Mission Statement, HEI's Profile and Strategic Objective"

In general, the panel formed the view that the UIB has formulated a clear and comprehensible mission statement and developed a corresponding profile. However, the panel found that there is not always a one-to-one connection between its strategy, the goals as well as the vision and mission. This may be reviewed in the coming monitoring cycles. The mission with reference to "improve people's quality of life" was not completely clear to the panel since the expression is rather broad.

The UIB's profile is plausible with regard to its specialisation, its study offer and formats, the employability of its graduates and its research activities. The UIB has defined its target groups, and they correspond to its profile. The University mainly focuses on talented Kazakhstani students, trying to expand the proportion of fee-paying and international students to become more independent from government funding. This resulted e.g. in the foundation of the International

Medical School (IMS) acquiring students from India and Pakistan.

During the on-site visit, the panel was rather surprised to learn about the launch of the International Medical School and its strategic significance, as the documents provided in advance did not offer comprehensive information, nor was the IMS mentioned in „UIB's Development Program". The panel learned that the decision to offer a medical education programme was made strategically by the University's owners. A key factor was the high demand from India and Pakistan. Due to demographic developments in these countries, many students are seeking opportunities to study medicine abroad, and Central Asia presents an attractive location for this purpose. The University was officially included in the Indian Ministry of Education's national registry for foreign higher education institutions, which facilitates the recruitment of Indian students. International graduates can return to India and Pakistan to find employment in their home countries.

From a financial perspective, the medical programme is highly significant for the University, as it is fully funded through tuition fees and receives no state funding. Although approval was granted by the Ministry as early as 2018, the programme was only launched later - initially, laboratories were purchased and qualified personnel were hired. These faculty members are mainly practicing doctors or lecturers with experience at other medical universities. In the long term, the University plans to use the profits generated from the medical programme to subsidize other academic departments at the UIB. At present, the programme is targeted exclusively at international students, but there are plans to admit domestic students as well. The University has already submitted applications to the Ministry of Science and Higher Education of the Republic of Kazakhstan to launch a Master's programme in medical education. This application has been recently approved in June 2025.

The panel formed the view that there is a discrepancy between the officially stated objectives of the University, its strategy and its actual practice. For instance, the field of medicine is not mentioned in the institutional profile, even though a medical programme has been established. The panel sees a risk concerning the possibility that graduates of the medical programmes may not be able to find employment in their home country after graduation. This could reduce the attractiveness of the study offer for international students. Additionally, there is uncertainty about whether the strategically defined target group – initially international students from India and Pakistan, and later also local students – will be sustainable in the long term. Another point is that medical education at a University primarily focused on business studies such as the UIB, might be unusual in this context and needs effective and transparent communication, especially with regard to the name of the University. All in all, the panel is of the opinion that the University must fully integrate the International Medical School into its overall institutional profile and incorporate it into its strategic planning to ensure long-term coherence, credibility, and sustainability. In doing so, the University must carefully assess all associated risks and develop a clear understanding of the role the International Medical School plays in the University's future development. This includes being prepared for different possible scenarios regarding its success, impact, and long-term sustainability. In addition, the panel recommends to outline the specifics of support that the financial turnover at the International Medical School will generate for the entire University. The experts encourage the HEI to develop a tactical approach for these areas including deliverables

that match the academic and strategic mission of the entire University.

Thus, the International Medical School must not remain an isolated initiative but become a strategically anchored part of the University. The UIB must reconcile its business-focused identity with the new academic direction and continuously monitor market demand and stay informed about the employment prospects of its graduates. Risk management and scenario planning should be embedded into decision-making to ensure responsiveness to external changes (e.g. policy shifts, accreditation, student flows). Therefore, the panel recommends the following **condition**:

> **The University ensures a full integration of the International Medical School (IMS) into the institutional strategy, aligning it with the University's academic profile, carefully assessing risks, and preparing for future scenarios. In doing so, the University presents a clear concept outlining the role of the International Medical School within its overall development. It defines the necessary milestones and concrete steps it will undertake to ensure successful implementation, integration, and long-term sustainability.**

In its statement on the report the University stated that the UIB initiated active work on integrating the IMS into the institutional strategy. The UIB states that in the updated version of the Development Strategy, IMS is defined as an integral part of the University's academic profile, with a clear articulation of its role in long-term development and a set of measures to ensure sustainability. The strategy has been revised to include the stages of IMS integration, key milestones and development scenarios, as well as measures to align its study programmes with the University's overall academic policy and to introduce risk management mechanisms (sections 8, 9 and 10 of the Development Strategy).

Despite the formal inclusion of the IMS in the revised strategic documents, the panel concludes that the condition remains unmet for the following reasons. There is continued uncertainty about whether chapters 1–7 of the Development Strategy apply to IMS or only to the business-oriented part of the University. IMS is largely treated in a separate chapter (8), which risks reinforcing parallel structures rather than ensuring seamless integration. At minimum, the document should include a clarifying paragraph that explicitly links the general strategy to the IMS-specific sections, framing them e.g. as "special considerations" or "additional strategic elements." While the strategy outlines growth targets for IMS (e.g., on p. 23), it does not present concrete measures of integration – such as joint events, interdisciplinary teaching, or collaborative research between IMS and other university units. The roadmap should contain a path of organisational integration or if this is a separate unit (independently managed), a clear statement what "rules" are valid for both units and how UIB plans further activities for "becoming one institution".

Moreover, the panel has found no evidence of risks being cautiously derived and realistically embedded. The described elements in the document (p. 21ff) appear to be focusing on optimistic projections.

At the UIB, the freedom of research, study and teaching is ensured. Professors are not subject to discretionary power with regard to the content of research and teaching.

The UIB has a strong orientation towards the professional field and its close cooperation with representatives of labour market and actively works on establishing good relationships with employers and alumni. The panel was impressed about the continuous and systematic involvement of the professional field into the development of the study programmes. There are regular round table meetings where the employers can consult on current trends as well as competencies required on the labour market. This fruitful exchange results in curriculum development of all study programmes. Supplement to this impression was the availability of the laboratory facilities within the University that complement the approach to make the academic studies more practical.

The UIB has a strategic plan that corresponds to its institutional mission. However, during the on-site visit, the panel learned through interviews about important initiatives such as the launch of the International Medical School (see condition above) and the new, internally developed, and impressive Teaching and Learning platform - both of which were not explicitly mentioned in the Development Program. Given that these are significant, time- and resource-intensive activities, the panel would have expected them to be described in more detail in the strategy document. This suggests a potential misalignment between institutional practice and formally stated objectives. The panel **recommends** that the UIB ensure that its overall strategy is coherently integrated with the strategic objectives of its individual departments in order to foster alignment and institutional cohesion. To achieve this, the UIB needs an approach which would facilitate effective tracking of institutional progress toward strategic goals and enhance transparency and accountability across all units, e.g. by using clear and well measurable Key Performance Indicators (KPIs) and a SWOT analysis.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES				
(1) Mission Statement			x	
(2) Profile				condition
(3) Target Groups			x	
(4) Academic Freedom			x	
(5) Strategic Objectives			x	

II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT

Management Structure

The University's organisational structure includes the following primary functional areas, each with its own authority and responsibilities:

- **Academic and Methodological Activities:** Directly overseen by the Rector. Under the Rector's supervision, this work is carried out by the Dean, the academic departments, and the Department of Academic Affairs.
- **Research and International Activities:** Led by the Vice Rector for Research, who supervises the Department of Research and the Center for International Scientific Programmes.
- **Financial Accounting:** Managed by the Director of the Department of Accounting and Finance.
- **Social Life and Student Development:** Overseen by the Vice Rector for Development.
- **Quality Assurance:** Headed by the Head of the Quality Assurance Center.
- **Information Technology:** Supervised by the Vice Rector for Digitalization.

At the UIB, all key tasks and duties are distributed among these functional areas: academic and methodological work, research, quality assurance, IT, and student development. They are led by vice rectors or department heads whose powers and responsibilities are defined in official regulations and job descriptions.

Transparent interaction among these functional areas is maintained through:

- Regular weekly and monthly meetings to discuss current tasks and strategic issues.
- Cooperation via collegial bodies (Academic Council, Academic and Methodological Council, Academic Quality Committee, etc.).
- Clear regulations and procedures formalised in approved documents such as the Quality Assurance Policy.

All major department heads are members of the Academic Council.

The University's leadership body consists of the Rector, the Vice Rector for Research, the Vice Rector for Development, the Vice Rector for Digitalization, and the heads of key functional departments.

Vice Rector for Research is primarily responsible for formulating and managing the University's research strategies at both the institutional and departmental levels. This includes developing research support systems, coordinating publication activities, ensuring the quality of research, promoting faculty research engagement, handling grant applications and management, and presiding over the Scientific Committee.

Vice Rector for Digitalization focuses on advancing academic and administrative IT systems, implementing new technology solutions, and managing IT services. He is also responsible for IT

development strategies and budget planning, with a special emphasis on creating and integrating digital technologies crucial for teaching and administrative operations.

Vice Rector for Development oversees the strategic promotion of academic programmes, manages the mechanisms of student governance, and coordinates scholarship (and Olympiad) programmes. He facilitates the growth of student-led international and academic initiatives and supervises the Career Center, internships, and employment-related events.

Director of the Department of Academic Affairs leads the management of academic policies and registration procedures, ensures the maintenance of academic records and student status confirmations, and oversees course registration, classroom assignments, and scheduling.

Head of the Quality Assurance Center directs the development of the internal quality assurance system and evaluates the quality of educational processes. He also organises and conducts external accreditation procedures.

Managing Director for Social Development coordinates the Marketing and Promotion Department, formulates and implements the annual marketing plan, and oversees marketing campaigns for all academic programmes, including programme promotion. The department works closely with the admissions commission to develop marketing materials.

The top management team (Rector, vice rectors, and heads of major structural units) holds monthly meetings to address key strategic and developmental matters. Weekly operational meetings take place on Mondays, bringing together all vice rectors and department heads to discuss current administrative issues. Additional meetings may be convened as needed to resolve urgent matters.

Middle Management
Middle management is primarily represented by the deans (of the Faculty of Basic Higher Education and International Medical School), the Director of the Graduate School of Business, and the heads of departments. Their core responsibilities include:
- designing and implementing academic programmes;
- developing curricula, course plans, and instructional materials for department disciplines;
- distributing teaching loads among faculty members;
- analysing student performance and assessing the effectiveness of academic programmes;
- collaborating with employers;
- coordinating student internships (including pre-graduation internships);
- overseeing research efforts at the departmental level.

Student governance serves as the official student voice. The annually elected President appoints representatives to the University's collegial bodies and develops proposals aimed at enhancing academic programmes, learning conditions, and organizational processes.

Collegial Bodies

The Academic Council (AC) at the UIB is a collegial body responsible for the institution's overall governance and strategic planning. Chaired by the Rector, the Council's key functions include approving the University structure, development policies and strategies, decisions on academic and research programmes, oversight of financial and operational activities, and the adoption of academic calendars and curricula. It also considers reports from heads of various units. The Council fosters the improvement of facilities, the quality of education and research, and addresses issues requiring a collective decision.

The Academic Council also reviews decisions made by the Academic and Methodological Council and the Scientific Committee, monitoring their effective implementation.

The Academic and Methodological Council (AMC) is a permanent collegial body at the UIB. It sets the main directions for methodological work, coordinates activities among faculties, departments, and other units to enhance teaching processes, implements new approaches, and improves the quality of training.

Key tasks of the AMC include:

- monitoring and analysing the quality of teaching;
- strategically planning and coordinating methodological improvements to enhance education quality;
- organising faculty professional development;
- overseeing and refining academic materials;
- planning and conducting academic-methodological conferences and seminars;
- presenting proposals to the Academic Council on introducing new programmes and improving teaching quality.
-

The Scientific Committee (SC) oversees the organisation, quality, and effectiveness of research activities at the UIB. Its authority extends to all issues related to advancing the University's research work.

Main responsibilities of the SC:

- defining research priorities and monitoring the execution of research projects, including international initiatives;
- assessing research outcomes, comparing them with national and international benchmarks, and proposing practical applications;
- organising competitions, conferences, seminars, and other scholarly events;
- coordinating research collaborations with Kazakhstani and foreign institutions.

The Academic Quality Committee ensures the quality of education at the UIB, which has the authority to make decisions regarding:

- the content and delivery of educational programmes;
- assessment policies and other academic matters within the University;
- Conducting student surveys to evaluate the quality of academic programmes and/or individual courses/modules and to identify violations of academic integrity.

The Academic Committee is an advisory body that focuses on educational programmes including their development, design, discussion and analysis. The Academic Committee is formed upon the initiative of the AMC. Its main task is to strengthen the link between education and practice by providing expert evaluation of curricula, the elective course catalogue, syllabi, and feedback from employers, graduates, and students.

The University's **Disciplinary Committee** is a standing body created to handle disciplinary cases concerning staff, administrators, and students. It includes representatives from the administration, faculty, and student body. Complaints are typically addressed at the appropriate administrative level (by the unit manager or direct supervisor). If no satisfactory resolution is reached, the complaint is escalated through the organisational hierarchy to a collegial body for review.

Appeals Commission. Students who disagree with exam results may file an appeal with the Appeals Commission, which ensures fairness and consistent standards in resolving disputed outcomes related to: Entrance exams for Master's and Doctoral programmes; Creative exams for applicants to the Journalism programme; Winter and summer session exams, as well as summer semester exams. The Appeals Commission reviews such appeals and settles conflicts, guaranteeing transparency and equal opportunities for all students.

