



**INDEPENDENT KAZAKH AGENCY FOR QUALITY ASSURANCE IN
EDUCATION - IQAA**

**REPORT
ON THE EXTERNAL REVIEW
OF THE JSC “KIMEP UNIVERSITY”,**

**written by the IQAA review group
after the study of the self-evaluation report and the external review visit in the framework
of institutional accreditation**

25-27 of April

Almaty, 2018



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The level of compliance of the self-evaluation report with the actual state of affairs at KIMEP University

Standards	Indicate the level of compliance of the self-evaluation report with the actual state of affairs at HEI for each standard			
	Fully complies	Complies with minor remarks	Complies with significant remarks	Doesn't comply
<i>Standard 1</i> Mission, strategic planning and policy in the field of quality assurance		+		
<i>Standard 2</i> General management and information management	+			
<i>Standard 3</i> Students, student-centred learning, teaching and assessment of performance	+			
<i>Standard 4</i> Admission of students, learning outcomes, recognition and qualifications	+			
<i>Standard 5</i> Study programmes: design, effectiveness, continuous monitoring and periodic review	+			
<i>Standard 6</i> Teaching staff and teaching effectiveness	+			
<i>Standard 7</i> Scientific research work (creative activity)		+		
<i>Standard 8</i> Resources and student support services		+		
<i>Standard 9</i> Public information	+			

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Уровень соответствия отчета по самооценке фактическому состоянию дел в университете КИМЭП по каждому стандарту

Стандарты	Отметьте уровень соответствия отчета по самооценке фактическому состоянию дел в вузе для каждого стандарта			
	Соответствует	Соответствует с небольшими замечаниями	Соответствует с замечаниями	не соответствует
<i>Стандарт 1</i> Миссия, стратегическое планирование и политика в области обеспечения качества		+		
<i>Стандарт 2</i> Менеджмент и управление информацией	+			
<i>Стандарт 3</i> Студенты, студентоцентрированное обучение, преподавание и оценка успеваемости	+			
<i>Стандарт 4</i> Прием студентов, результаты обучения, признание и квалификация	+			
<i>Стандарт 5</i> Образовательные программы: их разработка, эффективность, непрерывный мониторинг и периодическая оценка	+			
<i>Стандарт 6</i> Профессорско-преподавательский состав и эффективность преподавания	+			
<i>Стандарт 7</i> Научно-исследовательская работа (творческая деятельность)		+		
<i>Стандарт 8</i> Ресурсы и службы поддержки студентов		+		
<i>Стандарт 9</i> Информирование общественности	+			

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25 - 27.04.18г.



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<i>Standard 4</i> Admission of students, learning outcomes, recognition and qualifications	+			
<i>Standard 5</i> Study programmes: design, effectiveness, continuous monitoring and periodic review	+			
<i>Standard 6</i> Teaching staff and teaching effectiveness	+			
<i>Standard 7</i> Scientific research work (creative activity)			+	
<i>Standard 8</i> Resources and student support services	+			
<i>Standard 9</i> Public information	+			

Note: By the decision of the Accreditation Council, the level of compliance of Standards 1 and 7 is defined as "complies with significant remarks", instead of "complies with minor remarks". The level of compliance of Standard 8 is defined as "fully complies" instead of "complies with minor remarks". Minute of 09.06.2018.



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CHAPTER 1. CONTEXT and AIMS OF THE SITE VISIT

Introduction

The site visit of the review team within the framework of the institutional accreditation procedure of the KIMEP University was held from 25 to 27 of April, 2018.

The external review within the framework of institutional accreditation was conducted in accordance with the program developed by IQAA and in concurrence with the university management. All materials necessary for the work (Site Visit Program, Self-Assessment Report of the University, Guidelines on Organization and Conducting an External Review for Procedures of Accreditation) were presented to the review team prior to the visit to the educational institution, which enabled experts to prepare for the external evaluation procedure in time.

The meeting with the President of the university, the Board of Trustees/Board of Directors and the university management enabled the review team to obtain general information about the university, the main achievements of recent years and prospects for development.

The activities planned within the site visit contributed to a more detailed familiarization with the structure of the university, its material and technical resources, academic, research and experimental facilities of the university. Meetings with the heads of structural divisions, faculty, departments, staff, students, undergraduates, graduates, university employers work towards comprehensive assessment. These interviews, examination of documentation, class visits and visual inspection of the material and technical base allowed external experts to conduct an independent assessment on the compliance of the self-assessment report (SAR) with the actual state of affairs in the institution.

The SAR contains a large amount of information, which analyzes all spheres of activity of the University and its structural units in accordance with the standards of institutional accreditation, identifies strengths and weaknesses, and reveals threats and opportunities for further development.

The visual inspection was conducted with the aim of obtaining general information on the organization of learning, methodological, research and educational processes. In addition, the level of compliance of the material, technical, educational, and research aspects with the IQAA standards was assessed. Another aim of the visual inspection was to contact with students and staff at the workplaces. The experts visited classrooms, Media Lab, KIMEP China and Central Asian Study Center, Center for Entrepreneurship and Innovation, Language center, a library, a registrar office, CISC, alumni bench, a sport center, a dormitory, food outlets, Student Learning Support Center, Legal clinic.

During the external audit, the experts depending on their qualifications studied the documentation and randomly chose classes to visit from the schedule to



know more on application of student-centered approach in classes, material and technical support.

Main characteristics of the Higher Education Institution (HEI)

KIMEP University is the education institution established on the initiative of the first president of the Republic of Kazakhstan Nursultan Nazarbayev. KIMEP was established in 1992 under the Presidential Decree of the Republic of Kazakhstan as an independent, non-profit education institution.

The Joint-Stock Company “KIMEP University” is established by General Meeting of Shareholders through changing the name of the joint-stock company “Kazakhstan Institute of Management, Economics and Strategic Research” to Joint-stock company “KIMEP University”.

KIMEP University offers 13 undergraduate, 11 graduate and 5 doctoral programmes. 2789 students study at the KIMEP University, out of which 2163 are undergraduates, 600 are Master degree students and 26 are doctorate degree students. The number of faculty is 116 people, 78 of which are PhD holders, candidates of sciences are 12, share of research degree holders is 78%. 63 people represent temporary staff, 16 of which are research degree holders.

In 2013 the University was accredited by IQAA. KIMEP University has its own campus, which is located on more than 5 hectares of land and consists of 8 buildings, including two main educational buildings, a library and a dormitory, with a total area of 39,508 m². Currently all facilities of the University are located on campus. At the university, in the Information and Computer Systems Center (ICSC) there are 11 computer labs with a total of 243 PCs. A multimedia laboratory "Electronic Resources" (21 computers) is available in the library. In 2 reading rooms of the library for 350 seats there are 34 computers available for students. Educational buildings are connected to the local network of the University (Intranet) with access to Internet. There are 17 information databases (2 of them in Kazakh).

1 808.6 m² are allocated for sport activities, 1 661 m² are given for catering. The University has 1 medical center with a total area of 152.6 m², equipped with all necessary medical equipment.

At the university, there is a theatrical hall (500 seats) for performances – KIMEP Great Hall, where students together with faculty put plays on the stage. Some of the review team members went to one of the KELT (Kazakhstan English Language Theater) shows “Harvey” which was successful.

KIMEP University has a Publishing Department and its own Independent Student Newspaper “KIMEP TIMES” since 1995 (state license № 1689 – A. January 13, 2001 registered by the Ministry of Culture and Information of the Republic of Kazakhstan).

KIMEP University offers a wide range of sports and activities to promote the physical well-being of the University students and staff: ping-pong, chess, mini-football, football tournaments. It regularly hosts different sports tournaments.



Report on the external review IQAA

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CHAPTER 2. EXTERNAL REVIEW REPORT

Standard 1. Mission, strategic planning and quality assurance policy

Evidence

KIMEP University is a small non-profit higher education institution (HEI), which focuses on educating students in economic and social sciences. The HEI has a document formulating its Mission Statement, Vision and Strategy, entitled *One University – One Vision: Completing the Journey to World-Class Status*. It is the University's mission to “*train highly educated citizens and improve the quality of life in Kazakhstan and Central Asia by teaching, learning, community service and promotion of knowledge...*”. It is based on a set of core values cultivated within the HEI. Among other things, the education of students is supposed to develop leadership qualities and meet the latest needs of the labour market.

According to the Strategic Plan 2015-2018, by the end of the 2017-2018 academic year KIMEP University is supposed to be “*...recognized as a world-class university...*”, which means inclusion in the group of the “*Top 100 best universities of the world*”. SWOT analysis presents this objective in a more modest way as the “*...organization of regional educational hub in central Asia...*”. The Strategy contains 6 strategic directives and 21 actions. It also identifies people and units responsible for their implementation and indicates deadlines for individual tasks. The course of strategic actions is linked to a SWOT analysis. Strategic directives promise a growth in student numbers, improved access to online and distance learning study programmes, more external funding for the HEI, better living conditions for students as well as increased support offered to research and academic workers. The self-assessment report (SAR) defines a world-class university as one built on the idea of “*student-centred learning, attention to students' successes and learning outcomes.*” (p. 15).

The Mission Statement, Strategy and core values are regularly modified every four years (2007, 2011, 2015, 2018). The SAR contains a laconic statement that this process occurs with the participation of all University units, students and staff (p.10). It is certain that students, academic staff and employers exert influence on the shape of the Strategy by participating in the various University's collegial bodies. Information posted on the University's webpage reveals that certain units, including departments, have formulated their own vision, mission statements and strategic plan (e.g. Bang College of Business, Department of Accounting and Finance). It is not clear how the performance of strategic tasks is assessed. In the opinion of the SAR authors, the assessment is continuous and most of the strategic objectives and tasks have already been achieved. However, the data that is quoted there shows that the planned number of students has not been reached and its growth is deemed a critical factor in the implementation of the main objective and



the HEI's financial stability. In the case of distance learning, there have only been initial pilot programmes and research into interest in this form of study.