Conciliation Commission. To resolve individual employment disputes between staff and the University, a Conciliation Commission operates continuously. It consists of representatives from both parties (employees and the employer). Employee representatives are appointed by the Academic Council from among faculty and staff, while the employer's representatives are appointed by the Rector. The Commission's membership is confirmed for a three-year term and published on internal platforms accessible to all employees.

Key distinctions among collegial bodies:
- Scope of Authority: The Academic Council operates at the strategic level, while the other bodies have specialised functions.
- The AMC focuses on methodological support and teaching improvements.
- The Scientific Committee addresses research activities.
- The Academic Quality Commission handles educational quality and academic integrity.
- The Academic Committee concentrates on designing, analyzing, and improving academic programs in collaboration with students, employers, and graduates.

This structured approach shall help distribute responsibilities effectively and avoid overlap.
Under Kazakhstani law, students are guaranteed representation in all collegial bodies, allowing them to provide feedback on University operations, the educational system at large, and their specific programmes. Through the Alumni Association, University leadership also receives valuable insights on the quality of education, administrative processes, and available services.
The University takes a democratic approach, encouraging broad participation by academic and research staff in committees and councils, without limiting membership to those in top positions or with advanced degrees. Consequently, all employees have the opportunity to be involved,

fostering balance in terms of gender, age, education, experience, ethnicity, religious views, and language skills.

Quality Management System

The UIB's quality assurance system is designed to cultivate a culture of continuous improvement and to ensure transparency across the University operations. It engages students, faculty, and administrative staff in processes tied to educational activities.

The core regulatory documents governing quality assurance include the "Policy and Standards for Quality Assurance" and the "Quality Code." which has been approved by the Academic Council on May 30, 2025.

The quality management system is based on:
- The University Development Program (Strategy) for 2024–2028.
- The "European Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG 2015).
- Regulations set by the Ministry of Science and Higher Education of the Republic of Kazakhstan.
- UIB's Quality Assurance Policy.
- The UIB Quality Code.

The University's Quality Assurance Policy outlines measures, rules, and recommendations for planning and managing educational activities, as well as effectively organising the teaching and learning process. It seeks to raise educational quality and implement a student-centered approach.

The University works in close cooperation with all interested parties. The University considers the following as stakeholders:
- Students and their parents;
- Employers and partners (internship/practicum sites);
- Founders;
- State education authorities;
- Suppliers of applicants (schools, colleges, etc.);
- University personnel (faculty, staff);
- Partner universities (student exchange, academic mobility, and joint programs);
- Society, public organizations, and other consumers.

Quality monitoring is the foundation for achieving the set goals. The management team systematically analyses performance results to ensure that the quality policy is effectively implemented. An essential condition for achieving the strategic objectives is the University's annual planning process. The University's planning is carried out in accordance with its structure and has three levels: 1. University-wide level, 2. Faculty level, 3. Department level.

Based on the University's strategy, a system of plans is developed for the University and its structural units.

The UIB Quality Code is a normative document establishing principles and standards for quality assurance across all key University processes. It encompasses educational, research, and administrative components, defining mechanisms for monitoring, oversight, and improvement of quality. It regulates the development, implementation, and evaluation of academic programmes, promotes academic integrity, and fosters a student-centered approach. The Code adheres to national and international standards. This quality assurance system covers both academic and administrative operations. Its main objective is to coordinate various subsystems essential for meeting quality requirements. These management processes ensure systematic mechanisms for monitoring and enhancing operations and fostering continuous quality improvement. Particular attention is paid to academic, research, and administrative functions, as well as human resources and infrastructure.

At the University, a comprehensive quality assurance framework operates at the institutional, departmental, and programme levels. Integrated into all divisions, it uses both quantitative and qualitative data to monitor and enhance quality. The results of these efforts are shared via Moodle, published on the University's official website, and are discussed in academic forums. Stakeholder participation (including staff, students, and employers) in quality assurance is enabled through collegial bodies such as the Academic Committee, Academic and Methodological Council, Academic Council, and the Academic Quality Committee.

Quality Management Instruments

According to the document "Quality Policy and Standards", the UIB employs a comprehensive set of quality assurance tools that cover all key institutional processes. The main instruments include:

- The PDCA cycle (Plan–Do–Check–Act) as the foundation for continuous improvement;
- monitoring and evaluation of educational programmes and teaching, including annual self-assessments and external reviews;
- surveys of students, faculty, alumni, and employers;
- appeals and complaint handling mechanisms;
- internal and external quality audits;
- involvement of all stakeholders (students, faculty, and employers) in the evaluation and improvement of the educational process;
- regular updating of curricula based on feedback and labor market analysis;
- use of information systems (Academo) to collect and analyse data on academic performance, teaching quality, and more.

The Quality Assurance Center plays a central role by conducting surveys on teaching quality, along with gauging student and faculty satisfaction. It also organises interviews to gather more in-depth feedback. This data is reviewed by the University's collegial bodies, which then develop recommendations for improving academic and administrative processes to ensure ongoing enhancement.

For example, at the end of each semester, survey findings are presented to the Academic Quality Committee. Based on this feedback, the Committee may recommend new teaching methods,

updates to academic programme content, additional training for instructors, or improvements in the organisation of study. Moreover, the University analyses grade distributions in line with the bell curve. Where substantial deviations occur, the University proposes steps such as revising assessment criteria, ensuring consistent grading standards, or holding additional consultations with faculty to address any identified discrepancies.

Escalation Management

The University has established formal procedures for handling various types of appeals and conflict situations. Issues related to disciplinary violations, breaches of academic integrity, or non-compliance with internal regulations are reviewed by the Disciplinary Committee. Grade appeals and academic performance-related issues are submitted to the Appeals Committee. Labor disputes between staff members are resolved through the Conciliation Committee.

Final decisions in each case are made collegially by the respective committee, which includes representatives from the administration, faculty members, and, when necessary, students. Students are informed about these procedures through the following channels:

- The Academic Policy and Code of Academic Integrity, both available on the university website;
- Orientation sessions for first-year students;
- Academic advisors and department chairs, who explain students' rights, responsibilities, and the mechanisms for submitting appeals or complaints.

Appraisal "Management Structure and Quality Management"

During the on-site visit the panel discussed UIB's bodies, academic committees and offices as well as their tasks and competencies. Overall, the HEI's management and self-governing structures seem functional and effective. However, in the organisational chart, the tasks and competencies are not clearly and transparently defined. Therefore, the panel sees need in a clear documentation to ensure that tasks and competencies are immediately clear. The UIB should consider adjusting the organisational chart and making clearer who is reporting to whom and where the final decisions are made.

In its statement on the report the University has submitted an updated organisational chart. In the revised version the tasks and competencies of all bodies, academic committees, and units, including the International Medical School, have been defined. Each function within the structure is linked to a specific responsible unit or position, which eliminates duplication of authority and ensures the functionality of the management system. In the panel's view the revised organisational chart and the corresponding description of "Functional Responsibilities of Positions and Units at UIB" is more transparent now. However, the visualisation of "Academic and Methodological Council" should be more clear since according to the described role of the function, it is a "staff unit". In addition, the panel remarks that the UIB missed to elaborate on the role of the Deans listed (the only function not explained in detail). Overall, the panel acknowledges that the organisational structure and accompanying

narrative represent an improvement. However, the level of transparency could be further enhanced. For example, to strengthen both clarity and internal alignment, the University could consider adding a consolidated responsibility matrix (e.g., a RACI chart) that clearly maps tasks and processes to accountable stakeholders, including those specific to the IMS. This would support a more transparent governance structure and clarify roles across units. It is recommended that this topic be reviewed in the next re-accreditation again.

Furthermore, the panel wishes to note that, according to the current governance structure, the Rector is represented in a significant number of committees and bodies, which creates a potential decision-making bottleneck. The University may consider whether a different governance structure could alleviate this issue and avoid bottle necks more systemically. From the panel's perspective, establishing a body such as a University Council could help create a clearer distinction between academic operations and the overall management of the University, including the administration of studies and teaching. Currently, the Academic Council is involved in a wide range of university performance areas. Restricting its remit to academic matters would consolidate decision-making powers and foster institutional decentralisation.

The University pursues a comprehensible strategy in terms of its quality management. The strategy is consistent with the UIB's profile. The implemented quality management system is suitable to regularly examine the quality of the HEI's different areas of performance and to ensure a consistent development. The competencies in the area of quality management are clearly regulated. However, since the Quality Code was just recently approved, the University should monitor it full implementation and effectiveness in order to derive measures for improvement, if necessary.

Overall, the panel formed the view that quality management processes are evident across teaching, research, and social engagement, and ethical considerations are also integrated. However, the panel found that the quality cycle is incomplete, as a full Plan-Do-Check-Act (PDCA) cycle is not observed. Specifically, there is a lack of systematic follow-up to evaluate whether implemented measures have led to improvements. From the panel's view, the University lacks clear, pre-defined indicators to assess quality systematically. Instead, it relies primarily on reactive responses to feedback and evaluation results without sufficient proactive planning or alignment with strategic objectives. The panel sees a need for more proactive planning, including the definition and monitoring of key quality indicators and prevention measures. There are especially three areas where it became significantly obvious for the panel:

In the area of **teaching**, although external practitioners from the business field are involved, preventive measures are missing, such as ensuring professional teachers possess necessary didactical competences before beginning their teaching instructions.

In the area of **research**, the University lacks clear criteria for assessing research quality beyond quantitative publication metrics such as Scopus indexing. There is no defined research quality strategy or the use of qualitative indicators (e.g., journal reputation, relevance, or impact), which

limits the institution's ability to evaluate and enhance research performance effectively.

Finally, the panel noted discrepancies in the data provided during the on-site visit and in the different written documentation concerning dropout rates and employability rates. The figures presented varied, suggesting that the University itself does not rely on consistent and reliable data when evaluating its performance. This limits its ability to make well-informed decisions based on evidence and hinders effective strategic planning.

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

> **The University establishes formalised quality assurance loops, by systematically translating evaluation results into documented action plans with measurable objectives, assigned responsibilities, and follow-up measures. This includes developing and applying transparent, pre-defined quality indicators and preventive measures across all areas, such as dropout rates, employability rates, research quality, and staff qualification standards.**

In its statement on the report the University declared that it has established a formalised quality assurance process based on the PDCA (Plan–Do–Check–Act) principle. At the first stage, the Quality Assurance Center (QAC), together with academic and administrative units, organises the regular collection of data on key aspects of the University's performance. The main sources include student, graduate and employer surveys; academic statistics (performance, dropout rates, continuation of studies); graduate employability data; research activity of academic staff and students; as well as information on staff qualification levels. These data are systematised and incorporated annually into the QAC analytical report. Based on this report, the QAC develops a draft plan of corrective and developmental measures. This document specifies the identified problems, the objectives to be achieved, the KPIs, the responsible units, and the deadlines. The draft plan is then reviewed and approved by the Academic Quality Commission and becomes binding for all structural units. During the implementation phase, each unit carries out the assigned measures: revising study programmes, organising additional professional development for faculty, strengthening career services, and introducing measures to prevent academic underperformance. For each measure, a responsible person is appointed and held accountable for its implementation. The QAC monitors the implementation of the action plan on a regular basis (each semester and annually). The monitoring results are compiled into a report on the status of implementation and achievement of KPIs. If the targets are not met, corrective measures are formulated and incorporated into the next planning cycle.

In general, the panel welcomes the actions the UIB has taken. However, the depicted PDCA showcases the reaction to developments and not the active targeting of designated goals. Regarding the transparency of the outlined process, the panel would be interested in how the stakeholders are receiving what information through which medium and a feedback system is incorporated to make this part of the QMS a two-way communication. Finally, the University must fully establish and operationalise its processes before it can provide evidence of formalised quality loops. To demonstrate progress in fulfilling the condition, UIB could submit the referenced action plan along with an implementation report for the most recent academic term.

The UIB has established an effective escalation management on all levels.

UIB's members' and external stakeholders' participation is scheduled to take place on a regular basis in order to systematically ensure the continuous consideration of their interests. They are involved in the quality management system and are given the opportunity to take an active role within the quality management. The panel positively notes that employer representatives are actively and consistently involved in the development of study programmes. Their input is sought in curriculum design and review processes, helping to ensure the relevance of academic content to labour market needs. This collaboration strengthens the practical orientation of the programmes and supports graduates' employability.

The panel learned during the on-site visit that there are student representatives in several bodies. These are individuals elected by the students forming a Student Government and representing students' interests at university level. However, the panel did not understand which committees and bodies they actually have a vote on. This should be made clearer and more transparent in the documentation.

Since the operation of the International Medical School (IMS) revealed gaps in strategic alignment, documentation, and integration into the overall institutional management, the IMS is also not sufficiently embedded in the University's central planning and governance structures. For example, during the on-site visit the panel learned that the IMS has its own Quality Management, its own Admission office and International office. The University needs structured procedures to oversee and coordinate the IMS in alignment with its other departments and locations. Therefore, the panel recommends the following **condition**:

> **The University revises and expands its management structure to ensure coherent, transparent, and effective oversight of all academic units and physical locations, including the International Medical School (IMS). This includes defining clear responsibilities, reporting lines, and decision-making structures for the IMS within the overall University management and quality assurance framework.**

In its statement on the report the University stated that it has revised its management model in order to strengthen coherence and transparency in the oversight of all academic units, including the International Medical School. In the updated version of the organisational chart its functions, areas of responsibility, and reporting lines have been defined. In addition, the procedures governing the interaction of IMS with the University's central management bodies and the Academic Quality Committee have been clarified.