The University has developed a range of policies and procedures, including quality assurance policy. The 2015-2018 Strategy lists no objective or task directly related to internal quality assurance. The Mission Statement says: “... *we offer graduate and undergraduate degree programmes at the highest level of international educational standards...to outstanding students, who will become equals to graduates of universities anywhere in the world*”. Quality assurance issues are contained in a separate document entitled “*KIMEP University, policy for quality assurance in education*” revised in December 2017 by the Academic Council. The objective of the HEI's quality assurance policy is to establish „*a common set of core values for quality assurance within the field of education*”. The notion of quality assurance is understood as Continuous Quality Improvement. This document presents principles for quality assurance, information about the structure of the quality assurance system, a brief mention of its processes and a broader presentation of several areas: recruitment, study programmes, education, teaching and learning environment, support offered to students, and links between study programmes and labour market needs. More detailed objectives have been formulated for each of the areas, however, there are no KPIs, no persons responsible for their implementation and no deadlines. A document entitled the *University Faculty Code of Practice* has been developed. It contains principles and norms ensuring academic integrity, and procedures applied in cases of academic ethical standards infringements. The Zero Tolerance Policy is operated in cases of plagiarisms committed by students and staff; anti-corruption measures are undertaken.

The monitoring and assessment of the quality assurance system seem to be based on the HEI's traditional and hierarchical structures. The SAR states that quality issues are discussed every week by the Vice President of Academic Affairs and deans, and the most important problems are discussed in the forum composed of the Board of Directors/Board of Trustees and the President's Cabinet. A special unit has been created, called the Department of Academic Quality and Institutional Research, whose main task is to organise and process student, academic teacher, graduate and employer survey results.

The introduction to the SAR mentions the appointment of a 15-strong Accreditation Committee responsible for preparing the University for the current re-accreditation (p. 7). This committee consists solely of internal stakeholders. No mentioning is made of external stakeholders i.e. employers and alumni.

There is a long list of programmes accredited by such authorities as the Austrian Quality Assurance and Accreditation Agency, Association of Certified Chartered Accountants (ACCA), American Communication Associations, Chartered Institute of Management Accountants, Institute of Chartered Accountants of England and Wales (ICAEW), Administration Accreditation (EAPAA) and FIBAA.



The University has a follow-up plan concerning the implementation of recommendations formulated in the course of the previous institutional evaluation performed in 2012 by IQAA experts.

Two weeks prior to the audit, the panel received two additional documents as requested: (1) KIMEP University Strategic Plan for 2018-2021; and (2) KIMEP University's Policy for Quality Assurance in Education (revised 2017). It should be noted that the new strategic plan is not mentioned in the SAR. Much of the provided information in the current 2012-2018 plan as elaborated on in the SAR, however, is different from that in the new 2018-2021 plan. The mission statement is even more ambitious both in terms of quality (world-class) and scope (beyond Kazakhstan and Central Asia, and additional fields of education and research). The core values have been regrouped from 11 to 7 with a clear focus on the academic learning environment but without mentioning the notion of quality. Also, the list of international accreditations is about to change with in the future a prominent role for FIBAA.

Analysis

The University has created a short-term development strategy and a subordinated education quality assurance policy. These documents are posted on the HEI's webpages and are available for the general public (Full text in Russian; summaries in English). The Strategy and QA policy are in line with the HEI's Mission Statement as well as with the higher education policy of the state. In some ways, KIMEP might exceed the state programme for education. KIMEP's top management, for example, is represented by international experts only (SAR, p. 14). The review team wonders about the effectiveness of this arrangement. There are additional activities undertaken to change the University's structures in accordance with strategic requirements. Linking the strategic plan with SWOT analysis can be considered as a good practice. The draft of the KIMEP's Strategy was prepared by the Strategic Planning Committee, without direct involvement of employers' representatives. They could formulate their opinions through the Advisory Boards and Business Advisory Council established at the level of the colleges and departments, as well as through the Board of Trustees.

The implementation of the strategic plans is in line with the major objective of becoming a world-class university. However, some strategic goals seem to have been set too ambitiously. This is even more evident in the newly presented 2018-2021 strategic plan. It would be difficult to give an example of a spectacular passage of that kind from a school of business (operating till 2012) to a university (limited to social sciences only) being among the top 100 universities in the world in such a short period. It is not clear which ranking of the top 100 world universities this is. *Nota bene*, no international ranking mentioned in the SAR puts the University close to the first hundreds of the best HEIs. None of the strategic plans nor the SAR propose any way of achieving this objective, nor do they present an assessment of actual progress in the period under review. In the period under review KIMEP has neither created a long-term development strategy, nor indicated



a path leading to this objective. There is no mention of any directions of developing research based on the University's comparative advantages and implemented by research teams and not by individual researchers only. The same can be said about the 2018-2021 although the new mission explicitly mentions research. Numerous University documents stress the fact that the teaching/learning process is based on the student-centred learning and teaching paradigm. Out of the 6 strategic directives in the 2012-2018 plan (apart from online and distance learning), none refers to teaching and learning.

In its external review report of 2012, IQAA's review team issued recommendations to adapt the "...strategic goal of the University and formulate it as an aspiration to become a world-class business school". The inclusion of this objective in the Strategic Plan 2015-2018 was regarded as corrective actions by the HEI in its follow-up plan. It was decided at the same time that this objective had been achieved in 100% in the case of doctoral programmes as 4 of them had been granted state authorisation for their provision. It is the review team's opinion that a programme provision authorisation granted by the minister of higher education is not the same as reaching the status of a world-class university. Again the 2018-2021 plan explicitly mentions world-class education in terms of excellence and high-quality performance of staff and students. The plan lists a number of initiatives to achieve this goal but once more the achievement of these goals does not necessarily qualify KIMEP as being a world-class university. During the site visit it was evident to the review team that university representatives has some difficulties with explaining of how the "world class" university is understood and what policy measures will be implemented in order to achieve this goal in a short period. The panel appreciates the progress made by KIMEP in recent years in various areas. However, the implementation of the main strategic objectives in the 2021 perspective is not realistic due to insufficient resources (see standard 8) and advancement in scientific research (see standard 7).

The HEI's quality assurance policy is closely linked to its declared academic core values, therefore, it favours university integrity and the development of quality culture. In the review team opinion, the quality assurance activities are in line with the American and European practices (including part one of ESG). The review team was pleased with the strong commitment of all KIMEP stakeholders (including the vice-minister of higher education) to the ideas of academically high-quality and student oriented teaching as demonstrated during the meetings. Also, it welcomes all initiatives aimed at the continuous improvement and developing of a quality culture, however at the same time some of them are at the early stages of development. For example, KIMEP needs to define "the excellence model" in the context of its own good practices, and aligned it with internal academic quality assurance policy. The objectives and tasks mentioned in the quality assurance policy sometimes are too vague and frequently immeasurable. The following statement may serve as an example: "*KIMEP University's objective is to provide an attractive study environment*". It is difficult to determine the progress that has been achieved in this field.



The quality assurance policy is supported by an internal system encompassing basic procedures, structures and tools. However, the SAR (and other available documents) does not offer its full presentation. It is not clear which processes and procedures are principal and which are auxiliary, as well as how the individual elements of the system are interconnected. A description of the system based on the PDCA cycle has been announced but the HEI has no Quality Handbook/Manual offering a thorough presentation of processes and procedures as well as quality assurance system tools. The internal quality assurance system is not completed as it does not cover research and university governance and the synergy between various areas of activities has not been demonstrated. Strikingly, SWOT analysis of this standard does not cover any issue related to internal quality assurance system. Therefore, it is difficult to assess how effective the internal quality assurance system is in identifying good practices and quality enhancement. The review team perceives study programmes and academic units to evaluations performed by foreign accreditation agencies as a distinctive feature and useful practice in line with the main strategic objective. The review team suggests to review KIMEP's accreditation policy to optimise the outcomes of both approaches i.e. external and internal quality assurance from the perspective of enhancement activities and quality culture.

The available documents and discussion with the university representatives confirm that particular elements of the internal quality assurance (IQA) are continuously monitoring and analysing at the colleges and departments level. Extensive surveys administered to stakeholders (7 regular surveys and a dozen or so ad-hoc surveys) deserve special mention. Unfortunately, the SAR does not provide accurate information about how the results of such surveys are used for education quality improvement. The principles for quality assurance mention students' and external stakeholders' active participation in the designing and implementation of quality policy. However, the SAR provides no specific proof of this. On the other hand, high ratings given to student awareness of quality assurance (in 2017, 80% of them declared a high degree of satisfaction) would point towards its extensive understanding and acceptance. During the site visit it was revealed that IQA was not comprehensively reviewed on a regular basis. A lack of systematic reflection at the university level on IQA's wanted and unwanted outcomes is a major weakness of quality assurance policy. The review panel encourages the KIMEP management to introduce periodic and holistic reviews of its internal quality system. Demonstration of capacity for self-reflection and critical evaluation of quality assurance policy would increase the accountability of the KIMEP.

Remarks

1. The Strategic goal to become world-class university could be not feasible in the short period.
2. KIMEP does not presented relevant set of actions aimed at achieving core strategic objectives.



3. The internal quality system does not cover research and university governance. However, in the frames of student Satisfaction Survey, Faculty Satisfaction Survey and Survey on Satisfaction with Dean's activity respondents are given opportunity to assess university governance. The IQAS is not comprehensively and systematically analysed.
4. KIMEP University does not have quality handbook.

Areas for improvement

1. The University should make the main strategic objective more realistic by refining it (or transfer it to the University's Mission Statement and Vision) and indicate a road map of achieving it, together with the specification of KPIs. This is particularly relevant for KIMEP's far-reaching ambitions.
2. The University should prepare its long-term development strategy.
3. In line with KIMEP's most recent mission statement, the internal quality assurance system should include research, student-centred learning and university governance.
4. The internal quality assurance system should undergo a regular comprehensive internal review (audit).
5. The University should create a quality manual/handbook-like document containing a professional and comprehensive description of the internal quality assurance system and its functioning.
6. Consider involving also local experts in KIMEP management to ensure more continuity and involvement of the local community.
7. Publish the quality assurance policy document and the main outcomes of the PDCA cycle for transparency reasons and maximal involvement of all stakeholders including employers and alumni.

Good practice

1. Linking the strategic plan with a SWOT analysis.
2. Seeking and obtaining international accreditation both at programme and institutional level.
3. Focusing on high-quality education in terms of student population, staff and the teaching and learning environment.

Standard 2. General management and information management

Evidence

KIMEP University has developed a sophisticated system of general management. The key organizational structure is determined in the University Charter (the Charter was registered by the Ministry of Justice of the Republic of



Kazakhstan on January 26, 2012) and described laid out in detail in the Faculty Code of Practice. Both documents are available from the webpage of the university. The general management system complies with legal rules and regulations and entails elements of a corporate style as KIMEP University is organized as a Joint-Stock company. The key bodies are the General meeting of shareholder, the Board of Directors / Board of Trustees as managing body, the President's Cabinet as executive body and the Academic Council as a collegiate body.