The panel welcomes the institutional anchoring of the IMS in the revised organisational chart. However, the panel still has follow-up questions regarding the operational integration and how UIB is executing an integration of such a delicate field of study (&research) in its existing mechanisms and positions. Does the Academic Council plan to deal with the IMS identical to all other study programmes? Regarding QM and the QMS, does the IMS receive extra attention and resources as well as additional quality and feedback loops in comparison to other departments in

the HEI? Are there unified standards for monitoring, reporting, and internal control of the IMS operation? The still open questions should be clarified during interviews in the framework of fulfilling the conditions (see procedural remark in chapter C). When preparing evidence on fulfilling the condition, the University could complement its documentation with a short IMS Governance & QA Integration Note specifying reporting lines, decision-making rights, QA interfaces, and clinical site oversight. This will provide clarity and serve as a living reference.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT				
(1) Management Structure			x	
(2) Organisation of Localities				condition
(3) Quality Management Strategy			x	
(4) Quality Management System			x	
(5) Quality Management Instruments				condition
(6) Escalation Management			x	
(7) Participation		x		

III. STUDIES AND TEACHING

Study Offer and Qualification Objectives

Programme development adheres to regulations from the Ministry of Science and Higher Education of the Republic of Kazakhstan, professional standards, and the University's development strategy. Special attention is given to:
- fostering flexible academic pathways,
- conducting objective assessments of learning outcomes,
- employing effective teaching methods,
- integrating research activities into coursework,
- providing opportunities for academic mobility and exchange programmes.

Oversight of the quality of teaching and methodological support for the learning process is handled by the Department of Academic Affairs, while the coordinating role lies with the University's Teaching and Methodological Council (Teaching and Methodological Bureau of the faculties) under the Dean's leadership.

Educational activities at the University are regulated by:
- the Academic Policy,
- Rules for ongoing performance assessment, midterm and final examinations,
- Regulations on the credit system at the International Business University and
- Student learning outcomes, which are the most significant indicators of the University's performance.

Educational programmes are designed in accordance with the "UIB Instruction for Program Development". Draft programmes are initially prepared by working groups at the department level and then reviewed by the Academic and Methodological Council (AMC) with the participation of members of the Academic Committee. After revisions, programmes are discussed in roundtables involving employers, faculty, and students. The Academic Council gives final approval. The overall process is shown in Figure 2.
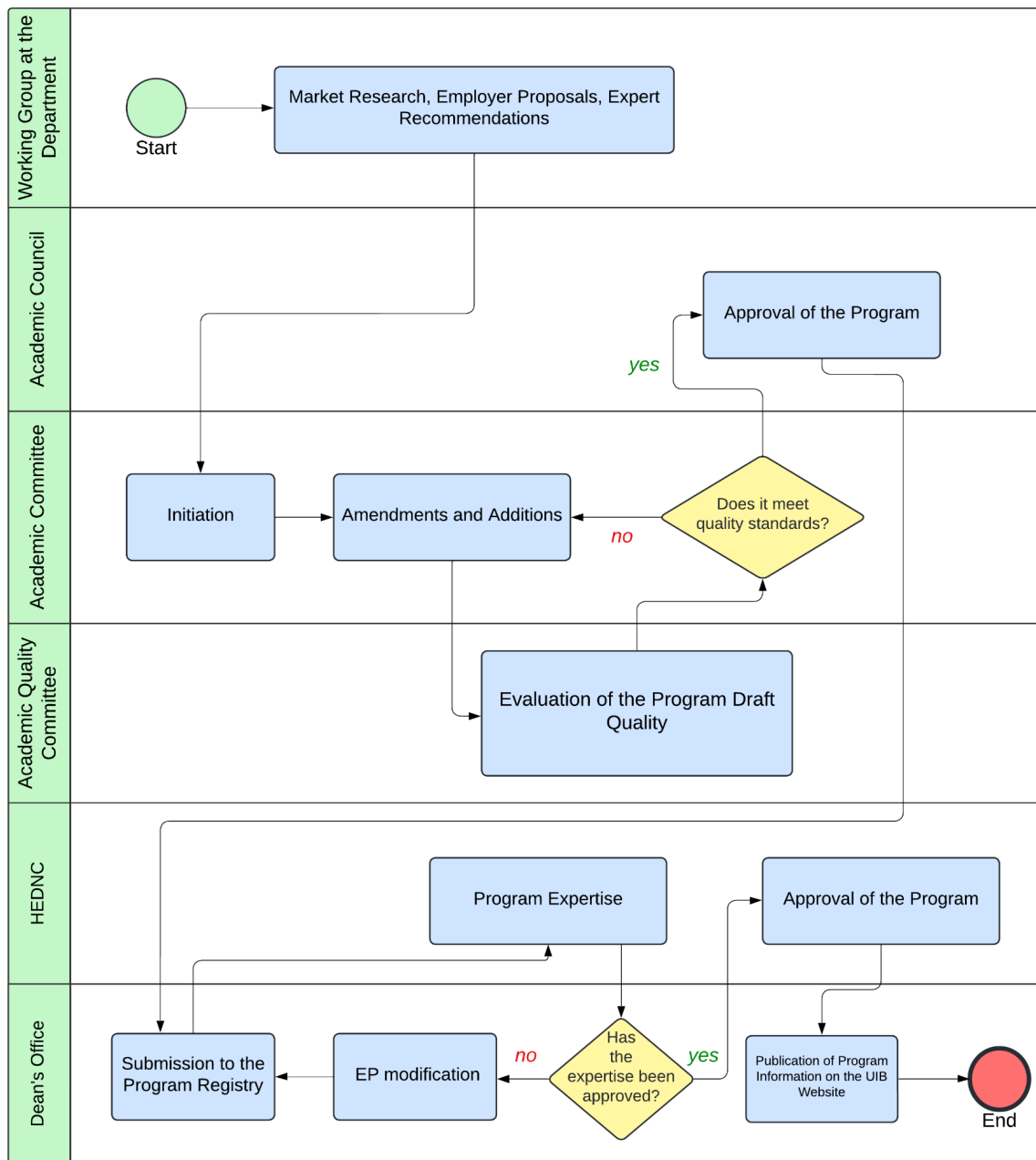

Figure 2: Workflow for the Development of Educational Programs at UIB

Admission

Student admissions follow the regulations of the Ministry of Science and Higher Education of the Republic of Kazakhstan, including the relevant requirements, procedures, and admissions schedule. The Ministry sets broad guidelines for undergraduate and postgraduate admissions. Within this framework, each university, including UIB, has its own "Admission Regulations".

Undergraduate Admission

The UIB's undergraduate admission procedure ensures equal opportunity for all applicants, including high school graduates, college transfers, and international students. Admission primarily depends on Unified National Testing (UNT)[3]) or Comprehensive Testing, both governed by ministry regulations. Minimum passing scores are typically 50 for most majors and 75 for Law. Applicants are tested in mandatory and specialized subjects depending on the chosen field. International students also undergo an interview to evaluate their motivation, academic readiness, and language skills. The standard application requires ID, a school certificate or college diploma, test scores, a medical certificate, and photographs.

Placement tests help evaluate applicants' English proficiency for English-language tracks, covering grammar, vocabulary, listening, and speaking skills. These exams are organised by the UIB's Language Center at the start of the academic year/semester.

Master's Admission

Candidates for UIB's Master programmes must meet certain requirements, ensuring the University selects promising, motivated students. Applicants typically take Comprehensive Test (CT) which is Regulated by Ministry of Science and Higher Education. Minimum scores are set at 75 for academic-pedagogical programmes and 30 for professionally oriented programmes. Foreign language proficiency is required; students either pass a foreign language component in the CT or provide an international language certificate (e.g., IELTS ≥ 6.0 or TOEFL iBT ≥ 60). These scores are converted into CT points based on an official equivalency chart [4]. Admission is open for both Fall and Spring terms.

Applicants must also submit proof of a bachelor's or master's degree with an official transcript. International candidates undergo an interview to determine their academic readiness and language abilities. Motivation for graduate study and potential research aptitude are also considered, helping maintain UIB's high academic standards.

Doctoral Admission

UIB's doctoral admissions follow stringent requirements designed to identify candidates with strong academic and research potential. Applicants must take the Comprehensive Test and earn at least 75 points. They also submit a Research Proposal assessed by an expert committee for relevance and innovation. A personal interview further evaluates each candidate's professional preparedness and capacity to manage a research project.

Doctoral applicants submit the following documents:

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[3] Unified National Testing (UNT) is a standardized national examination in the Republic of Kazakhstan, which applicants take to gain admission to higher educational institutions.
[4] Equivalency chart is available via the following link - https://adilet.zan.kz/rus/docs/V1800017650

1. A written application (in any format).
2. Original education document (if submitted in person).
3. ID document (required for identification).
4. An official certificate of the Kazakh language proficiency (KazTest) from the NTC (except foreign citizens).
5. A certificate verifying foreign language proficiency in one of the following:
– English language: IELTS Academic (score ≥ 5.5), TOEFL IBT (score ≥ 46), TOEFL ITP (score ≥ 460), TOEIC (score ≥ 550), Duolingo English Test (score ≥ 95).

The language admission requirements reflect the official national standards set by the Ministry of Science and Higher Education of the Republic of Kazakhstan. Applications are accepted for both fall and spring intakes. All these measures aim to ensure that doctoral students admitted to UIB have the capability to contribute significantly to Kazakhstan's scientific and economic development.

Study Programmes

Three study programmes were selected as a sample of the study programme offer of UIB: Bachelor's programme in Hospitality Management, Master's Programme in IT Management and Data Science as well as the Doctoral (PhD) programme in Marketing.

Bachelor's programme: Hospitality Management
Bachelor's programmes encompass at least 240 ECTS credits. The "Hospitality Management" programme prepares highly skilled staff for the hospitality industry who are competitive in the job market, sought after by contemporary firms, and able to adapt effectively to rapidly changing social and professional environments.
Learning Outcomes
The graduates are able to:
- use modern communication technologies in professional activities, communicate effectively based on objectives and context, confidently discuss professional topics in Kazakh, Russian, and foreign languages, and recognize the social importance of the profession;
- plan, organise, and assess the financial activities of enterprises within the hospitality industry; monitor compliance with technological processes and job duties in hotel and restaurant operations;
- understand the fundamentals of managing food service companies and recognise key issues related to hotel managemen; demonstrate a broad, integrated understanding of the hospitality industry and the evolving environment in which it operates;
- apply theoretical and practical skills in various aspects of hotel and restaurant operations to advance professional careers in the hospitality sector;
- incorporate knowledge gained from general education and professional courses to form a comprehensive understanding and enhance effective managerial decision-making;
- utilise computer-based data collection, storage, and processing methods relevant to the

profession; apply modern information technologies; remain flexible and resourceful in different global economic conditions;

- forecast external and internal factors affecting hospitality businesses in local and international markets; possess knowledge and skills to manage a service-oriented enterprise under uncertainty and crisis;
- demonstrate fundamental economic knowledge and a solid grasp of management, marketing, and leadership theories; understand core challenges faced by enterprises in the hospitality industry.

These learning outcomes are aligned with professional standards approved by the "Atameken" National Chamber of Entrepreneurs. Key professional standards integrated into the programme include:

- Guest Relations Management
- Banquet and Conference Services
- Recreation and Leisure Management
- Waitstaff Supervision and Control
- Guest Reception and Check-In

As per University regulations, each study programme must incorporate core knowledge modules, professional specialty modules, modules for field-specific development, and modules focused on additional competencies, professional practice, and research.

- Core Knowledge Module: Covers general foundational courses at the Bachelor's level, including social sciences and humanities, information and mathematics, language training, and personal development skills.
- Professional Modules: Develop theoretical and practical knowledge, skills, and competences essential for future careers.
- Additional Competencies Modules: Include physical and experiential training, as well as academic and professional internships. These internships form a key component of the programme, providing practical training and culminating in a formal internship report.
- State Examination: Upon completion, graduates of the Bachelor's program sit for a comprehensive exam or write a Bachelor's thesis.

This Bachelor's programme offers core insight into both hotel and restaurant operations. Fundamental courses such as Foundations of the Hospitality Industry, Restaurant and Hotel Service Technology, and Introduction to Restaurant Business help students grasp industry-specific practices while acquiring essential skills. Modules like Hospitality Industry Marketing and Restaurant and Hotel Service Culture focus on a client-oriented mindset and a deep understanding of service protocols, both vital for competitiveness.

Specialised courses including MICE-Tourism (Meetings, Incentives, Conferences, Exhibitions), Destination Branding, and Sustainable Management in Hospitality equip students to address challenges in corporate events and responsible tourism. Emphasis on technology is evident in courses like Revenue and Expense Management, Front Office and Rooms Division Management, and Hospitality Operations Management, while courses on promotion, interior design, and administrative documentation provide a solid overview of managing hospitality enterprises.

Master's programme – IT Management and Data Science

Master's programmes in the academic-pedagogical track comprise at least 120 ECTS credits. The "IT Management and Data Science" programme aims to develop experts with extensive knowledge of IT, pedagogical theory, and modern information systems, applicable to various economic sectors. Graduates learn to respond to frequent changes in IT, work independently and professionally with conceptual knowledge, and design, develop, and implement information systems.