The materials on the activities of the Board of Directors/Board of trustees of KIMEP University have been shown, the minutes of meetings held at least twice a year were studied by the external expert group. The following issues are discussed at meetings:

- approval of the University's strategy and development plans;
- University budget and annual financial statements;
- cost of education;
- approval of documents regulating the internal activities of the University;
- reports of heads of faculties, departments, and separate structural units.

The management system dealing with distribution of duties, decision-making, review and signing of documents, publication of the Employer's acts is carried out by the First Vice-Rector (Provost) and the Vice-Rector for Academic Affairs on the basis of powers of attorney approved by the President (Memorandum, 15, February, 2016). The order of interaction of departments of the university and the provision of data is regulated by Order No. 121 of November 16, 2015. The powers and duties specifically of the President's Cabinet in charge for day-to-day operations are clearly determined and clear separations of tasks as well as a system of checks and balances is maintained. Duties of the staff are prescribed in accordance with the requirements of the Order of the MES of the Republic of Kazakhstan dated July 13, 2009 No. 338 "On approval of standard qualification characteristics of positions held by teaching staff and persons equated to them".

The organizational structure (as depicted in the organigram included in the attachments) is constantly reviewed and refined to adjust the structure of the University to new requirements and developments.

The primary aim of KIMEP University is to provide high quality education. This aim is reflected in the organizational and functional structure of the University. The academic units are clearly separated from the administrative units and are supporting the academic units in their tasks.

The importance of the strategic goal of academic excellence of KIMEP University is reflected in the numerous processes in place for quality assurance. A detailed quality assurance plan is laid out in Annex J of the Faculty Code of Practice. This plan entails detailed annual activities to be performed: analysis of course quality, analysis of program quality, analysis of student performance, teaching and course evaluations, conduction of student satisfaction survey, conduction of graduating students exit survey and maintaining and analysis of



faculty research database. These activities as well as other academic issues, e.g. development of new programs etc. are in the clear responsibility of the faculty members, colleges and Academic Council subject to the approval of the President's Cabinet.

To ensure a consistent level of quality and compliance of qualifications of staff members with objectives of management, job descriptions are developed for all positions (including functional heads and deans) and in order to maintain a high level of quality an annual performance review of all staff members, faculty and administrators, is conducted. A similar review is conducted for functional heads of units and deans as well.

In order to run its operations efficiently, KIMEP University has introduced several systems and processes to efficiently collect and analyze information on the level of satisfaction of students and staff members and many internal processes are conducted electronically to increase the level of efficiency of the institution.

The University has managed to create the atmosphere of trust through transparency and academic integrity reflected in regulations related to academic relations of students and faculty (Faculty Code of Practice), detailed information can be found on <https://www.kimep.kz/discover/en/publications/>. Disciplinary aspects are defined in the "Academic Integrity Policy", which is a part of the administrative directory of KIMEP University (<https://www2.kimep.kz/>). Ethical standards of employees' behavior are reflected in the HR Policy Manual and are evaluated on an annual basis in accordance with the Regulations on the work with students (Evaluation of Administrative Personnel) (Intranet / HR system).

Analysis

KIMEP University has developed an organizational set-up which is in line with legal requirements of a Joint-Stock company. A problematic issue is the ownership structure. 60% of the shares are held by the founder, 40% by the government. As KIMEP University currently is relying primarily on tuition fees for funding, the University is facing financial constraints and difficulties (see Standard 8). During interviews with the members of the Board of Trustees and the Deputy Minister of Education, the panel was ensured that currently all owners are supporting the strategy of the university and committed to ensure the operations of KIMEP. Based on minutes of the meetings of the board meeting, the panel can conclude that the board of trustees meets at least twice a year as required by law and all major topics of the university like strategy development, budget, and academic plans are discussed. Furthermore, the panel was ensured that participation of faculty and students in management is possible via the Academic Council and various commissions. To further improve governance and internal controls, KIMEP University set up the function of an internal auditor.

As was noted in the prior review, KIMEP University has restructured its organization quite substantially and very frequently in the past years. Members of the Board of Trustees explained, that these restructurings reflected in part legal



requirements as well as methods of corporate development to ensure operational improvements.

Areas for improvement

1. Reduce frequency of organizational restructuring
2. Further refine system of surveys to increase efficiency of this tool.
3. Align internal regulatory documents on the management of educational activities with the regulatory requirements of the Ministry of Education and Science of the Republic of Kazakhstan with regard to the regulation of the construction of study programs on a modular basis, as well as dual training.

Good Practice

1. Formalization of an annual quality assurance plan
2. Introduction of the role of an internal auditor
3. On a regular basis, it is practiced to attract to the top management of the University foreign specialists with high qualification, significant work experience and high potential.

Standard 3. Students, student-centered education, teaching and academic assessment

Evidence

The HEI's basic documents (Mission Statement, Vision, Strategic Plan, Quality Assurance Policy) contain declarations that student-centered education is central to building a world-class university. Among other things, study programmes are supposed to be offered "*...at the highest level of international educational standards*", students are to be recruited from among the best candidates, the education process is to reflect the needs of students and the labour market, outstanding students are to be comparable with "*...graduates of universities anywhere in the world...*", and KIMEP University is to create a student-centered learning and teaching environment. The University further declares that "*...our programs produce better quality graduates that are higher in demand*". SAR strictly follows IQAA's evaluation criteria applicable to student-centered learning and student-centered teaching, such as student participation in university management, designing and developing curricular contents including intended learning outcomes, new forms and methods of teaching and assessing student achievements, student participation in internal and external quality assurance processes, support system as well as in implementing student-centered technologies.



In university practice, students can exert influence on the functioning of their HEI through three main channels. Firstly, by participation in the University's collegial bodies. SAR states that representatives of the Student Government are members of the Academic Council, Budget and Tender Committees, Disciplinary Committees of Colleges and the University, the Strategic Planning Committee and of lower-ranking collegial bodies. The 2012 recommendations implementation plan provides information that since 2013 representatives of the Student Government have participated in meetings of the Board of Directors/Board of Trustees and in regular meetings with representatives of the President's Cabinet. Secondly, they voice their needs through student organisations. There are several dozens of such organisations at KIMEP University. Thirdly, students are able to shape their individual educational path as they have a wide range of courses to choose from. Fourthly, they use surveys to express their opinion on the education process and its conditions. In this case, there are two important surveys entitled "Faculty teaching evaluation survey" and "Graduating students exit survey" that are central to the process. The questionnaire construction is correct, students reply online to closed and open questions, also to those concerning intended learning outcomes and the system assessing their achievements. The mean score of the education process is, with some minor exceptions, within the band of the highest scores. The response rate systematically increases from about 34% in 2012 to over 78% in 2017. Students are informed about aggregated survey scores on their webpage. SAR does not indicate practical consequences resulting from low ratings given to academic teachers.

The student-centered learning system currently implemented rests on three pillars (apart from student participation in the shaping of programmes and education processes already described): learning outcomes comprehensive system, innovative teaching methods promoting student interest in the process of learning and on the system of didactic support addressed to a diversified student group. The application of interactive teaching methods is of paramount importance in the implementation of the student-centered learning concept. A review of syllabuses shows that in the didactic process academic teachers apply a wide range of teaching techniques including individual and group projects, case studies, student presentations, essays, etc. Students can develop their skills also outside of their lecture rooms and seminars. The Club for Solving Practical Problems, Legal Clinic and the KIMEP Accounting and Finance Club are such examples. The University supports of its academic teachers' competence development. As part of the Professional Development Programme, each academic teacher must take part in a one year-long course in new and innovative teaching techniques, interactive learning technologies, etc. Having staff with teaching experience acquired at foreign universities and classes held by visiting professors fuel the policy of disseminating innovative teaching methods.

Appropriate structures offer support to the implementation of the new learning and teaching paradigm. The creation of the Students' Learning Support Centre and the Centre for Educational Excellence are good examples. The former



is focused on helping first-year students in their transition from secondary schools to the HEI, it also offers assistance to students on academic probation and those with low academic standings. First-year students are regularly administered Focus Groups surveys to collect their feedback on the quality of services offered by the University. The Early Intervention System operating from the first year onwards provides information about students who have problems with following their study programme. The latter offers academic teachers compulsory classes developing competencies linked to new teaching methods. From the first to last semester of their course, students are supervised by coordinators, tutors and advisers. The Department for International Academic Mobility offers assistance to incoming and outgoing students under mobility programmes. The Students' Code of Conduct and the Student Organization Code of Conduct provide principles to be applied in cases of ethical standards infringements. The HEI provides its students with various forms of support, such as learning support, assistance with the development of language competencies, psychological counseling as well as medical and financial assistance (over 300 students receive scholarships). Special attention is given to supporting first-year students and low performers. As part of the student support process, the HEI remains in touch with its students' parents. Foreign students are offered special services. The Career Centre Department offering information about upcoming jobs and helping students with entering the labour market is an essential element of support provided to students starting employment. The system of informing students about available academic opportunities is greatly advanced. This refers both to the IT system - namely the Intranet - and to printed material. Students' satisfaction from the offered assistance is growing in the last few years and is high.

The University has developed uniform and general frameworks to assess student achievements during and at the end of their programme. These evaluations are made more specific by academic teachers at the level of the relevant courses. Learning outcomes verification is based on written tests. There is a 13-grade scale expressed in GPA numbers and descriptively, from "fail" to the "highest grade", and in letters (from F do A+). Academic teachers are provided with distributions of grades which helps them with evaluating the correctness of learning outcomes verification. The aggregated data that has been presented in SAR shows that those distributions do not follow a Gaussian distribution as most of the grades are concentrated in the highest band. SAR does not indicate to what extent this knowledge is used to make a comparison across subjects. The HEI's electronic system of recording examination results and other student achievements makes it possible to track student progress in the course of their programme. The University has procedures governing final examinations, the preparation of theses and their presentation. The fact that external examiners sit on examination boards should be welcomed. Diploma theses are written in English, therefore, the University could send them to foreign reviewers. SAR provides no information whether or not the University performs a comprehensive quality assessment of theses and reviewer' opinions. Students may appeal against their grades. The HEI issues a diploma



supplement containing a list of subjects and grades. The documents that have been made available do not indicate the procedure applied to recognize learning outcomes achieved outside the higher education system. In the new Strategic plan for 2018 – 2021 University plans to determine and assess learning outcomes, including new methods for measuring course outcomes.

Analysis

In the opinion of the review team, the University is actively implementing the concept of student-centered learning and teaching in line with its declarations contained in its Mission Statement. Students are ensured participation in those processes by being involved with collegial bodies at university, college and department levels. They can address their needs to the authorities of the University through student government and other student organisations. At the meeting with the review team students confirmed that they are treated as partners and have an impact on the development of the university. It is worth acknowledging that they have full access to the results of the survey. Students shape programme profiles by choosing elective subjects on an individual basis. However, it has to be noted that SAR indicates a student representative as a member of the Academic Council, but the composition of this body as posted on the University's webpage contains no student. SAR does not provide information whether or not student representatives are included in didactic committees dealing with study programmes reviews.

Intended learning outcomes have been provided for each level in accordance with the requirements of NQF, ESG and the Dublin Descriptors. Syllabuses seen by the review team demonstrate that learning objectives and learning outcomes are properly communicated to students and that teaching/learning techniques applied by the University are diversified and boost student motivation. A number of clubs have been created as platforms for improving student skills. The system of collecting student opinion on programmes and studying conditions operates properly. However, the HEI should analyze the reasons why its survey response rates are so low.

KIMEP develops modern teaching techniques activating students, which was confirmed by teachers in conversations with the review team. Such include mock jury trial game, mentoring program with the participation of practitioners in the School of Law, legal advice provided in Legal Clinic, trading on the exchange, real projects, real business consulting, simulation games. The exposure of students on various teaching and learning techniques brought by academic staff from foreign universities could be seen as valuable asset. However, academic teachers also pointed to the lack of sufficient resources for the implementation of SCL, eg. specialized software, specialist statistical databases.

The establishment of a student-centred learning environment involves existing and new academic units with the leading role of the Student Learning Support Center, and Center for Professional Development.

The University operates an extensive system of supporting students' academic, social, cultural and sport development. The diversity of the system and



the fact that it takes account of the needs of diverse student groups and provides reliable information about the programmes offered is a strength of the system. The system of assistance offered to newly recruited students deserves special mention. KIMEP provides a special assistance to at-risk students. The university conducts a detailed analysis of the causes of students' retention and attrition. Among other things, the quality assurance committee examines the so-called Difficult Courses, which give students the biggest problems. The results of this analysis are presented to the dean of the college and vice-president for student affairs and on the basis of which follow-up plans are developed. Statistical data shows (SAR p. 34) that students on academic probation have been gradually improving their learning outcomes in recent years. The percentage of students continuing education in a higher year is also growing. High graduate employability proves that the teaching and learning methods applied by the University are effective. Almost all graduates find a job within a period not exceeding 6 months of completing their programme. A closer look at the surveys outcomes reveals, that graduates, alumni and staff formulate some critical remarks on achieved learning outcomes. For instance, teachers complaint on insufficient level of preparedness in basic discipline and English language, alumni assess preparedness for further study poorly.

KIMEP has a structured and systematic approach in place for students' achievements assessment, including and the electronic submission of assessment. The fact that education is provided only as full-time programmes and the average number of students per one academic teacher in full employment is about 24 fuels the policy of student-centered learning and provision of formative assessment. KIMEP University should reflect more on how to improve feedback to students on their learning-in-progress, as this is a key factor determining the achievement of learning outcomes. Changes in the assessment system are implemented virtually annually as a consequence of the program learning outcomes analysis. The review team welcomes three new initiatives: preparation of a more robust strategy for institution-wide student learning outcomes assessment; reviewing all program learning outcomes in each program within a three years' period; introducing so-called institutional learning outcomes (see standard 5). These actions will create great opportunities for critical reflection on the future of assessment system.

The high rating that has been given to this standard should attract attention to the following issues: Firstly, it is somewhat disappointing that there is no presentation of a teaching and learning effectiveness assessment system based on indicators demonstrating student ability to achieve intended learning outcomes. Also, distinctive features of student-centered learning system developed at KIMEP University could be better described. From this perspective, the review team encourages KIMEP to define its own concept of student-centered learning, its understanding within university context and effectively communicate to students and staff. KIMEP could formalize existing practices and priorities in teaching and learning in The Teaching and Learning Enhancement Strategy. Secondly, the analysis of changes in the student life cycle is an important element of SCL. The University has a student achievement basis tracking each student's progress. The



review team suggests that this system should be expanded to include the expectations of newly recruited students. A comparison of initial expectations with the degree of satisfaction at the end of a programme when such expectations are confronted with the programme offer would be a good point of reference in the process of modifying the programme offer, teaching methods and the conditions in which education processes are implemented, and - in a broader sense - the quality enhancement strategy and policy. Thirdly, as demonstrated in SAR, student-centred learning is not equally advanced in relation to all fields of study. Perhaps, Bang College of Business is an unquestioned leader in this field, however even there some indicators worsened during the last few years. Therefore, the mechanism disseminating good practices does not function in an effective way. The review team encourages KIMEP University to create effective arrangements to identify and share good knowledge and practice in SCL at the institutional level (reports on teaching and learning, seminars). Fourthly, the number of ECTS accumulated in the course of a programme is considerably higher than in other European universities. This may point towards somewhat overloaded study programmes containing too many subjects. Also, during the meeting with the review team, students pointed to the limited number of available professors. It means that the pool of electives is smaller than announced in the KIMEP catalogues. Fifthly, the absence of students' scientific publications, and short list of doctoral students' publications give rise to certain doubts. On the one hand, this means the non-involvement of students and doctoral students with group research projects, on the other hand - it may point towards problems with transferring knowledge to the teaching process. In staff survey, academic teachers complain on very high level of teaching loading and not sufficiently developed research infrastructure. In the Strategic Plan 2018-2021 actions enriching the study program and teaching processes with the outcomes of scientific research conducted by KIMEP University teachers are announced. Sixthly, the concentration of grades in upper bands should be thoroughly analyzed by appropriate didactic committees. The review team would welcome comparative analysis of grades distribution at University level to eliminate the possibility of grades inflation. In preventing plagiarism University should consider to use special plagiarism detection software.

Areas for improvement

1. The University should work out its own concept of student-centered learning and show how various practices in curricula, teaching and learning and assessment are integrated into consistent SCL quality assurance system.

Good practice

1. Academic support system for first year students and at-risk students and students experiencing study difficulties.
2. Well-developed system of extracurricular activities performing by students.



Standard 4. Admission of students, learning outcomes, recognition and qualifications

Evidence

The SAR mentions several documents and tools regarding the teaching and learning environment of KIMEP students. These cover all regulations and activities pertaining to the various stages of study in undergraduate, graduate and postgraduate programmes. The same information is available on the website. The rules of admission for applicants, for instance, are in line with KIMEP's policy document on admission, and the relevant documents are published in a designated area on the website. Along with the rules of admission, the information on the terms and conditions of readmission and transfer of students is posted, moreover, information on financial support programs for applicants and budget allocation (grants and discounts for training) is found there. A new tool is the Applicant Portal allowing online applications.

According to the SAR, initiatives for the recruitment of new students involve studies of enrolment forecasts and recruitment strategies, active involvement of students and alumni, and a more targeted marketing approach. The main tool is a new communication plan shifting from mass events to a more individual approach. Another interesting event is the KIMEP Intellectual Olympiad in order to attract the more promising students. The university organizes visits to the countries of Central Asia (Uzbekistan, Turkmenistan, Kyrgyzstan etc.) in order to recruit students. Thus, KIMEP organised ten to fifteen professional orientation events on a yearly basis.

According to the SWOT analysis, external factors are largely responsible for the decline in quality and numbers of students. The SAR does not explore possibilities to deal with these outside threats. The SAR also mentions the decrease of interest in KIMEP's traditional fields of business, law and social sciences. During the site visit, the panel learned that IT is one area of interest in which KIMEP is investing.

The SAR also provides comprehensive statistics on the student body, their performance, and the graduates' employment. All data is part of the SAR's numerous appendixes. The interview with the representatives of employers evidenced their satisfaction with the quality of graduates' training and demand in the labour market. The career and employment service of KIMEP University carries out ongoing monitoring of graduates' employment, and Office of Quality Assurance and Institutional Research conducts surveys on employers' satisfaction.

Special mention is made of the academic mobility of staff and students. In the period under review, no less than 70 new agreements with universities abroad were signed. The university has an effective system of providing double-diploma education due to the language of instructions (English). Currently KIMEP University offers 10 double diploma programmes. 920 students, 13 faculty



members, 25 administrative staff members took part in external academic mobility programmes in 79 higher educational institutions in 25 countries of Europe, Asia and the USA during the last five years.

Analysis

The review panel finds that admission of students, learning outcomes, recognition and qualifications are well-documented based on the information provided both in the SAR and on the university's website. As such information is available to internal and external stakeholders, both in an online environment and in a more traditional form (brochures, booklets, fact sheets and etc.), KIMEP meets the criteria for documentation.

A major concern of KIMEP, seems to be the recruitment of sufficiently gifted and talented students. In line with its strategic plans, KIMEP has invested substantially in the recruitment of new students in the period under review. The more personalised approach in communicating with its target groups has proven to be successful. Also the KIMEP Intellectual Olympiad is a good practice both for undergraduate and graduate students. As a result of intellectual competition more than 100 bachelor degree students received full grant at the KIMEP University from 2012 to 2017. 35 Master program students received educational grants in 2017. The Applicant Portal is functional and attractive for future students. Recent initiatives are being taking, for example, to attract more students from China. This would be in line with KIMEP's strategy with a focus on the Central Asian region. Even so, further efforts are needed as confirmed by KIMEP's management.

In line with the 2018-2012 strategy, the panel encourages KIMEP to further develop plans for investing in other than the traditional fields of interest. Now that finance and business seem to be less in demand, a slight shift in focus might offer new perspectives and opportunities. Discussing this issue with KIMEP's management, it acknowledged that further research of the market is needed. It will help the university to diversify its efforts and meet the demands of the labour market and the students. The panel strongly supports this idea.