Learning Outcomes

The graduates are able to:

- continuously enhance professional competencies, master foreign languages at a level adequate for international collaboration;
- plan, develop, and conduct scientific research; critically analyse, evaluate, and compare both traditional and emerging ideas based on modern educational methods in a global information network;
- use modeling technologies; represent models mathematically and algorithmically; evaluate model quality; demonstrate theoretical foundations; perform statistical modeling for systems; model processes in information systems and networks;
- apply data collection methods and ensure information quality when designing information systems;
- operate effectively both independently and in teams; exhibit communication and psychological readiness in professional settings, including cross-functional collaborations, managerial, and technical decision-making; demonstrate leadership and initiative in production, research, project, and environmental-economic contexts;
- understand trends in social development, ethical and spiritual values, and social norms; apply them professionally; demonstrate proficiency in modern equipment and be able to integrate information technologies into educational activities;
- utilise architectural and detailed design techniques for system development; incorporate modern IT solutions into the design of information systems;
- know major models and methods of knowledge representation, including syntax and semantics of key AI languages; become familiar with new approaches for classic tasks that emerge from constraint-based programming, evolution-based methods, and neural network strategies.

The Master's programme offers a broad range of courses that combine theoretical foundations, cutting-edge technologies, and practical skills. Courses such as "History and Philosophy of Science" and "Professional Foreign Language" foster critical thinking, a solid scientific framework, and the professional use of English for research and career advancement. "Psychology of Management" and "Research Work Analysis" focus on developing leadership skills, data analysis, and management methods for professional roles.

Specialised courses e.g., "Python for Business Solutions," "Machine Learning," "Information Systems Analysis, Modeling, and Design," and "Artificial Neural Networks and their Use in Management Systems" equip students with programming, data analysis, and information systems

design skills, as well as AI implementation in business processes. Practical aspects include cloud technologies, digital marketing research, and analytical support for strategic decision-making. Three types of practice components are included in the programme: Teaching Practice, Research Practice, and the Master's Research Project.

- Teaching Practice aims to develop hands-on teaching and methodology skills, typically conducted in the first year. It may run concurrently with classroom instruction, allowing Master's students to assist in teaching undergraduate classes under an experienced faculty member's mentorship.
- Research Practice introduces students to recent theoretical, methodological, and technological advances in national and international research, along with modern scientific methods for data interpretation and analysis.

Doctoral (PhD) programme - Marketing

Doctoral programmes require at least 180 ECTS credits. The "Marketing" PhD programme's primary goal is to produce sought-after, competitive marketing experts with analytical and critical thinking skills who are proficient in research methodologies and project management, and who are fully prepared to perform at the highest professional and scholarly levels.

Learning Outcomes

The graduates are able to:

- apply modern IT and analytical tools to address marketing tasks, including data analysis, mathematical modeling, and marketing communications in a digital economy;
- develop and conduct scientific research, formulating objectives, hypotheses, and data analysis to produce credible results suitable for publication nationally and internationally;
- generate innovative ideas, carry out applied and interdisciplinary research, and introduce scientific findings into Kazakhstan's academic, scientific, and business environments;
- devise and implement effective marketing strategies based on consumer insights, market analysis, and emerging trends, incorporating local and international best practices;
- demonstrate communication and management skills for effective teamwork, human resource management, and building professional and business networks;
- adapt cutting-edge international marketing practices to Kazakhstan's domestic and foreign markets;
- possess public speaking and scholarly communication skills (in foreign languages as well), enabling the presentation of research findings at international conferences and seminars;
- manage change, identify and analyse problems, propose alternative solutions, and assess outcomes in the context of globalization and the internationalization of research.

The doctoral curriculum emphasises research, analytics, and academic writing. "Academic Writing" trains students in producing scholarly texts, and "Research Methods" develops investigative skills vital for independent research projects. Specialized courses such as "Advanced Marketing Analysis" and "Big Data Analysis and Forecasting" focus on data-drivenmarketing, consumer behavior, and strategic management in the digital era. Students also master statistical and econometric techniques for modeling and forecasting. The programme aligns theory with practice, preparing graduates to solve contemporary academic and business

challenges.

According to Ministry regulations, doctoral students complete Teaching and Research Practicums and an overseas research internship. Doctoral research is supervised by both local and international advisors who hold doctoral degrees and have published in high-impact journals within the candidate's research domain. Teaching Practice refines instructional skills and classroom management. Research Practice and Internships deepen students' knowledge, introduce global research approaches, and foster academic networking. PhD candidates conduct research that includes hypothesis generation, data analysis, and publication of results.

UIB's programmes are positioned as modern, skill-oriented, and responsive to both global and local labor market demands. Almost all study programmes are offered in three languages: English, Russian, Kazakh. The primary goal is to train specialists who have robust theoretical knowledge and can also apply it effectively, adapt to fast-evolving market conditions, and actively contribute to economic and societal development. Programmes reflect employer needs, conform to national and international qualification frameworks, and adopt best practices from leading global universities.

UIB's doctoral programmes offer both academic rigor and practical orientation, underpinned by an experienced faculty body of PhDs, doctoral scientists, associate professors, and full professors actively engaged in research and pedagogy. They incorporate current scholarly findings into their teaching, ensuring state-of-the-art instruction.

Another advantage is state-funded scholarships covering tuition and stipends for all current doctoral candidates. This financial support encourages aspiring researchers to enroll in UIB's PhD programmes. Additionally, each doctoral dissertation includes international supervision, ensuring alignment with international quality standards.

In 2024, the UIB was ranked in the 1501+ category by Times Higher Education Impact Rankings, underscoring its contributions to the UN Sustainable Development Goals. UIB is also a member of both the national Academic Integrity League and the European Network for Academic Integrity, reflecting its dedication to ethical and high-quality education.

Didactic Concept

UIB's didactic concept applies across all levels – Bachelor's, Master's, and Doctoral programmes – supporting structured development of academic, professional, and research competencies. Each educational tier integrates theoretical knowledge, practical skills, and interdisciplinary approaches, preparing graduates to meet modern labor market and research demands. The UIB has a 21th skill programme for developing skills of lecturers. Faculty members enjoy academic freedom to adopt a variety of teaching methods and formats, enriching the learning environment. Interactive approaches include:

- Lectures with Discussion Elements: Develop critical thinking and analytical abilities.
- Practical Sessions and Case Studies: Enable students to apply theory in real-world contexts.

- Debates and role-playing games: develop argumentation skills, constructive dialogue, and the ability to consider alternative perspectives.
- Independent student work (essays, presentations, policy papers) enhances skills in analytical writing, logical reasoning, and constructing well-supported positions on complex issues.
- Project-Based Learning: Encourages teamwork and independent problem-solving.
- Blended Learning: Students study portions of the curriculum online using educational platforms, then attend in-person sessions for in-depth discussion and hands-on activities.
- UIB offers mixed classes on general courses, e.g. cultural studies to foster multidisciplinary in their study programmes.

The University also implements a range of activities and procedures aimed at ensuring the continuous transfer of scientific research into the educational process. Faculty research is systematically integrated into instruction at the UIB. For UIB, instructors' research enriches course content by promoting critical thinking and developing students' research competencies. Research Methods training is mandatory, beginning at the undergraduate level, where students learn research fundamentals, and continuing through Master's and Doctoral programmes, where students undertake independent research projects.

At undergraduate level, research-oriented disciplines are institutionally embedded into the curriculum to develop students' research competencies. For example, the course "Introduction to Research Methods", which is mandatory in the first year, provides students with foundational knowledge in scientific analysis, problem formulation, method selection, and data interpretation. In addition, within core and specialised courses, students complete Research-Oriented Study assignments, which are designed to engage them in academic research, analysis of scholarly literature, interpretation of empirical data, and the preparation of research papers. At graduate level, the University organizes annual student research conferences, where students present their own projects and receive feedback from the academic community. Furthermore, the University holds a Research Cup competition, which not only stimulates student research activity but also offers the opportunity to receive an educational grant for successfully defended projects.

The final stage of the academic process is the final attestation, which includes a comprehensive examination and thesis defense. Both formats require students to demonstrate critical analysis, formulate well-founded conclusions, and integrate theoretical knowledge with practical skills to address specific problems.

Examination

The academic calendar serves as the foundation for organising the study process. The academic year is divided into two 15-week semesters, midterm period, breaks, and practical training. All students except final-year undergraduates also have a summer semester (minimum of 6 weeks) for additional coursework or to address academic debt.

Examinations at the UIB align with the academic calendar, degree plans, and the "Regulations on Ongoing Academic Performance Evaluation, Interim, and Final Assessment" *(Appendix 7.8)* ensuring clarity, transparency, and objectivity in the assessment process. Exams may be administered as tests, written or oral exams, projects, or open-book exams, giving instructors flexibility to choose the most suitable format for each course. The exam format is published in the syllabus at the start of the semester. All students have well-defined grading criteria, aiding them in understanding the requirements and organizing their study schedules.

Exam results influence each student's GPA, automatically calculated through the University's portal. Students who fail can retake the course in a later term. An appeals procedure is available for contested results: students must file within a set timeframe to an Appeals Commission, assembled for the exam period. The commission considers appeals and records decisions in official minutes.
At the end of each exam session, the results and suggestions for improving the academic process are evaluated by collegial bodies (e.g., the Academic Quality Commission, the Academic Council). This ensures continuous refinement of teaching and assessment quality.

Bachelor's Final Assessment: In the final year, students must complete either a thesis/project under faculty supervision or a comprehensive exam, as specified by each programme and the University's academic policy. For instance, in the "Hospitality Management" programme, students take a comprehensive exam that includes oral questions derived from courses like Sustainable Hospitality Management, Food & Beverage Management, and Hotel and Restaurant Documentation. There are 30 questions in total, all discussed orally. The Food & Beverage Management part is conducted in English, testing both subject knowledge and language proficiency. The exam panel consists of two UIB faculty members who are industry practitioners plus one external chair for objectivity. Assessment criteria, covering depth of knowledge, reasoning, analytical skills, and professionalism, are given to students beforehand.
Master's Final Assessment: Master's students defend a Master's thesis, which demonstrates theoretical mastery, research methodology, analytical abilities, and the capacity to propose practical recommendations aligned with professional aims. The defense is reviewed by a committee that evaluates novelty, practical value, and the overall research quality.
Doctoral Final Assessment: PhD candidates defend their doctoral dissertation, presenting their findings from peer-reviewed publications and the dissertation before a committee of leading experts in their field.

Academic integrity standards are outlined in the University's Academic Policy, which enforces zero tolerance for any form of cheating or misconduct in academic and research activities.

Collaboration

The UIB actively strengthens its global partnerships through academic mobility, exchanges, and internships. The University has signed agreements with over 40 leading institutions in 20 countries, granting students valuable academic and cultural experiences *(Appendix 12)*. Notable partners include universities in Europe, Asia, and the Commonwealth of Independent States, such as the University of Santiago de Compostela (Spain), Budapest Metropolitan University

(Hungary), BA School of Business and Finance (Latvia), and Nagoya University of Commerce & Business (Japan).

The Erasmus+ programme is particularly significant: around 50 UIB students have studied at European universities like the University of Dunaújváros (Hungary), University of Camerino (Italy), and BA School of Business and Finance (Latvia). These exchanges enhance educational quality through international academic practice and expand UIB's worldwide network.

The UIB actively works with employers, organizing job fairs, workshops, and seminars. The University collaborates with businesses and research institutes to ensure its programmes remain practice-oriented. The University partners with government agencies (local administrations, Tax Department, National Pension Fund), financial institutions (National Bank, second-tier banks, Big Four companies), and private businesses. It maintains long-term collaboration agreements with more than 80 corporate partners. Bachelor's students in "Hospitality Management," for example, undertake internships at Park Hotel, Novotel, and Sadu Hotel, gaining first-hand insight into hotel operations. Master's students in "IT Management and Data Science" intern at Innoforce Systems and Cloud Technologies; they also complete research practice at research institutes associated with Kazakh National University (KazNU) and Abai Kazakh National Pedagogical University (KazNPU).

Doctoral students gain international research experience under the supervision of global scholars, such as a professor at Széchenyi István University (Hungary). The UIB's partnership with the Institute of Economics in Kazakhstan further provides doctoral candidates access to cutting-edge research and expert guidance.

Quality Assurance of the Educational Process

Quality assurance is governed by the University's Quality Assurance Policy and Standards and the Quality Code. At the departmental level, programmes are updated annually via roundtable discussions with faculty, students, and employers. This dialogue allows alignment with labor market needs and evolving educational trends. Additionally, peer observations, open classes, and cross-checking of syllabi offer further possibilities for quality development. Programme leaders regularly meet with students for feedback to guide programme adjustments. Students offer feedback and proposals on course content and programme structure. For instance, during the 2023 revision of the "Hospitality Management" programme, students requested more coursework dedicated to the restaurant business. As a result, "Fundamentals of Restaurant Business" and "Restaurant Management" were incorporated. Students also recommended practical, on-site classes in partnership with industry facilities. Consequently, the "Service Technology" course now takes place at the Sadu Hotel, enabling real-world immersion.

The Quality Assurance Center conducts regular surveys assessing various aspects of the educational process:
- **Teaching Evaluation Survey**: Administered each semester during weeks 14–15. It evaluates the instructor's professional qualifications, adherence to teaching protocols, and ethical standards, as well as course workload.