Statistics show that no spectacular changes have taken place since the 2012 IQAA review. If changed, there has been a slight improvement. For instance, the average GAP has increased from 3.71 in 2013-2014 to 5.8 in 2017-2018, and the employer's satisfaction has grown from 82% in the 2013 survey to 97% in the 2017 survey. Data show that KIMEP has been able to maintain its level of performance.

Following-up on the Bologna goals, the panel welcomes KIMEP's international activities. Through its considerable efforts, the university achieves a high level of academic mobility for both staff and students. One point, however, requires further attention: the panel feels strongly about the Diploma Supplement and recommends issuing this document automatically following Bologna guidelines i.e. as a separate document alongside the diploma. The diploma supplement is considered as a transparency tool to easier access the labour market



or HEIs. The panel feels also KIMEP students are entitled to such a document. During the site visit, KIMEP confirmed its readiness to meet this requirement.

Areas for improvement

1. Consider shifting the focus from the more traditional disciplines to new fields in order to meet the demands of the labour market and the students;
2. Provide KIMEP students automatically with a Diploma Supplement following Bologna guidelines;
3. Activize internal mobility of faculty and students.

Good Practice

1. Organizing special events such as the KIMEP Intellectual Olympiad to attract promising students;
2. Facilitating online application and registration through the Applicant Portal.

Standard 5. Study programmes: design, effectiveness, continuous monitoring and periodic review

Evidence

KIMEP University offers 13 undergraduate, 11 graduate and five doctoral programmes as well as post-graduate programmes. In the new Strategic Plan 2018-2021 one goal directly refers to this area (*Identify, initiate, create, maintain, and enhance high quality academic programs and courses that are responsive to the needs of our students and the community*). SAR and the University Strategy do not elaborate on the justification of the current programme offer. Historically, there has been a predominance of programmes linked to Management and Economic, Social and Legal Sciences. Despite the University' status, the offer is not expected to be expanded by including other education areas such as Science, Technical and Medical Sciences, etc. (at least there are no such declarations in the documents made available). Programs' compatibility with the needs of students, labour market as well as with social development is ensured in a number of ways. Students can influence study programmes by expressing their opinion on curricular contents in surveys and by making real-life decisions when choosing optional subjects and thesis topics. The needs of the labour market are filtered through employer preferences expressed in surveys and by the professional experience of graduates who also fill in questionnaires. Both students and employer representatives can influence the shape of the programme offer by participating in collegial bodies responsible for the creation and modification of study programmes. At college and department levels Advisory Board and Business Advisory Council (including 15 business representatives) were established to ensure effective feedback from business community. SAR provides information that faculty members, invited professors, industry leaders, graduates and students take part in programme



reviews. The State exerts influence on the programme structure by introducing standard curricula listing compulsory subjects and their sequence.

The HEI declares that the education it provides is based on the American model and that graduates are supposed to find employment not only on the national, but also international labour market. As Kazakhstan is a member of EHEA, the National Qualification Framework, European Framework of Qualifications and the Dublin Descriptors are taken account of when developing study programmes. This means that intended learning outcomes divided into knowledge, skills and competencies have been identified for each programme, module and course. Moreover, ECTS credits are assigned to each field of study and subject. SAR quotes several examples and University documents provide a review of study programme descriptions demonstrating that an average ECTS number is much higher than in Europe and that programmes are longer. For example, the Bachelor of Marketing must collect 292 ECTS. The structure of the University's study programmes is similar to other HEIs and contains subjects providing general fundamentals for a field of study and specialist subjects. KIMEP as a first institution in Kazakhstan offers major and minor programs. As all programs are taught in English, students should take four English courses during the first year. This provides a solid basis for programmes provided in English. The preparation of a thesis, its presentation and the final examination are an immanent part of study programmes. Students have to serve two placements, one academic placement served in their HEI and a professional placement served outside. Their principles and procedures are regulated by the Internship Policy developed in colleges. The document specifies placement crediting requirements. Elective courses are a large part of programmes. Core subjects are provided at basic, intermediate and advanced levels. Syllabuses offer a detailed description of requirements to enroll for a course. There is also a 90-hour long self-study component which is an important element of the education process. The self-study process is supported by electronic access (L-drive portal) to necessary didactic material and information as well as mentoring by academic teachers. Extracurricular activities are a continuation of the self-study process.

SAR mentions a review procedure (not indicating the relevant document) and programme modification, and lists numerous academic bodies dealing with programme changes. It is only known that programme changes agreed by the Programme Committee are approved by the Programme Academic Council and then by the University Academic Council. Final decisions are made by the President's Cabinet/Board of Directors. Programme reviews occur with the participation of departmental committees, Quality Improvement Committee, Undergraduate/Graduate Program Committees, Committee for Curriculum Development and the Committee for Quality Control of Departments. Analysis covers syllabuses, learning objectives and outcomes, their accordance with discipline and labour market requirements, teaching methods, assignments and their assessment as well as changes suggested by students in surveys. Reviews and evaluations of study programmes are performed continually every year and take



account of 12 criteria and three levels. One criterion refers to the structure of the programme, 6 - to its contents, 3 - to its organisation and 2 to quality control. The annexes to SAR present mean scores for programmes in three colleges and the Language Centre. Almost all the criteria were given the highest rating and only one criterion was given an average rating at the Language Centre. The specification of intended learning outcomes occurs at course level. Learning outcomes linked to each subject and to programmes selected for review in a particular year are assessed. A more comprehensive evaluation is performed after three years. SAR states that Bang College of Business programmes are comparable with business programmes provided by the best American and European universities. Full information about programmes can be found in the University Catalogue of Programmes and programme catalogues published by individual colleges. Reviews performed after 2012 have resulted in the extension of the HEI's programme offer, mainly related to the second (4 new programmes in 2014) and third (4 doctoral programmes in 2017) cycles. SAR also quotes examples of actual changes to some existing study programmes. For example, as a result of employers' and students' recommendations, the School of Law has launched a new undergraduate major programme in International Law. At the College of Social Sciences an interdisciplinary approach to education is being introduced by expanding the scope of optional subjects. Initiatives are being undertaken to launch courses in cooperation with foreign HEIs (Department of International Relations and Economics), there are plans to increase the number of programmes provided with the participation of foreign partners, also in the form of joint programmes. University offers a wide range of international professional certificate programs. The review team welcomes the introduction of the regular participation of external experts in evaluating study programmes.

Analysis

The University offers a diverse range of programs in social, business and economic sciences and law, and is known nationally for providing them in English. Designing, monitoring and changes made to study programs should be regarded as a very well developed area of activity. Relevant procedures have been provided, there are collective bodies in operation that participate in those processes. The programs that are implemented comply with the State's requirements and with national and European qualification frameworks. The structure of study programmes is logical and their sequence does not give rise to doubts. The strength of the programmes lies in the consistent treating of learning outcomes as the basis for the organization of the education process, individual educational paths, diverse forms of support offered in the process of its shaping, opportunities to improve student competencies by extracurricular activities. Some study programs offer more than four educational trajectories, for instance, the study program 6M052000 offers seven, the program 6D052000 offers four educational trajectories. The



review team is pleased to note the wide use of core international scientific literature in the course activities.

Collected evidences show that programs analyses are performed with the active participation of strategic stakeholders, students, graduates, academic teachers and employers. For example, at the meeting on December 8, 2017 Business Advisory Council recommended to establish Centre for Entrepreneurship and Innovation. Study programs are also reviewed by external experts from various institutions (a.o. universities, European Association for Public Administration, American Communication Association), although their opinions presented in the annex to the SAR are very laconic. The University uses a range of internal and external surveys to collect stakeholders' opinions on the curricula. The so-called Mini MBA allows you to acquire additional qualifications in the short term. One of the distinctive feature of the program offer is extensive study in the form of international professional certified programs. All external stakeholders, including Vice-Minister for Higher Education, who met the review team gave a very positive endorsement of learning outcomes demonstrated by graduates on the labour market. In the opinion of employers, KIMEP's graduates are highly motivated and characterized by a high level of so-called soft skills. Therefore, the convergence of education provided, student's needs and those of the labour market has been achieved. KIMEP University's educational offer is regularly expanded.

Changes to curricular contents and programs' structure are regularly made. Reviews are comprehensive and encompass all key aspects, including analysis of objectives and achieved learning outcomes. In the new strategic plan KIMEP launched idea of introducing so called institutional learning outcomes that student of all programs should achieved, among them are: critical thinking, problem solving, communication, ability to work in teams, information and technological literacy. In interviews, alumni emphasize the need to offer more courses on specialized "technical" skills like on advanced econometric modelling, analytical and practical skills.

An extensive organizational structure has been developed for the purpose of programme modification and introducing new programmes and competencies. For example, the newly established centers (KIMEP China and Central Asian Study Center, Center for Entrepreneurship and Innovation) offer students greater opportunity in developing their research and practical skills. Since the newest action (Strategic Plan 2018-2021) deals with so-called institutional learning outcomes with new system of assessment, appliance of a compulsory approach of modularization (Order № 152, 20, April, 2011) at the level of programme, course or learning outcomes, which divides the content into blocks/clusters/units i.e. modules, will offer opportunities to vary the direction of the study program depending on students and employers' requests. The programme evaluation system is constantly evolving, for example the growing role of employers and external consultants as well as practitioners in this process. Efforts to increase the volume of education with the participation of foreign partners and programme benchmarking deserve special mention. In relation to achieved learning outcomes



assessment the review team suggest the introduction of periodical reviews of the quality of diploma theses and their reviews, preferably conducted by external experts from abroad. The review team supports KIMEP in its efforts to review programme from the perspective of student-centred learning assessment, taking into account changes to the methods of their verification and providing substantive support to academic teachers. To sum up, it has to be said that the implementation of the requirements imposed by this standard is compliant with the objectives declared in the University's Mission Statement and Strategy.

However, there are some reservations to be made.

The absence of more in-depth analyses of KIMEP University's comparative advantage on the national and international labour market comes as a disappointment. The benchmarking rule is being applied but the HEI is not specific enough to which "leading universities" it related its study programmes. There is a discrepancy between the large number of cooperation agreements with foreign HEIs and the number of programmes offered jointly with foreign partners. It seems that the University could be more active in the field of creating interdisciplinary programmes in cooperation with other HEIs. In spite of extensive forms of evaluating programmes and labour market needs, some programmes have not been launched due to insufficient student interest (Management). SWOT analysis applied to Standard 5 demonstrates that the University has certain problems with the implementation of good practices in all study programmes and teaching units (uneven application of the institutional method for ensuring academic quality, programmes compliance with the Dublin Descriptors, professional standards, NQF) which is indicative of weaknesses within the internal quality assurance system. It would be advisable to develop competence matrices demonstrating a direct relation between learning outcomes assigned to a study programme and generic learning outcomes contained in the National Qualification Framework. A clearer link between program learning outcomes and NQF would also allow for a more careful distinction between learning outcomes at undergraduate and graduate studies. The available documentation shows that program committees analyze the content of syllabuses (see Report of the Quality Assurance Committee of the Department of Economics, 16 April 2018). However, in the sample of syllabuses reviewed by IQAA experts there were also those that lacked the learning outcomes specification (eg AC 6410, LDP 3201, ECN 2103) and even course objectives (eg MGT 3200).

During the site visit, the experts were familiarized with the application of the elements of distance learning, it evidences the need to develop an integrated approach in the application of online courses and distance learning.

Finally, it is difficult to identify the scope of competences of individual academic bodies participating in the process of development and modification of study programmes. These shortcomings can be easily removed by developing a quality handbook.



Areas for improvement

1. In cooperation with labor market representatives, consider introducing new, shorter study programs, including interdisciplinary, post-graduate ones ensuring KIMEP a safe "niche in the education market". Consider deeper modularisation of the study program in order to make them more flexible and attractive for students.
2. Choose 3-5 partner institutions for study program benchmarking exercise.
3. More closely link the programs' learning outcomes to NQF.
4. Introduce periodical evaluation of the quality of diploma thesis and their reviews.
5. Strengthen the control of the syllabus quality.
6. Develop a strategy for participation in the competition of study programs initiated by the National Chamber of Entrepreneurs "Atameken".
7. Create branches of departments at the bases of practice for effective implementation of dual training.

Good practice

1. System of continuous monitoring and revising study program.
2. Systemic involvement of business representatives in study program designing and revision. Creation of industry advisory committees at the programs, departments and colleges levels.
3. Delivering study program with foreign partners.
4. Providing students with the possibility of obtaining International Professional Certificates.
5. The university's constant pursuit of the quality assessment of study programs by external accreditation agencies deserves recognition.
6. The University successfully carries out educational services in English at all levels (bachelor, master and doctorate).
7. The university is actively developing dual diploma training programs. In recent years, their steady growth (10 programmes) is observed.

Standard 6: Teaching staff and teaching effectiveness

Evidence

According to KIMEP University's mission statement, the university aims at "developing well-educated citizens and to improve the quality of life in Kazakhstan, Central Asia, and beyond through teaching, research, learning, community service and the advancement of knowledge in business administration, social sciences, law, languages, and other fields." This mission is reflected in the strategic plan for 2018 - 2021 of KIMEP University in which "Academic Excellence" and "Advance Reputation and Position as a World Class University"



are formulated as the first two goals. For the achievement of both goals a motivated and highly qualified faculty is decisive. KIMEP aims at hiring high-qualified academic faculty with an international background and working experience in the relevant fields.

In order to search, recruit, retain and develop its faculty, KIMEP University has developed a personnel policy enhanced by HR management which is primarily laid out in the Faculty Code of Practice and accessible via KIMEP's web page. This code is an integral part of all employment contracts of KIMEP's faculty and staff members and is subdivided into a section serving as a code of conduct for faculty and academic administrator (serving as the basis for ensuring academic integrity) and a section as an academic policies handbook or academic operations manual. The policies, processes and definitions with regard to HR policies are laid out in parts III, IV and V of the second section of the Faculty Code of Practice. Recruiting and selection is based on merit and employment follows a clearly defined process laid out in Sec. 35c of the Faculty Code of Practice. For retention and promotion (Sec 40 of the Faculty Code of Practice) clear requirements are formulated as well. The SAR states that these processes ensure a structured and transparent HR management ensuring a motivated and highly qualified faculty. Furthermore different ranks as well as all rights and duties of faculty members are clearly defined (e.g. 24 credit hours teaching load per academic year).

With regard to maintaining quality faculty /teaching KIMEP University has developed several tools which are again defined in the Faculty Code of Practice (see e.g. Sec. 33, Sec. 38 and Appendix J, Teaching & Course Evaluations). Faculty performance is evaluated in an annual basis using a structured process of setting goals and aims as well as discussing achievements of past goals and aims with reference to different activities (e.g. teaching, research). As part of this process faculty are required to fill out a self-evaluation report which documents their development in teaching, research etc. This report is verified and evaluated by management. Furthermore, as a common tool, students are surveyed annually and asked for satisfaction with teaching. To foster quality and help new faculty KIMEP University has a policy of open doors (classroom visits, learning from peers etc.). To motivate faculty the evaluation process serves as the basis for the determination of the bonus (is monetary amount sufficiently high?).

To ensure professional development of faculty KIMEP University has initiated internal workshops and seminars on educational topics etc. Furthermore, faculty members may pursue external courses, attend ERASMUS MUNDUS exchanges or seek a scientific degree.

According to the SAR, these processes and tools have ensured that the vast majority of KIMEP'S faculty have scientific degrees, students are satisfied with teaching despite declining grades in more recent years and several faculty members have published teaching materials and received awards for teaching.

As the SAR does not cover quality culture (6.2.12), the panel discussed this at length with faculty members during the site visit. During the discussion we found evidence that notions of quality culture were present with faculty members and



students whereas administrative side seems to be more concerned with controlling quality.

Analysis

The Faculty Code of Practice is a very detailed document in which all relevant bodies of the University are defined and all relevant aspects with regard to searching, hiring, retaining, developing and dismissing faculty members are laid out. As this document is available on the web-page of the university all staff members can familiarize themselves with their duties and rights. Certain aspects of the code may seem to be too precise and restrictive (detailed calculation of work load, list of days available for paid-leave etc.) Some of these rules may be too restrictive and limit the University's ability to react to specific situations in day to day business. Furthermore these restrictive rules albeit being very transparent may reduce the willingness of international applicants to work at KIMEP if they perceive the culture of KIMEP to be too rigid.

The review panel has established that KIMEP is able to attract well qualified faculty that meets the criteria for recruitment. The panel perused the table presented in Attachment 10 of the SAR and at the site visit the faculty proved to be very engaged and motivated. KIMEP takes special efforts KIMEP to specifically attract internationally experienced faculty member and proves successful in its recruitment strategy given the local constraints under which it is operating.

A structured student survey on teaching and learning success is a vital part to assess the quality of courses offered. As all courses are evaluated (at least annually) and evaluation results are used to measure performance, this may create specifically two problems. First, students may lose interest in filling out surveys with due care which reduces their quality or they may simply rate faculty based on sympathy. Secondly, as faculty knows their evaluation results determine their bonuses, they may reduce workload, bias grades upward, or cater towards students otherwise. With an employer survey and grade reviews KIMEP has designed some tools to limit this problem but nonetheless these aspects have to be considered. As explained by management and confirmed by faculty, aspects not specified in the Faculty Code of Practice are clarified in additional documents (e.g. HR manual). These documents are available internally. Less clear is how teaching and research are weighted with in the faculty evaluations.

The panel is positive about the various possibilities for professional development KIMEP has recently implemented. This is done in a structured manner and attendance is high as confirmed by both management and faculty. The panel also found a great willingness amongst faculty to further develop the training opportunities. Furthermore the panel supports implementing modern and innovative methods of teaching with special emphasize on active student participation and creating an attractive teaching and learning environment. This comment also refers to standard 3.



Despite the fact that the SAR does not explicitly refer to quality culture, it became clear during the site visit that faculty and students have adapted a strong notion of quality culture. The panel advises administrative staff to follow this good example and to further develop proactively a culture of quality.

Areas for improvement

1. Initiate a discussion on the workload of faculty especially with regard to research and teaching in line with the overall strategy

Good Practice

1. Transparent Code of Practice and manuals
2. Well-structured performance evaluation as tool to for professional development and ensuring the quality of programs
3. Mentorship for new faculty both in a formal (various initiatives and tools for welcoming and guiding them) and informal (quality culture) way

Standard 7: Scientific research work

Evidence

According to KIMEP University's mission statement, the university aims at "developing well-educated citizens and to improve the quality of life in Kazakhstan, Central Asia, and beyond through teaching, research, learning, community service and the advancement of knowledge in business administration, social sciences, law, languages, and other fields." This mission is reflected in the strategic plan for 2018 - 2021 of KIMEP University in which "Academic Excellence" and "Advance Reputation and Position as a World Class University" are formulated as the first two goals. Hence, research and quantifiable research output is an important indicator and basis for these goals.

Research funding is carried out at the expense of the University's own funds. In particular, for the 2017-2018 academic year, KIMEP University allocated 15 million tenge for research. It should be noted that the University of KIMEP has accumulated a serious intellectual potential 78% of research degree holders, but at the same time there is a lack of income from the research activities of the university.

According to the SAR there are documents on organization of research work, data on participation of students in contests, olympiads, research plans of teachers, reports of faculty, list of publications. Besides, the panel got acquainted with the work of the "Innovation Center", which deals with commercialization of research results in the real sector of the economy.

Within the process of annual performance evaluation (laid out in the Faculty Code of Practice) research activities of faculty is tracked, monitored and evaluated. Aggregated data of research output as well as for research grants is provided (see



attachment 27). It is however not clear, whether in general the research is more applied or more fundamental. Numbers of publication per faculty member are available as well.

KIMEP University has developed some structures to foster research. According to the SAR the University has research centers and a Law Clinic to promote research and the dissemination of research results into a wider audience. KIMEP University Research Center for Central Asian Studies (CASC) regularly conducts round tables, scientific lectures and discussions on topical issues for the region. Each faculty practice scientific presentations of faculty (Research Talks). For the years 2019-2021 the University is planning to establish international research consortiums focused on Central Asia and other countries. Furthermore the university provides access to several online literature databases. Evidence on further infrastructure is not provided. To enable faculty to conduct research and develop research plan, grants funded by the university are available.

KIMEP University is and has been active in several research projects funded by ERASMUS and it was member of an ERASMUS Mundus international consortium to enhance student and faculty mobility and to promote international research. Information on research collaboration on faculty level is not available. Information on research collaboration with industry is not available.

To enable an exchange with the scientific community and to make research available to a wider public, KIMEP University encourages faculty to participate in conferences but to also to host different format of conferences for a national and an international audience (see attachment 27) which is actively done.