- **Student Satisfaction Survey**: Conducted annually, examining course organisation, resource availability, and campus infrastructure.
- **Faculty Satisfaction Survey:** Also held yearly, focusing on working conditions and faculty needs.
- **Alumni and Employer Surveys**: These yearly assessments measure graduate employability and alignment of academic programs with labor market demands.

All survey results are published on the University's official website[5], and discussed in collegial forums, including the Academic Quality Committee. This body also analyzes grade distributions (the bell curve) and compliance with academic integrity standards, ensuring transparency and adherence to prescribed quality criteria.

Findings from these surveys inform the respective forum and trigger adjustments to curricula, teaching methodologies, and faculty working conditions. These ongoing measures enable the UIB to maintain high educational standards and meet the expectations of students, faculty, and employers.

The UIB collaborates with external stakeholders by organising alumni and employer surveys through the Career Center. Alumni provide feedback on how their acquired knowledge applies to professional settings, while employers evaluate graduates' preparedness. The Alumni Association offers valuable feedback on the quality of education, administration, and support services. Its input informs programme reviews and the creation of new areas of study demanded by the labor market, such as digital business processes, financial planning, and marketing. The Quality Assurance Center analyses survey data and presents findings to collegial bodies such as the Academic and Methodological Council and the Academic Quality Commission. Final reports and recommendations are published on the University's internal platform and made available to all interested parties, ensuring transparency and continuous improvement of academic programmes.

Quality assessment of learning is tied to the primary goals and objectives in the realm of quality. Key metrics of the educational process are based on analysing the student body and their academic achievements:
- collecting and analysing performance data following midterm assessments;
- analysing interim and final assessment results;
- reviewing performance outcomes in collegial body meetings;
- analysing student preparedness in Academic Committee work.

The responsibility for monitoring, evaluating, and improving educational programmes lies with the Academic Committee and the Dean of the Faculty of Basic Higher Education, under the oversight of the Vice Rector for Academic Affairs. Documented evidence of programme activities includes:
- Resolutions of collegial bodies;
- Action plans for programme improvements;

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[5] https://uib.edu.kz/en/quality-assurance-center-en/

- Updated methodological materials based on collegial decisions;
- Minutes of meetings and conferences;
- An annual Academic Committee report on program monitoring and evaluation outcomes.

The main objectives of the Academic Committee's annual report on programme monitoring and evaluation are:
- facilitating programme evaluation and enhancement;
- informing about changes in external requirements;
- promoting exchanges of ideas with other institutions delivering similar programmes;
- harmonising content with programmes at Kazakhstani and international universities;
- identifying areas for faculty professional development;
- recommending external quality assurance procedures;
- defining forms and content of stakeholder feedback for program improvement;
- identifying examples of best practices for broader dissemination.

Appraisal "Studies and Teaching"

The panel concludes that the study offer and the superordinate qualifications objectives correspond to the UIB's profile. The documentation of the selected programmes demonstrates in an exemplary manner that the UIB is capable of developing suitable concepts for study programmes that in their qualification objectives are oriented towards the (inter)national qualification frameworks to describe and differentiate the educational levels. The University provides clearly outlined admission conditions for each study programme in its regulations. Overall, the expert panel invites the University to expand beyond the demand driven study programme offer and build out core curriculum activities that could be a match for the HEI institutional claim and history.

The UIB ensures dependability and predictability in teaching and examination operations by providing detailed information in the very user-friendly portals Academo and Moodle. The UIB's provided detailed insights into these portals during the on-site visit and the panel appreciates the detailed information provided to students. During the interviews, the panel formed the view that students take an active role in the designing of learning processes.

The panel learned during the on-site visit that students must achieve a certain GPA in order to progress with their studies in the following semester. In line with the mobility principles of the European Higher Education Area, the UIB must ensure that such limitations are kept to a minimum, thereby promoting student flexibility. In particular, it must be ensured that students are not required to retake exams they have already passed.

The mutual relationship between research and teaching at the University is structured to ensure continuous knowledge transfer from research activities into the teaching environment. The panel particularly commends the active involvement of students in research activities, especially at the graduate level. Lecturers regularly integrate students into ongoing research projects, thesis supervision is often linked to faculty research themes, and students are encouraged to engage in academic inquiry. This practice not only enhances the students' methodological skills and critical

thinking, but also strengthens their academic and professional development.

The quality management system includes instruments and methods for the regular assessment of the programmes' quality. Feedback is gathered through various channels. Additionally, formal evaluations by and discussions with alumni and employers contribute to the University's understanding of programme effectiveness. The information resulting thereof is evaluated and the findings obtained are transferred into specific measures for the programmes' improvement and further development. However, the panel **recommends** that findings from quality assessments be more clearly formulated as measurable outcomes and be linked to defined responsibilities to ensure transparent follow-up actions (see also condition in chapter II). Overall, the panel also appreciated learning that some study programmes had been closed, which demonstrates that the University's monitoring processes are effective.

The UIB holds cooperation agreements with partners from science, economy, culture and its social environment in the frameworks of studies and teaching that correspond to their study offer and formats. However, the panel observed that some Memoranda of Understanding (MoUs) appear to be outdated or inactive. This raises concerns regarding the strategic value and operational relevance of certain partnerships. The panel **recommends** that UIB systematically review its existing MoUs and cooperation agreements to assess their relevance and activity status. Agreements that are no longer active or beneficial should be updated, re-negotiated, or formally phased out. This will help ensure that all documented partnerships contribute meaningfully to the institution's educational mission and maintain credibility in stakeholder communication. Furthermore, the panel encourages the University to expand and strengthen its international partnerships, especially in areas that align with its strategic profile and academic strengths. A broader and more active global cooperation network can enhance internationalisation, increase student and staff mobility, and provide valuable input for programme development and innovation.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
III. STUDIES AND TEACHING				
(1) Study offer and qualification objectives			x	
(2) Study programmes' quality			x	
(3) Research transfer to the areas of studies and teaching			x	
(4) Quality assurance			x	
(5) Cooperations			x	

IV. RESEARCH

According to UIB, research plays a pivotal role in its strategic planning and is aimed at enhancing the University's scientific potential, building an innovative research infrastructure, and integrating

top-tier research findings into the curriculum.

The University's development strategy places particular emphasis on:

1. **Enhancing the University's Research Potential**:
   - encouraging faculty involvement in international programmes, internships, and research projects;
   - increasing publications in high-impact international journals indexed in Scopus or Web of Science;
   - growing the volume of funding available for research.
2. **Developing an Innovative Research Infrastructure**:
   - ensuring access to international scientific databases for university faculty and students.
3. **Advancing International Collaboration and World-Class Research:**
   - expanding partnerships with international scholars and organisations for joint research and publications;
   - actively participating in international conferences and spearheading collaborative research efforts;
   - conducting scientific and applied studies in partnership with foreign institutions, thereby integrating cutting-edge approaches and technologies.
4. **Promoting Research Publications**:
   - supporting the publication of scientific journals such as the Eurasian Journal of Economic & Business Studies (EJEBS) and the Eurasian Journal of Social Gender Studies (EJGS). These journals are approved by the Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan and aspire to be indexed in major international databases.
   - EJEBS is currently indexed in databases such as Advanced Science Index, Index Copernicus, Google Scholar, Crossref, ISSN, DOI, the Russian Science Citation Index, EconBIZ, WorldCat, ERIH PLUS, BASE, Lens.org, and openalex.org.

Additionally, the University supports student research through various competitions, engages leading scholars to conduct lectures and workshops, and nurtures partnerships with research institutes and industry.

UIB's research priorities are oriented towards the Law of the Republic of Kazakhstan No. 407-IV "On Science" dated February 18, 2011 (with amendments and additions) and the State Programme "Digital Kazakhstan" of the Republic of Kazakhstan (No. 827, December 12, 2017). Research activities at UIB encompass various domains and include:
- fundamental research;
- applied research;
- student research work;
- publication and academic publishing;
- scientific conferences and seminars;
- training of academic personnel through master's and doctoral programmes.

Faculty research is conducted by the University's departments in all these domains according to

an annually developed thematic research plan and in alignment with the University's 2024–2028 Development Programme. The UIB publishes two scholarly journals: the *Eurasian Journal of Economics and Business Studies* and the *Eurasian Journal of Social Gender Studies*.

The yearly research activities of each department are documented in an Annual Report for Research activities at the UIB. The number of funded fundamental and applied research, including international grant programs and projects is presented in Figure 3.
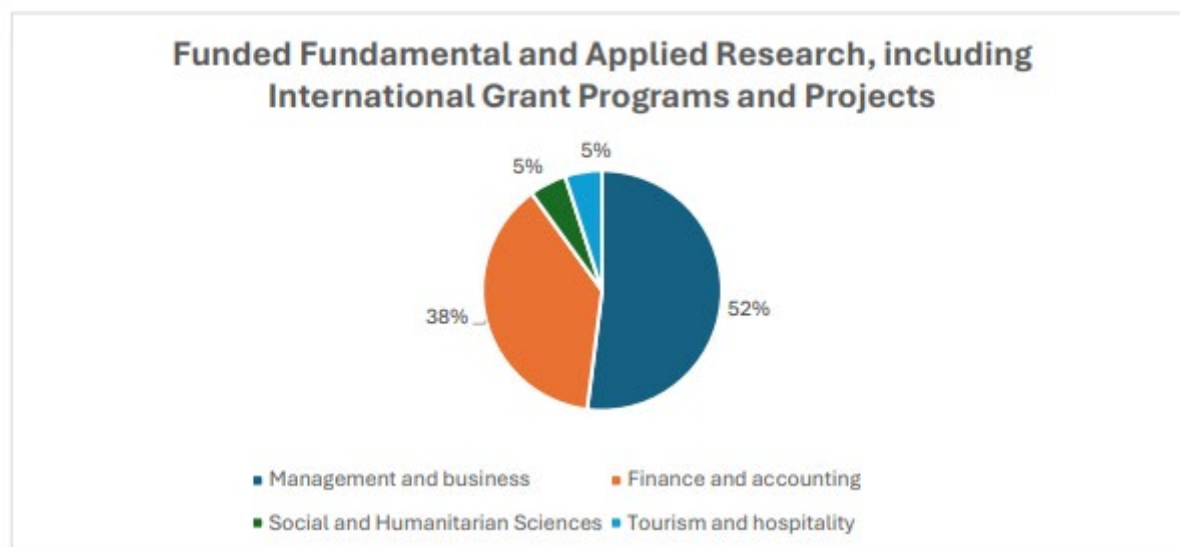

Figure 3: The number of funded research including international grants and projects

Organisation of Research at the UIB

The Scientific Committee is chaired by the Vice Rector for Research and comprises deans, department heads, faculty, and student representatives. It has the authority to:

- make decisions within its remit and submit proposals to university leadership;
- request progress reports on research projects;
- involve external experts for peer reviews;
- oversee the use of financial and technical resources allocated to research.

As the central body for UIB's research, the Scientific Committee fosters collaboration with other departments and ensures that new research findings are woven into the academic experience.

The Department of Research coordinates the University's overall research agenda. It is responsible for:

- providing support for grant-funded projects by consulting on, reviewing, and approving funding proposals, as well as giving recommendations for various grant competitions;
- organising research seminars and a summer research school;
- managing databases and tracking the University's publication activity in Scopus, Web of Science, and local journals;
- coordinating international research projects;

- supporting UIB's own periodicals: Eurasian Journal of Economics and Business Studies and Eurasian Journal of Social Gender Studies.

At the faculty level, deans and department chairs encourage faculty and student research by motivating staff to join research initiatives, hosting academic events, and supporting student research activities.

In the classroom, research is integrated into specialized coursework via Research Oriented Study assignments. Students, either individually or in teams, complete research projects that often serve as the foundation for their theses. Students also participate in annual conferences and competitions such as the "Research Cup," where they can win a 50 % tuition discount or a scholarship covering full tuition.

Faculty Incentives for Research

To encourage research, the University employs various measures and incentive programmes that support faculty engagement in scholarly work. Chief among these is a KPI-based system that rewards monographs, textbooks, and articles published in peer-reviewed journals, including Scopus, Web of Science, and those recommended by Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education. The UIB also offers internal grants to fund promising research aligned with national economic priorities and the University's strategic aims. Faculty submit proposals for these grants in an internal competition, spurring them to develop innovative ideas.

One example is a University-supported internal project led by an Associate Professor of the Department of Social Sciences and Humanities, titled "Social Adaptation as a Factor of Self-Realization and Student Integration into the University's Educational Environment."

The pathways for recruiting and developing teaching staff are defined by the University's HR policies at both the institutional and departmental levels. A key component is the faculty incentive system, which provides:

1. **Annual free training sessions** for professional development featuring guest professors from abroad. These sessions cover research methods, tools, and opportunities for international collaboration that can lead to publications or involvement in research projects.

2. **Annual salary bonuses (KPIs)** that reward faculty for publishing journal articles, producing textbooks or methodological literature, co-authoring research projects with students, participating in international conferences, and other scholarly contributions.

Good Scientific Practice at the UIB

The UIB promotes integrity and ethical conduct among both students and staff in all research endeavors, ensuring adherence to professional standards and academic honesty at every stage.

An Ethics Commission monitors compliance with scientific-ethical guidelines. Its key responsibilities involve:

- upholding ethical conduct in research;
- protecting the rights of research subjects;
- preventing and addressing any violations that may arise.

The Ethics Commission reviews concerns raised by faculty, students, and doctoral candidates, evaluates dissertations, and proposes improvements to research methods. In cases of significant breaches of research ethics, disciplinary proceedings are initiated and handled by the Disciplinary Committee.