Research and research results are introduced into the study process at KIMEP University. According to the SAR, faculty members use research results as a basis for their courses (case studies, text books, articles etc.) and students are also encouraged to write papers and conduct research by themselves and this is used specifically for grading. Furthermore all degree programs require a thesis from students. Furthermore students are encouraged to participate in conferences and also publish papers.

With the Faculty Code of Practice KIMEP University has developed a precise code of conduct which serves as a basis to ensure academic integrity. Student work is checked for plagiarism and as the Faculty Code of Practice is part of the working contract of faculty, the code of conduct is binding for faculty. Non-adherence to scientific standards is thus on incidence that leads to dismissal of faculty.

Analysis

Familiarization with the research work of the university showed that every teacher is engaged in his/her own research topic, there is no unified, long-term plan of research at the departments. The general policy in the choice of directions of scientific research is not developed based on the priorities of KIMEP University



Strategy. The study of documentation and interviews with faculty and students showed that at the university level the unified coordination and methodological support of the research work has not been thought through.

KIMEP University has developed processes to develop research plans and to increase research output. During interviews with faculty and the deans the panel found out, that the research committees work actively however their work does not limit the academic freedom of an individual faculty member, which is an important right and institution in the scientific research community.

KIMEP University, just as any other HEI, is facing several constraints in increasing research output. First of all only limited funds are available for research (see Attachment 27). The amount of money allocated to research work has increased and the number of publications has increased until AY 16/17 as well. A clear shift towards international journals as a means for publications is observable. At the same time the University is not making use of any government grants for research. According to the members of the board of trustees, KIMEP University is also not raising funds for research from private companies or foundations despite its high ranking and reputation amongst employers. During interviews the panel learned from students and faculty members that limited funding constrains also the resources available for research. Whereas most literature is available via electronic databases, the university does currently not have access to databases for primary data (e.g. capital market data, economic indicators, micro-census etc.) to conduct empirical research. Furthermore, students remarked that IT (statistical software, hardware etc.) is not always sufficient. A second constraint for research is the high teaching load of 12 hours on average. This gives faculty members only limited time available for research. However, the panel was ensured by faculty members and deans, that a reduction of teaching load is available for research.

As KIMEP University has defined clear requirements with regards to research output for promotion of faculty, research output is monitored systematically. However, a strong focus on output does not necessarily lead to a desired reputation of academic excellence as faculty members are primarily concerned about producing output and not necessarily about producing innovative ideas which may take a few years to be accepted by the scientific community. In general, all processes of performance evaluation seem to encourage a short-term and purely output-oriented research strategy.

KIMEP University has established some research centers. Some of these are broader and seem to be a tool for pooling research activities (BCB), others are very topical. The numbers of centers fluctuates reflecting the fact that obviously some of some are funded only on a project basis. The deans and faculty members confirmed during interviews that research centers and institutes like the Central Asian Studies Center or the Center for Entrepreneurship or important elements of the research strategy and are successfully used to enhance the visibility and reputation of KIMEP University.

In the past KIMEP University successfully applied for three projects funded under ERASMUS. According to Attachment 1.1 No 4.2 the amount of research



work being undertaken via international projects, grants and programs has declined from 20 in AY 14/15 to 2 in AY 17/18. Obviously KIMEP is having difficulty in attracting external funds for research. Furthermore as was pointed out in several interviews with faculty and deans, limited funds constrain researchers to actively integrated and collaborate with the international scientific community. As KIMEP summarizes in the SWOT analysis in SAR, the university is having difficulties in attracting faculty with strong research skills and tapping other financial sources for research.

The panel found evidence that KIMEP has undertaken significant steps in increasing its visibility in the scientific community by conducting conferences and encouraging peer-reviewed publications and establishing an elaborate system of faculty performance evaluation. Nonetheless, KIMEP University cannot be counted to the top 100 Universities in terms of research as output and quality of research is not high enough.

Remarks:

1. The volume of financial income from research activities in the period under review was 0%.
2. Intellectual potential of faculty is not used to the full extent for the implementation of research activities.
3. Research activities are funded by the University, other sources of funding are not available
4. KIMEP University is not visible as an active member of the international scientific community as research output is low and publications have a low impact factor. Currently KIMEP does not rank among the top 1000 and its strategic goals are too ambitious given the current output and reputation within the international scientific community.

Areas for improvement

1. Create a separate structural unit that would monitor and evaluate the quality of research activities of the university, provide leadership and coordination, as well as methodological support at the university level.
2. KIMEP should try to increase external funding of research through participation in national and international scientific projects funded by government, private and other structures. . Administrative staff could monitor regular calls for invitation for research propels for funding with major Institutions like EU etc.
3. Establish International Advisory Board for research programmes for each college.
4. Develop a coherent system of evaluation of scientific research outcomes



5. Promote faculty mobility to conduct research projects with international partner universities.
6. Invite distinguished international faculty for research fellowships or as guest professors to promote an international environment on campus.
7. Use regular research seminars (e.g. brown bag seminars) as an instrument to discuss research within the institution but also to invite international researcher.
8. Continue monitoring research output and quality / impact of research to ensure visibility of organization.
9. Approach potential donors to receive funding to improve resources for research, e.g. companies sponsoring access to electronic databases etc.
10. Given the sufficient number of qualified professors and associate professors, conduct research in all areas of training.

Good Practice

1. Role of research clearly laid out in the Code of Practice
2. Electronic access to many literature databases

Standard 8: Resources and student support services

Evidence

KIMEP University has its own campus, which is located on more than 5 hectares of land and consists of 8 buildings, including two main educational buildings, a library and a dormitory, with a total area of 39,508 m². Currently all facilities of the University are located on campus.

KIMEP is has a sufficient level cash and hence a sufficient level of financial solvency. KIMEP has about 16 millions of USD on the deposits in banks. It works as an insurance to stakeholders and gives University an ability to work without any financing for more than a year. Allocating cash in bank deposits gave KIMEP opportunity to have an additional revenue source. The HEI has not taken out any financial debt, maintains only low levels of trade payables and has been able to generate a small surplus in the past years. According to the SAR and the financial statements the main source of revenue and hence income is tuition fees. For example, for the period from 2017 to 2010 the total volume of financial receipts amounted to KZT 4 269 583.5 thousand, of which KZT 3 891 740.7 thousand was received from parents and students. Whereas the amount of financial income from research programs over the past five years, was 0%. It is noteworthy that KIMEP did not receive any funding from the government (see also Standard 7) and only limited amounts from external donors. KIMEP University does not receive governmental grants for the tuition of students since it is not profitable for the University. The Ministry restricts receiving tuition that exceeds the amount of grant (tuition fee in KIMEP is much higher than the amount of governmental



grants). But during the interview with the Board of Trustees, the Vice–Minister of Education and Science assured that MES has now plans to eliminate the restrictions, so that the University will receive grants, certain amount of which will be paid by the government, the rest will be paid by students themselves.

KIMEP University maintains a transparent financial policy in line with legal requirements. As a Joint Stock Corporation, KIMEP University is required to have its financial statements prepared in accordance with International Financial Reporting Standards. Furthermore, financial statements have to be audited by an external auditor (Russell Bedford A + Partners) annually. The audit results are discussed at the Board of Directors and only afterwards are the financial statements approved at the General Meeting of Shareholders. For example, in 2016, the audit of financial accounts was carried out by the audit company. The audited financial statements are available on the university's website (see the details at <https://kimep.kz/discover/audited-financial-statements/>). Furthermore, KIMEP has set up an internal audit function to have internal controls.

KIMEP has a constant process of budget planning and review. According to the SAR students, faculty and administrative staff are involved in the planning and review process conducted by the budget committee. According to the SAR financial planning is linked to a forecast of potential student numbers and all key budget positions are forecasted and constantly reviewed and updated. The difficult macroeconomic environment of high inflation, currency devaluation and fluctuating oil prices is reflected in the planning process but makes a serious long-term planning difficult. As KIMEP has attracted many international faculty members, it has to raise wages for faculty in line with any currency devaluations in order to maintain its competitiveness. Furthermore, KIMEP has raised wages in the past in line at least with the general inflation. This has led to the fact that expenses increased in the past few years more or less in line with the tuition fees.

According to the SAR KIMEP provides sufficient resources to students and is undergoing a continuous program of maintaining and updating especially facilities like class rooms, computer labs, dormitories and offices. During the site visit of the panel the Computer and Information Systems Center (CISC) was inspected, which consists of 11 computer labs with a total of 243 PCs. A computer class (14 computers) and a multimedia laboratory "Electronic Resources" (21 computers) were inspected in the university library. In the reading rooms of the library 34 computers available for students. At the Faculty of Journalism a multimedia laboratory for creation and processing of the video content is available. All computers of the university are connected to a single local network and have access to the Internet. To expand the possibilities of access to the information resources of the Internet, the University has a wireless Wi-Fi network, which is available in all educational and administrative buildings of the university, in the library and in the student dormitory. Thus, the University has spent more than 2 million USD on renovation of its facilities in AY 16-17.

KIMEP Students' Association also has its own budget and rights to allocate money for different events.



Analysis

KIMEP University is operating under a difficult macroeconomic environment and suffers from financial constraints due to the fact that it primarily relies on tuition fees and does not make use of government funding. As explained by the Vice President of Finance, the financial policy reflects in part current tax laws in Kazakhstan according to which income is tax-exempt as long as at least 90% of the revenues are comprised of tuition fees. Furthermore the financial policy reflects the desire of the university to maintain its independence as an institution. During numerous interviews with students, faculty members and deans it was however noted, that the work of the institution is affected by financial constraints. This is also acknowledged by all members of the board of trustees and according to the members, KIMEP is currently discussing new policies to secure further financial resources. A first step in this direction is the sponsoring of a faculty member by an external institution for a new IT-study program. KIMEP is aware further steps are necessary to secure financial resources for the future.

In order to cope with the financial difficulties and to limit resulting risk factors, KIMEP has developed a very elaborate system for financial planning and planning. As this process is run by the budget committee it is noteworthy that 30% of its members are student representatives. Since tuition fees make up the largest portion of the budget, it is a very good policy to include students in the financial planning process and achieve an understanding for increasing tuition fees. This is also confirmed by interviews with students who noted that on the one hand tuition fees are high but that they are willing to pay these as they are comfortable with the financial policy of the university and are aware of the quality of their education. In order to ensure operations in the long-run, KIMEP has established a significant cash reserve. This reserve would enable to run the university for one year without generating any revenues. The cash reserve is currently deposited with two different banks.