The UIB's Code of Academic Integrity is the central document governing research ethics. It outlines requirements for preventing plagiarism, respecting intellectual property, and ensuring objectivity in scholarship.

To instill an ethical mindset from the start, all first-year bachelor's students take a course on "Introduction to Research Methods," covering research planning, execution, and ethical principles. This foundation helps students acknowledge the importance of upholding rigorous standards in their scholarly work. Faculty also attend research seminars and specialised training, learning how to utilise scientific databases (Scopus, Web of Science) and avoid predatory journals.

Ensuring the Quality of Research

Quality control in UIB's research is maintained through a variety of tools and procedures that coordinate and support academic endeavors at all levels. The Department of Research advises on grant proposals submitted to the Ministry of Science and Higher Education (MSHE). An internal research projects unit oversees and coordinates proposals, submission processes, and reporting requirements.

From the inception of an idea, research projects undergo scrutiny at Scientific Committee meetings, where feedback and recommendations are provided. Internal grants funded by the University also require applications to be screened by a selection committee and the Scientific Committee, followed by mandatory progress reporting.

Academic materials such as textbooks and monographs must be reviewed by the Academic and Methodological Council and recommended by the Academic Council – a formal requirement for publishing houses.

Projects funded through the state budget are vetted externally by the National Center of Science and Technology Evaluation (NCSTE)[6]. Research teams define publication goals and regularly submit reports to NCSTE.

Each year, faculties submit an annual research plan and a year-end progress report. Master's and doctoral students provide monthly updates on their research in department meetings. Before defending a doctoral thesis, an expanded departmental session is held, and the Ethics Commission reviews the work. Bachelor's and master's defenses involve a committee comprising UIB representatives and an external chair from another university. Doctoral defenses take place before a Dissertation Council, whose permanent and ad hoc members are selected according to the doctoral candidate's research area.

All submissions to the University's scientific journals undergo a double-blind peer review process. To safeguard academic integrity, the University uses Strikeplagiarism[7] software to check student

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[6] https://www.ncste.kz/en/about-company
[7] https://www.strikeplagiarism.com/en/

assignments, including theses and dissertations, for plagiarism.

Research Cooperation

UIB faculty research is often carried out under state-funded basic and applied research programmes administered by the Ministry of Science and Higher Education. In 2023, an MSHE-funded topic „Support Measures for Elderly and Aging Populations in the Post COVID-19 Era as Part of Socio-Public Policy: Quality of Life and Employment Issues" was successfully completed. Also in 2023, UIB faculty won four research grants from the Ministry, which will be carried out in 2024–2025.

UIB regularly hosts international conferences and roundtables with researchers from Kazakhstan, Russia, Italy, Hungary, Turkey, France, Slovenia, and other countries. Academic exchange programs, collaborative research, and student mobility are also prioritized to foster deeper ties with global institutions.

Faculty are highly involved in international research projects that integrate findings directly into the curriculum. One such initiative is **"**Pilot Courses in Practice Enterprise to Implement University-Enterprise Cooperation for the Development of the Caspian Area" (2021–2023)[8], funded through the Erasmus Capacity Building in Higher Education (CBHE) programme. This project is implemented by a consortium that includes the University of Pescara (Italy), the University of Warsaw (Poland), Vilnius Gediminas Technical University (Lithuania), Yessanov University (Kazakhstan), Khazar University (Azerbaijan), and Azerbaijan Tourism and Management University.
Another successful endeavor under Erasmus+ CBHE is "Development of Teachers' Training for Leadership (DeSTT)" (2019–2023)[9], which involved universities in Italy, Mongolia, Poland, Spain, and Kazakhstan, including UIB.

The UIB is an active participant in the international SILKWAY network[10], comprising universities, research institutes, and private companies dedicated to interdisciplinary collaboration in research and education. Coordinated by the University of Milano-Bicocca (Italy) and the University of Santiago de Compostela (Spain), SILKWAY partners are spread across Europe and Asia. The network focuses on joint research, academic courses and seminars, scholarly dialogue and information exchange, and the provision of research grants, awards, and internships. Special attention is given to fostering international partnerships among researchers and professional communities.

The UIB is currently part of a project proposal funded by the Italian Ministry of Foreign Affairs (MAECI). Working together with the University of Milano-Bicocca (UNIMIB) and MAECI, theproject involves creating and coordinating a "Knowledge Network" in the energy sector,

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[8] https://uib.edu.kz/en/picasp-en/, https://www.picasp-project.eu/
[9] https://uib.edu.kz/en/destt-en/, https://www.destt.info/
[10] https://uib.edu.kz/en/silkway-en/, https://www.silkwaynetwork.org/

including a specialised regional study. The topic aligns with Professor Acciarri's leadership and the SILKWAY research group.

Another example of successful international collaboration is a project led by the head of UIB's Social Sciences Department, titled "Intensification of Women-Led Startups in Kazakhstani Regions" (2023–2024), funded by the U.S. Diplomatic Mission in Kazakhstan.

Appraisal "Research"

The University has developed a general research strategy that is aligned with its institutional claim. The panel acknowledges that the University shows commitment to advancing research activities. However, the panel identified an imbalance between academic staff who are involved in both research and teaching, and those whose role is limited to teaching only. This limits the overall coherence of the institutional research agenda and weakens the integration of teaching staff into the research environment. The panel **recommends** that all full-time academic staff be more systematically integrated into the planning and execution of research projects, and that this will be supported institutionally.

The University has put in place incentive structures to support research activities. Additionally, the panel positively notes that students are actively encouraged to participate in research, which not only fosters early academic engagement but also encourages staff to pursue innovative teaching-research synergies.

In terms of research integrity, the panel formed the view that the University has implemented appropriate instruments for ensuring good scientific practice. Structures such as the Ethics Committee, the Scientific Commission, and the Academic Council provide formal oversight for research ethics and scientific standards.

Regarding the quality assurance of research, the panel found that relevant instruments are in place to monitor and evaluate research performance. These instruments are largely connected and support the University in its efforts to monitor and improve its operations. However, the panel identified room for further development. While the University has established important structures - such as the Scientific Committee and the Ethics Commission - and shows commitment to supporting research, the panel encourages the University to strengthen the definition and application of specific research quality indicators. At present, the assessment of research tends to rely primarily on quantitative metrics (e.g., number of Scopus publications), which, although valuable, do not fully capture research relevance, impact, or strategic alignment. In particular, the panel **recommends** the University benefit from incorporating more qualitative and differentiated indicators, such as the reputation of journals (see also chapter II). In addition, tracking unsuccessful research funding applications could offer useful insights for improving internal research support and capacity-building efforts. This would enhance evidence-based decision-making, strengthen strategic steering, and support a more comprehensive understanding of research quality within the institution.

The panel also notes that the University fosters a culture of cooperation in research that corresponds well to the individual disciplinary contexts. There is evidence of joint projects, participation in national and international networks, and collaborations with external stakeholders, though this varies across departments. Continued encouragement of interdisciplinary and cross-institutional collaboration would further enrich the research culture.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
IV. Research				
(1) Research strategy			x	
(2) Research activities			x	
(3) Promotion of research			x	
(4) Good scientific practice			x	
(5) Quality assurance in research			x	
(6) Research cooperations			x	

V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)

The UIB operates a **Marketing Department** that promotes academic programmes and carries out the University's marketing strategy. Within this department, the **Educational Programs Promotion Unit** plans and implements strategies to attract applicants, popularise UIB's programmes, and engage with potential students using various communication channels.

The University's Admissions Committee oversees the application process and offers guidance to applicants. Its members include University staff as well as current students, ensuring that prospective students receive comprehensive information about submitting documents, entrance exams, enrollment requirements, and scholarships. The Committee strives to create a positive experience for applicants and their parents, helping them make informed decisions about their academic path. Each year in May, the University appoints new members to the Admissions Committee. In the lead-up, a UIB Team - composed of selected students - engages in promotional events and supports the Admissions Committee. These students not only counsel prospective applicants but also attend outreach events: they visit schools in Almaty and other cities in Kazakhstan, participate in educational fairs, and represent the University. In recognition of their efforts, they may be awarded tuition discounts of up to 50 %.

All Admissions Committee members and UIB Team students undergo mandatory training to ensure high-quality services. This training covers communication skills, programme details, and best practices for interacting with applicants. After each consultation, the University surveys applicants and their parents to gauge satisfaction with the guidance provided. In addition, feedback on the Committee's performance is regularly monitored via the 2GIS platform[11].

The Registrar Office (within the Department of Academic Affairs) manages student registration for classes, creates individualised study plans, and tracks students' academic performance. Registration and credit transfers follow established regulations and approved timelines, guaranteeing an orderly academic process and transparent performance tracking.

UIB's Library supports the cultural and intellectual life of the institution. As a member of the Association of Academic Libraries of Kazakhstan, the Library provides access to modern educational and research materials that meet both student and faculty needs.

The Career Center coordinates internship placements (industrial, pre-graduation, teaching, and research) and assists graduates in finding employment. It organises job fairs, workshops, and training sessions on résumé writing, interviewing skills, and related career competencies. The Center actively builds UIB's network of strategic partners, which already includes 80 long-term business partnerships with public agencies, financial institutions, scientific organisations, international enterprises, and private companies[12]. On November 1, 2024, the Career Center,

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[11] A popular local application for finding the location of organizations and getting information about the quality of their services - 2gis.kz

[12] Examples include CILT Kazakhstan, Magnum Cash & Carry, Freedom Finance Insurance JSC, BBK Central Eurasia, VTB Bank (Kazakhstan), Leroy Merlin Kazakhstan, Atameken Business Media Holding, Philip Morris Kazakhstan, and KAZLOGISTIC SOLUTIONS.

working with UIB's Marketing Department, hosted a job fair aimed at helping graduates find employment and assisting students in securing internships. More than 50 representatives from 35 companies attended, including Ernst & Young, ForteBank, Kaspi Bank, Danone Berkut, and first-time participants like Atasu Logistics, Schneider Group LLP, and Novotel Almaty City Centre. The fair offered students and graduates direct interview opportunities, while employers benefited from meeting qualified potential hires, further strengthening the University's links with industry.

Departments of Information Technology and Digital Transformation. These departments ensure the smooth operation of IT services and digital platforms (including [Moodle](https://moodle.uib.kz/)[13] and [Academo](https://uib.academo.kz/auth/login)[14]) used to facilitate teaching and learning. They also adopt modern technologies to improve the quality of education and streamline communication between all stakeholders. In the event of technical issues – such as login problems – students and faculty can submit a ticket at support.uib.kz[15], which is then directed to the IT or Digital Transformation department for resolution.

Department of Youth Policy (DYP). DYP is in charge of organising student social life at the UIB. It focuses on creating an environment where students can flourish, develop a connection with the University, and build a strong student community. Under the department's umbrella, various student organisations and clubs cater to a range of interests – sports, arts, entrepreneurship, dance, and more. Participation encourages personal growth, leadership skills, and networking. DYP hosts a variety of student-centered events, including movie nights, a winter ball, and pageants like "Miss and Mister UIB." There is also an annual student organisation expo where first-year students can learn about clubs and their activities. These events nurture a warm, friendly atmosphere, support creative expression, and foster a spirit of University unity.

The International Office manages academic mobility programmes, both domestic and international, helping students enroll at partner institutions abroad to gain additional skills and transfer credits. This office plays a key role in expanding global opportunities for both students and faculty.
As part of the Erasmus+ academic mobility programme, approximately 50 UIB students have studied at top European universities such as the University of Dunaújváros, the School of Economics and Management in Public Administration in Bratislava, the University of Camerino, BA School of Business and Finance, Inholland University of Applied Sciences, the University of Córdoba, and the University of Insubria. These international experiences enrich education at UIB by integrating global academic practices and bolstering the University's international connections.

As of the current academic year, a total of 693 international students are enrolled at UIB as full-time students (see Table 1). This includes students in undergraduate and graduate programmes, as well as those in the Medicine programme of the IMS (delivered fully in English), which enrolls 655 international students from India and Pakistan.

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[13] https://moodle.uib.kz/
[14] https://uib.academo.kz/auth/login
[15] https://support.uib.kz/

	Year of Study	Number of students
1	1st year (Tajikistan, Ukraine, Kyrgyzstan, Russia, Uzbekistan, Latvia)	9
2	2nd year (Russia, Ukraine, Uzbekistan, China)	17
3	3rd year (Uzbekistan, Kyrgyzstan, Georgia, Russia)	12
4	4th year (Graduated)	0
5	Medicine (India, Pakistan)	655
	Total	693

Table 1: Number of international students

To facilitate their integration, the International Office offers comprehensive support throughout their studies, from managing initial documents to assisting them throughout their academic journey. The IMS runs its own International Office.

The University also provides a dedicated **Psychology Office**, where students and staff can seek counseling or emotional support.

Prospective students can enroll at UIB on a state scholarship basis or through an institutional scholarship/tuition discount. State scholarships are funded by the Ministry of Science and Higher Education (MSHE) and awarded based on scores from the Unified National Test (UNT) or Comprehensive Test (CT).
In addition to state scholarships, UIB offers substantial internal financial aid. This includes tuition discounts for several groups: UIB alumni continuing to postgraduate study, contest winners, children of UIB employees, students from large families, and high-achieving students. Discounts range from 7 % up to a full 100 %, depending on factors such as exam results, social status, or active involvement in University activities. Internal grants are awarded on a competitive basis. Applicants who enter UIB through partner education centers or by participating in contests like "BizZone" and "UNICON" can secure grants covering the full (240 ECTS) or partial (60–120 ECTS) cost of their studies. Additionally, the University offers grants for athletes who compete on national teams, as well as for individuals who have completed military service.

The quality management system includes instruments and methods for the regular assessment of the quality of services, primarily through satisfaction surveys distributed to students and staff.

Appraisal "Services"

The UIB provides the necessary services for the support in all areas of performance. The expert panel was convinced that a variety of guidance and assistance by faculty and a body of advisors are available for students. If students are at academic risk, mentors and advisors are assigned to help to provide academic counselling and support. Students in unfavourable financial situations can apply for scholarships. Furthermore, the UIB has developed a rich career support culture, which offers very good consultation services, and has therefore a positive impact on students' employability. The expert panel considers UIB's employer network as very helpful to provide students with a link to the world of work.

The HEI decision to involve active students as first points of contacts for study consultation has impressed the experts. The panel would like to remark on this feature and congratulates the University that it has developed a strategic component of study counselling by students for applicants.

The quality management system includes instruments and methods for the regular assessment of the quality of services. This allows for continuous feedback and the results can be transferred into specific measures for further development.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)				
(1) Services			x	
(2) Assessment of services			x	
(3) Further development of services			x	

VI. RESOURCES

Human Resources

Category	Full time	Part time
Total Number of Full-time and Part-time Faculty		
Full-time faculty UIB	211	
Part-time faculty UIB		84
Distribution by Academic Titles/Positions		
Professor (approved by Ministry of Science and Higher Education)	4	2
University Professor	7	3
Associate Professor (Approved by the Ministry of Science and Higher Education)	10	6
University Associate Professor	42	15
Senior Lecturer	105	19
Lecturer	10	0
Distribution by Academic Degrees		
Doctor of Sciences	5	4
Phd	22	
Candidate of Sciences	52	
Master's Degree Holders	113	19
Administrative staff (administrators, technical support)	139	

Table 2: Human Resources

Hiring Process

The qualification requirements for the teaching staff are specified in the document "UIB Qualification requirements for the teaching staff". The University's HR policies outline clear hiring, working conditions, and career development strategies for faculty. In recruiting new staff, the University aims to maintain a balanced age profile, preserving academic traditions while fostering innovation in teaching. Designed to attract the best professional and intellectual talent in the country, UIB's HR strategy aligns with set qualification requirements.

UIB's faculty hiring process adheres to the legislation of the Republic of Kazakhstan, notably the Education Law and Labor Code, as well as the University's internal regulations. Qualification criteria for each teaching role and a dedicated framework for recruiting faculty have been established. The hiring steps are illustrated in Figure 4:
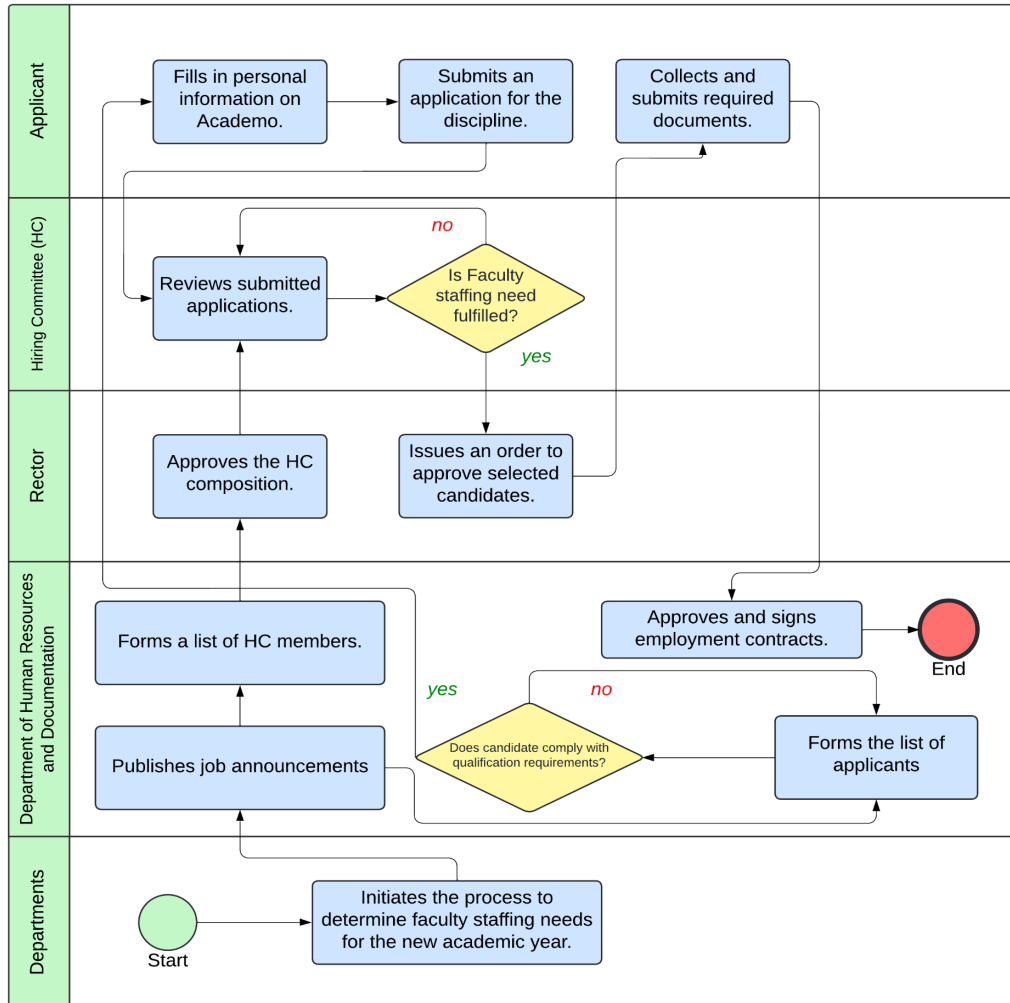
Figure 4: Faculty Recruitment Process Workflow at UIB

UIB takes responsibility for the quality of its staff and the provision of a supportive work environment. Each year, the University organises informal gatherings like team-building exercises to ease stress, foster group cohesion, boost productivity, and maintain a healthy workplace atmosphere.

IT Resources and University's facilities

The University main campus building is a unified four-story facility totaling 9,061 m²:
- Classroom space: 6,178 m²
- Computer labs: 676 m²
- Sports areas: 576 m²

Students have access to:
- 10 spacious lecture halls seating 60, 80, 120, and 140 people
- Specialised "laboratories" for certain degree programmes per Ministry requirements
- 42 standard classrooms (holding 15–40 students)

- 10 specialised classrooms designed for specific academic areas

According to the self-evaluation report, there is also a building where students at the International Medical School study:
- Total area: 1,492.5 m²
- Classroom space: 747.6 m²
- Non-classroom space: 744.5 m²

To foster research and create suitable learning conditions, UIB has designated specialised classrooms and labs. The University has established labs and centers for innovative educational technologies:
- Hospitality Lab (Department of Tourism and Hospitality)
- Tourism Office (Department of Tourism and Hospitality)
- Counseling Unit for Inclusive Education and Psychology Office (Department of Social and Human Sciences)
- Forensic Training Area (Department of Social and Human Sciences)
- "R-KEEPER," "SHELTER," and "AMADEUS" Labs
- Three Information Systems Labs (Department of Business Informatics)
- Digital Technology Lab
- "Criminology Training Ground" Lab
- "Volna" TV Studio (Journalism Lab)
- Microbiology Laboratory (International Medical School)
- Histology and Pathological Anatomy Laboratory (International Medical School)
- Biochemistry Laboratory (International Medical School)
- 3 Simulation Rooms and 2 Anatomy Rooms (International Medical School)

The educational process incorporates technologies that enhance interactivity, accessibility, and learning effectiveness. The main tools used include:

- **Moodle (LMS)** – a platform for organising distance and blended learning, sharing course materials and assignments, and conducting assessments;
- **Academo** – the university's internal information system used for academic process management, course registration, and maintaining students' academic records;
- **MS Teams** – a platform for conducting online classes, consultations, and facilitating communication between faculty and students;
- **Kahoot, Mentimeter, Padlet** – interactive tools for formative assessment, real-time polling, and student engagement;
- **StrikePlagiarism** – academic integrity tools for plagiarism detection.

These technologies are integrated into daily teaching practice and support the implementation of student-centered learning principles. The IT Department employs five specialists who provide user support; each staff member has at least one year of experience and a minimum of a secondary-specialist education. The University provides modern technology, equipment,

classrooms, and labs, with maintenance and technical support handled by the Information Technology Center. Responsibilities include overseeing the computer network, peripheral equipment, and technical support for various academic departments and administrative units. Specialists in the Department of Information Technology maintain the computer inventory, handle office equipment, and provide technical support to departments and other units.

In total, the University owns 600 computers, of which 450 are available to students. Electronic document workflow allows for instant access to documents anywhere, anytime. Since 2017, a Bitrix24 cloud-based CRM solution has been in use, automating the University's business processes and supporting both internal and external communications. To deliver high-quality training, UIB maintains 14 computer labs, each fitted with about 20 branded HP, Dell, or Lenovo PCs. There are approximately 300 total workstations across the University. The entire building houses 27 Wi-Fi access points providing wireless internet, with speeds reaching 200 Mbps.

Projectors have been installed in corridors on each floor to facilitate a novel approach to foreign language instruction, regularly broadcasting new and engaging foreign-language material. In total, 52 lecture rooms are equipped with audiovisual systems.

All University workstations run Windows 10. Course instruction makes use of software such as Mathcad, STATGRAPHICS, SPSS, IBM SPSS Statistics, Smart PLS, Nvivo, Wix and Tilda for website building, and Microsoft Office 365. The Library uses MARK software for cataloging and inventory. The University's servers run Linux and Windows Server 2012. Additionally, 1C and VMware Horizon are utilized in teaching.
For distance learning, audio-video conferencing, and hybrid classes, the conference hall is equipped with specialized Polycom iPower 9800 Internal 12-site multipoint hardware.

The University's fiber-optic internet connection enables live online academic conferences with all regions of Kazakhstan as well as cities worldwide.

The University has a comprehensive, modern information infrastructure, including a unified IT network and a research library with an area of 271.85 m², featuring three reading halls and a co-working area. The library's collection holds 184,740 items in total, 138,557 of which are textbooks and teaching materials. About 40 % of these materials are available in digital format.

Aligned with its digitisation strategy, the University actively provides online resources both externally hosted and stored on its own servers. The University offers access to various databases (either through its own licensing agreements with publishers or via national agreements managed by Kazakhstan's Ministry of Education), including:
- Republican Interuniversity Academic Library (RIMEP)
- Elsevier ScienceDirect
- Thomson Reuters
- Springer Direct
- Wiley Online
- EBSCO

Additionally, UIB uses the MARK-SQL system for its digital resources, housing 6,000 e-books that staff and students can access through the local network. MARK-SQL also supports full e-catalog management, usage statistics, service for staff and students, and the generation of required reports for state authorities.

The library regularly organises workshops on using online scholarly resources, inviting representatives from research institutes and national/international publishers to promote widespread use of modern academic resources aligned with international standards. The University's financial policy, aiming to ensure the quality of its educational programmes, focuses on continuously improving the educational process by adopting the latest software, replenishing the library collection, and supplying the learning environment with necessary equipment. The budget is formed with consideration of the needs of all educational programs, both new and existing.

Financing

The financial management policy is implemented through the Department of Accounting and Financial Reporting. The University's budget is based on the needs of all educational programmes for both new and existing specialties. The budget consists of separate operational budgets for structural units, for which the corresponding heads are responsible. Before the start of the academic year, the prices for educational services are set, and income is forecasted by each study programme. The financial condition of the University and potential financial risks are assessed. A draft of the expenditure part of the budget is prepared. Annually, the University approves the budget for the current academic year. Financial resources are distributed within the budget planned for the academic year and are allocated to ensure the successful implementation of educational programmes.

The key financial management procedures include keeping accounting records in accordance with the University's accounting policy, weekly monitoring of expenditures by budget categories and departmental budgets, and monitoring student payments in accordance with the Tuition Payment Policy. The Department of Accounting and Finance oversees financial management policy to ensure the sustainability of academic programmes.

The University's revenue consists of public funding through the state educational grant system, income from paid educational services, and additional income from other sources, such as the rental of university facilities (Figures 5, 6 and 7). The University provides paid educational services at the bachelor's, master's, doctoral, and business school levels, and also generates additional income through other services, including facility rentals.
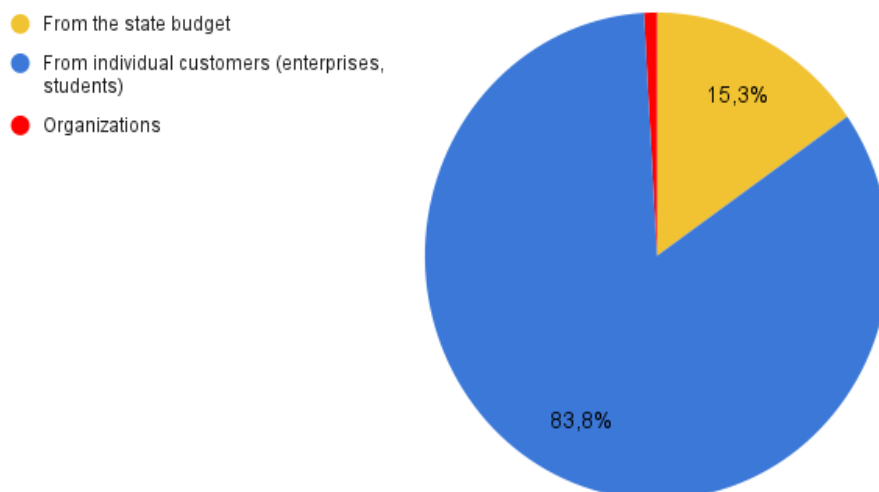
Figure 5: Funding Sources

The portion of income received from students for educational services is as follows (Figure 6):

- **73%** for the **wage fund** of administrative and academic staff;
- **24%** for expenses related to **building maintenance**, **information systems**, **strengthening the material and technical base**, and **library resources**;
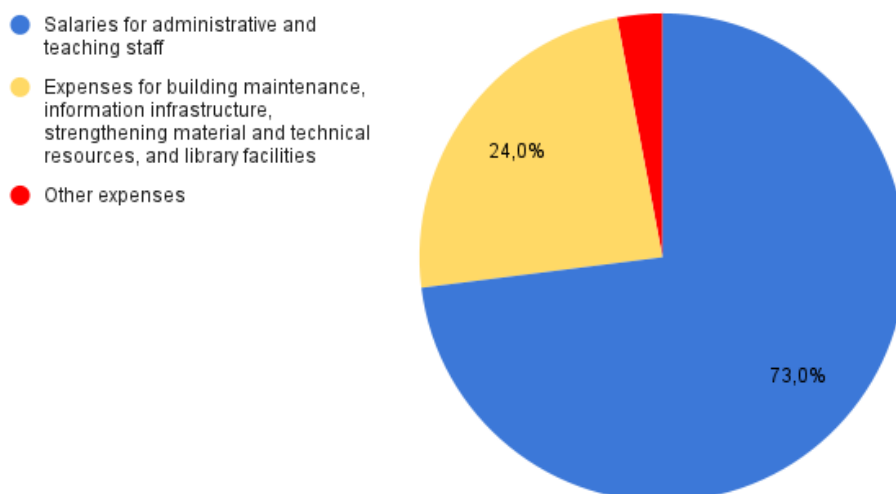- **3%** for **miscellaneous expenses**

Figure 6: Expense Distribution

Annual budget planning includes funds for equipment relevant to new and ongoing programmes, ensuring the high-quality training of specialists through modern scientific, technical, lab, and IT facilities.

Funds from the state budget (i.e., government educational orders) are directed toward fundamental research and educating students on a state scholarship basis. A significant share

also supports the University's IT infrastructure: high-speed internet and a unified information system (uib.edu.kz). Remaining state funds aid student life initiatives, R&D, library materials, and updating labs and other facilities.

All budget allocations follow UIB's strategic direction and financial policies, including a budgetary approach designed to coordinate legal, economic, organizational, and other measures. More detailed information on the "Other expenses" is presented in Figure 7.
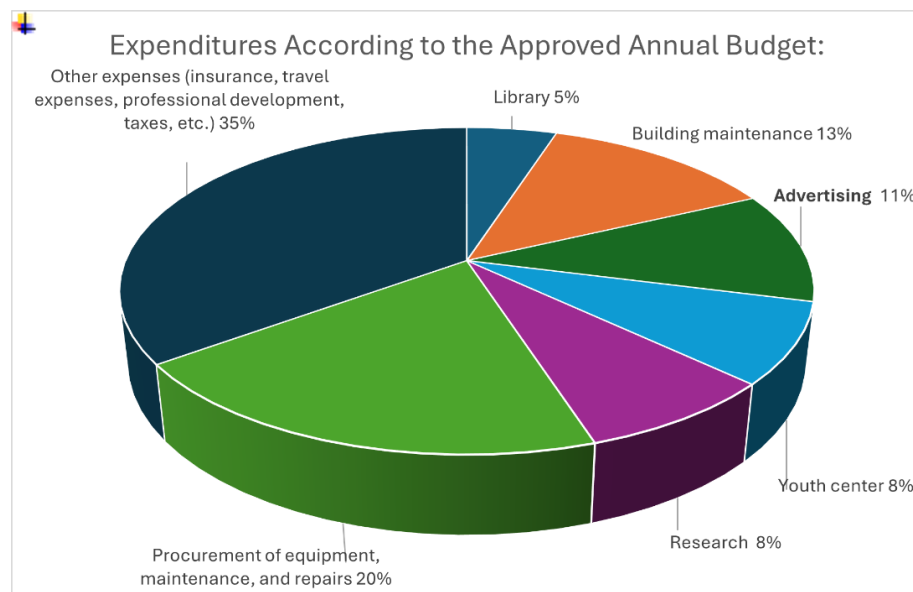

Figure 7: "Other expenses" breakdown

Appraisal "Resources"

The rooms and facilities enable the smooth running of the University. However, during the on-site visit, students expressed a wish for even more learning and leisure spaces. The panel was deeply impressed with the IT infrastructure UIB has been developing. A major advantage for UIB is its proprietary digital platform, Academo, which optimizes academic and administrative processes. Academo automates key functions admissions, enrolment, curriculum management, faculty support, and analytical reporting providing powerful tools for monitoring academic performance, conducting data analysis, and making strategic decisions. The availability of the laboratory facilities within the University complement the approach to make the academic studies more practical.

The panel was not able to visit the facilities of the newly established International Medical School (IMS), which is a significant development for the institution. Therefore, the panel **highlights** that a follow-up site visit should take place in the context of fulfilling the condition related to the IMS, to ensure that adequate infrastructure and human resources are in place to support medical education.

The qualifications of the full-time academic staff correspond to the requirements of study, teaching

and research. The number of full-time professors matches the scope of tasks in teaching and research. The qualifications of both full-time and part-time academic staff meet the national minimum requirements. In particular, part-time lecturers are typically professionals with relevant practical experience, which benefits the applied orientation of study programmes. Nonetheless, the panel encourages the University to review and further develop its hiring procedures, particularly with regard to didactic and methodological qualifications, to ensure consistent teaching quality.

The human resources across teaching and administrative units are sufficient for fulfilling current tasks. The student-teacher ratio is considered positive. At the same time, the panel identified concerns regarding the use of one-year employment contracts for academic staff. Such short-term contracts pose a risk to long-term staff retention and increase administrative workload. The University is encouraged to consider more sustainable employment models to support staff motivation and development development, especially considering its fluctuation rates of 20 % for lectures in some years.. Additionally, the panel **recommends** that the University foster English language skills among administrative and managerial staff to support the institution's internationalisation goals.

The financing of the different fields of performance to the necessary extent is ensured. However, the panel notes that indicators such as dropout rates were reported inconsistently across different documents and interviews (see also chapter II)**.** This inconsistency should be avoided to ensure the University's ability to draw reliable conclusions for strategic financial planning. In light of the strategic significance of the International Medical School, the panel also **recommends** developing a more robust risk management strategy**,** particularly to prepare for scenarios in which student enrolment targets are not met.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
VI. RESOURCES				
(1) Rooms and facilities			x	
(2) Full-time teaching staff			x	
(3) Part-time teaching staff			x	
(4) Human resources			x	
(5) Financing			x	

VII. PUBLICATION/PUBLIC

The University's official website serves as the primary source of up-to-date information about the institution and its activities. It features official announcements and updates for prospective applicants, current students, faculty and staff, parents, alumni, partners, and the broader public. The site provides details on admissions procedures, financial aid options, the academic calendar, and strategic development plans including the University's mission and vision as well as information on national and international collaboration programmes. It also regularly publishes news about institutional and programme accreditations and external recognitions. Students can find resources on support services and career prospects. Beyond the website, the University uses mass media, social media, and the Moodle platform to communicate essential leadership decisions and event announcements to the community.

Students have access to key University regulations via the website, including the Academic Policy[16]. Which is also available on the Moodle platform. Both Moodle and Academo are used to circulate all announcements related to academics, the registration process, and campus life. Through Moodle and Academo, the University gathers statistics on student enrollments, academic performance, and more. Physical information boards in the University building display major updates, new policies, and upcoming events.

The Office of the Registrar assists students with late registration, academic credit transfer, taking a leave of absence, withdrawal or reinstatement, and final certification procedures. This office also issues diplomas and transcripts for graduates. Alumni can request official documents, including duplicates of diplomas and their supplements.

For first-year students and exchange students, the University hosts orientation activities. During Orientation Week (held the week before classes begin), students meet department heads and learn about the University's mission, objectives, degree programmes, library and IT resources, as well as what to expect from student life.

The Marketing Department and the Admissions Committee organise recruitment activities for applicants both locally and abroad. They contact prospective students by phone to inform them about upcoming events and application deadlines. Each year, the Admissions Committee approves internal documentation and contracts, determines admission requirements, tuition fees, and available scholarships and discounts.

The Marketing Department routinely holds career-advising sessions and Open House events, where University representatives discuss available academic programmes. Attendees can learn about scholarships and financial aid and submit relevant applications. The University also

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[16] https://uib.edu.kz/en/internal-regulatory-documents-en/

promotes itself through social media (Facebook[17], YouTube[18], Instagram[19], Tiktok[20]), and partners with school administrators for off-site presentations at local high schools, accompanied by printed materials, multimedia presentations, and face-to-face discussions.

Stakeholders, including companies, employers, and sponsors, receive timely news and updates about the University's achievements via the website or through in-person meetings (e.g., roundtables, conferences). Members of the UIB Alumni Association regularly exchange current information, and annual plans, ongoing activities, and strategic directions are discussed in meetings with University leadership.

The University holds extended Academic Council meetings on a regular basis with the participation of all employees. Faculty and staff have the opportunity to discuss administrative matters directly with the Rector.

At the University, a comprehensive quality assurance framework operates at the institutional, departmental, and programme levels. Integrated into all divisions, it uses both quantitative and qualitative data to monitor and enhance quality. The results of these efforts are shared via Moodle, published on the University's official website, and are discussed in academic forums.

Appraisal "Publication/Public"

Competencies and responsibilities in the control system are clearly and transparently regulated and published (but see condition in chapter I regarding the organisational chart).

Regulations regarding the "student life cycle" are defined and published. The documentation of the "student life cycle" is constantly updated, it is accessible to all interested parties also in digital form, and it creates high transparency.

The University has established suitable service offers to ensure that prospective students and potential cooperation partners are provided with advice and information. The panel particularly appreciates the University's peer-to-peer approach in the admission process, whereby current students are trained to advise and support prospective applicants. This model not only strengthens student engagement but also creates a more relatable and authentic communication channel for incoming students. The panel views this as a good practice that fosters a welcoming and supportive institutional culture, while also promoting student responsibility and institutional identification.

The UIB's members as well as external stakeholders and the public are informed on UIB's activities on a regular basis. The UIB has multiple social media channels catering to different

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[17] https://www.facebook.com/uib.edu.kz
[18] https://www.youtube.com/@UIBChannel
[19] https://www.instagram.com/uib_team
[20] https://www.tiktok.com/@uib.house

groups of stakeholders. The UIB informs its members in a suitable manner on the quality management's measures and results.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements
VII. PUBLICATION/ PUBLIC				
(1) Competencies and responsibilities			x	
(2) Documentation "student life cycle"			x	
(3) Advice and information			x	
(4) Public relations			x	
(5) Results of quality management			x	

Annex: UIB list of study programmes

Bachelor programmes
1. 6B11105 Hospitality Management
2. 6B04115 Marketing in the digital economy
3. 6B11303 International Business Logistics
4. 6B04129 Art management
5. 6B04126 Business Administration
6. 6B04128 Management
7. 6B04120 Corporate Finance
8. 6B04118 ACCA Accounting and audit
9. 6B04111 Economics and Management
10. 6B06103 Digital marketing
11. 6B06105 Smart technologies
12. 6B11103 Sustainable tourism
13. 6B03202 Convergent journalism
14. 6B03104 International Analytics
15. 6B03107 Management of social and psychological processes
16. 6B03106 Psychological features of personality development
17. 6B04207 International Economic Law
18. 6B04205 Legal support of economic security
19. 6B04119 Financial markets and financial institutes
20. 6B04204 Counteraction to criminal offenses in the field of informatization
21. 6B03203 Advertising and PR
22. 6B04116 Market research and analytics
23. 6B11302 Organization and management of logistics
24. 6B06104 Big data Analytics
25. 6B04208 Jurisprudence
26. 6B10101 Smart Medicine

Master and MBA programmes
1. 7M04102 Management
2. 7M04106 Marketing
3. 7M06102 IT management and Data Science
4. 7M04103 Accounting and Audit (2 years)
5. 7M04131 Economics
6. 7M04112 Financial management
7. 7M01506 Informatics with English language teaching
8. 7M01701 Foreign language: two foreign languages
9. 7M04201 Jurisprudence
10. 7M11101 Tourism
11. 7M04114 General MBA – Business Administration (2 years)
12. 7M04128 General MBA – Financial Technologies and Digital Business Transformation (2 years)
13. 7M04135 Executive MBA – Development Management (1.5 years)
14. 7M04129 Executive MBA – Business Administration in Healthcare (1.5 years)

PhD programmes
1. 8D04101 Economics
2. 8D04106 Marketing
3. 8D04102 Management
4. 8D04103 Finance