Both is in part explainable by extensive maintenance work on campus being carried out which benefits students and adds to the long-run attractiveness of KIMEP.

During the site visit experts observed that KIMEP is investing considerable amounts of money for maintenance work on campus (i.e. updating of library, dormitories, offices, lectures halls etc.) but also for an update of the IT-infrastructure, i.e. maintenance of the updated WWW-site of the university, increased spending for computer equipment, the acquisition of fixed assets and the equipping of educational and scientific laboratories. For 2014-2017yy. at the computer labs of the CICS, 169 computers were replaced out of the existing 243 computers, and 32 out of 79 computers available to students in the library. The constant effort for updating facilities and IT-infrastructure is also positively acknowledged by students during interviews.



The KIMEP University has accumulated a lot of intellectual potential by recruiting national and international faculty members and researchers, however at the same time there is a lack of income from the research activities of the university. With the Executive Education Center KIMEP has initiated first steps in generating revenues especially from companies. These activities are currently mainly limited to company trainings but could easily be expanded to include paid research activities conducted on behalf of companies or external organizations.

Remarks

1. KIMEP University is financially dependent on tuition fees
2. KIMEP University has accumulated a solid intellectual potential, but at the same time there is a lack of income from intellectual activities.

Areas for improvement

1. Identify and tap other financial resources like government grants, endowments from external donors, international organizations.
2. KIMEP should plan to professionalize its alumni activities and try to establish joint ventures with companies to acquire additional funding.
3. For the coordination of the electronic systems developed by the university itself and by third-party developers (MES, employers, etc.), the University of KIMEP is recommended to develop and implement a single information space for effective decision-making on the use of available resources.
4. Construct further student dorms in the long-run to allow the expansion of admission of applicants from the countries of Central Asia and China.
5. In order to limit financial risk, KIMEP should thoroughly analyze which activities should be conducted by the university and which areas can easily be outsourced.

Good Practice

1. The library adheres to the university's open door policy. The library serves students, teachers, employees, university graduates, as well as external users (students, teachers and researchers of other educational institutions).
2. KIMEP has developed a very elaborate financial and budget planning process initiated by a budget committee including members from all key stakeholders of the university.
3. The results of the financial audit, since 2004, are published on the university's website (see in details <https://kimep.kz/discover/audited-financial-statements/>).

Standard 9. Public information

Evidence



KIMEP University's catalogue of academic core values contains a declaration about "...open, honest communications and transparent and accountable decision-making..." and about the development of "partnership with our community". The University's information policy objectives are identical with those of the Marketing, Communications and Public Relations Unit. This unit is to provide information about the University's operations and strengthen its image as a leading university in the country. It is also supposed to coordinate the ways of publishing information provided by the HEI's individual units.

Various communication channels are used to provide related information to stakeholders and general public, including the University's website (www.kimep.kz) and sub-folders with information for students, staff, graduates, candidates, foreign students and the media. It offers basic information about the University, its collegial bodies and units. Key documents can be found there, too, among them - the Charter of KIMEP, Faculty Code of Practice, Strategic Plans, KIMEP University Fact Book, Alumni Magazine, and the KIMEP Catalogue published every year. This document is a compendium of knowledge useful for students and graduates. Access to certain folders (My KIMEP, Students, Faculty, L-drive) is granted after logging in, which means that information contained therein is for internal stakeholders only.

The website is provided in three languages: Kazakh, English and Russian, albeit some information is also posted on Chinese, Korean and Turkish language version pages. In the current edition of Webometrics, the webpage of the Kazakhstan Institute of Management, Economic and Strategic Research KIMEP University ranks 5986th worldwide, 1750th in Asia (excluding Middle East) and 7th in Kazakhstan. Four large university units and departments also have their own webpages.

The handbooks that have been published provide detailed information about the HEI's fields of study, study programmes including expected learning outcomes, and about the organisation of the process of education. A system of direct email communication with stakeholders is fully operational. They are able to provide their feedback. The WhatsApp mobile application is used for communicating with first year students.

KIMEP University is also active on international social media, such as Facebook, Instagram, Twitter, LinkedIn and Youtube. Other forms of communicating with stakeholders include: printed material such as brochures, booklets, leaflets, information and material published in local and national press, radio and on TV, as well as outdoor advertisements. The student newspaper, "KIMEP Times", is published in English. KIMEP also distributes a weekly journal amongst alumni via email as confirmed during the site visit.

KIMEP organises regular meetings and sessions for the general public with academic teachers and HEI representatives. The University also invites student candidates' parents to special meetings.

The SAR mentions that the Marketing, Communication and Public Relations Department organises regular meetings to evaluate the effectiveness of its



information policy and the evaluation itself is performed in line with strictly formulated criteria. The quality of the website and of other information services is evaluated by students, graduates and employees through surveys. It receives positive ratings.

Analysis

The information policy run by KIMEP University complies with the declarations contained in the University's Mission Statement and its core values, with transparency of KIMEP University's operation being one of them. *Committed to excellence* is the HEI's attractive motto. There are various and diversified forms of communication with stakeholders and the scope of information is very extensive. Care is taken to provide domestic and international students with reliable information about the education process deserves special mention. This is confirmed by high ratings given by students in the course of surveys. The review team appreciates the website provided in several languages. Slightly unusual forms of communicating with stakeholders, such as meetings with prospective students' parents, should be looked favourably upon.

However, the review team wishes to draw attention to the fact that not all information and publications are updated. The Handbook of College of Social Sciences covering the academic year 2014-2015, the 2014 Research Bulletin, and the 2013 KIMEP University's Fact Book are examples thereof. The University published extremely interesting survey results, however, the latest reports refer to the year 2014 and before. The main weakness of the information policy consists in the absence of reports containing strategy and policies evaluations. Even the Rector's annual reports summing up the functioning of the University are not posted on the HEI's website. It is unclear why no document presenting the University's quality assurance policy has been posted. Brief descriptions of the policy are the only thing that has been provided. Also, the information available in English is rather limited compared to Kazakh and Russian.

In order to further enhance stakeholders' participation in all quality matters, the website could include easily acceptable folders on quality assurance in general and students' involvement in particular.

Areas for improvement

1. Update the information on the website at regular intervals;
2. Publish also relevant policy documents on the website to inform and involve both internal and external stakeholders;
3. Ensure all relevant documents are also available on the website in English (if only summaries);
4. Add an easily acceptable folder on the website on quality assurance for maximum involvement of stakeholders;
5. Add an easily acceptable folder on the website on student representation with a link to a separate website for student bodies ensuring maximum involvement of students in all KIMEP affairs.



Good practice

1. Extensive information provided to future student beyond what can be expected;
2. Multilingual website reaching a potentially large public.

CHAPTER 3

CONCLUSION

Based on the results of the external review of the activities of KIMEP University on compliance with the standards of institutional accreditation, the level of compliance has been determined and the following areas for improvement have been proposed for further sustainable development of the quality of education in the university:

Standard 1. Mission, strategic planning and policy in the field of quality assurance – complies with minor remarks

Remarks:

1. The Strategic goal to become world-class university could be not feasible in the short period.
2. KIMEP does not presented relevant set of actions aimed at achieving core strategic objectives.
3. The internal quality system does not cover research and university governance. And is not comprehensively and systematically analysed.
4. KIMEP University does not have quality handbook.

Areas for improvement:

1. The University should make the main strategic objective more realistic by refining it (or transfer it to the University's Mission Statement and Vision) and indicate a road map of achieving it, together with the specification of KPIs. This is particularly relevant for KIMEP's far-reaching ambitions.
2. The University should prepare its long-term development strategy.
3. In line with KIMEP's most recent mission statement, the internal quality assurance system should include research, student-centred learning and university governance.
4. The internal quality assurance system should undergo a regular comprehensive internal review (audit).
5. The University should create a quality manual/handbook-like document containing a professional and comprehensive description of the internal quality assurance system and its functioning.
6. Consider involving also local experts in KIMEP management to ensure more continuity and involvement of the local community.



7. Publish the quality assurance policy document and the main outcomes of the PDCA cycle for transparency reasons and maximal involvement of all stakeholders including employers and alumni.

Good practice

1. Linking the strategic plan with a SWOT analysis.
2. Seeking and obtaining international accreditation both at programme and institutional level.
3. Focusing on high-quality education in terms of student population, staff and the teaching and learning environment.

Standard 2. General management and information management – fully complies

Areas for improvement

1. Reduce frequency of organizational restructuring
2. Further refine system of surveys to increase efficiency of this tool.
3. Align internal regulatory documents on the management of educational activities with the regulatory requirements of the Ministry of Education and Science of the Republic of Kazakhstan with regard to the regulation of the construction of study programs on a modular basis, as well as dual training.

Good Practice

1. Formalization of an annual quality assurance plan.
2. Introduction of the role of an internal auditor.
3. On a regular basis, it is practiced to attract to the top management of the University foreign specialists with high qualification, significant work experience and high potential.

Standard 3. Students, student-centered learning, teaching and assessment of performance – fully complies

Areas for improvement

1. The University should work out its own concept of student-centered learning and show how various practices in curricula, teaching and learning and assessment are integrated into consistent SCL quality assurance system.



Good practice

- 1 Academic support system for first year students and at-risk students and students experiencing study difficulties.
- 2 Well-developed system of extracurricular activities performing by students.

Standard 4. Admission of students, learning outcomes, recognition and qualifications – fully complies

Areas for improvement

- 1 Consider shifting the focus from the more traditional disciplines to new fields in order to meet the demands of the labour market and the students.
- 2 Provide KIMEP students automatically with a Diploma Supplement following Bologna guidelines.
- 3 Activize internal mobility of faculty and students.

Good Practice

- 1 Organizing special events such as KIMEP Intellectual Olympiad to attract promising students.
- 2 Facilitating online application and registration through the Applicant Portal.

Standard 5. Study programmes: design, effectiveness, continuous monitoring and periodic review – fully complies

Areas for improvement

- 1 In cooperation with labor market representatives, consider introducing new, shorter study programs, including interdisciplinary, post-graduate ones ensuring KIMEP a safe "niche in the education market". Consider deeper modularisation of the study program in order to make them more flexible and attractive for students.
- 2 Choose 3-5 partner institutions for study program benchmarking exercise.
- 3 More closely link the programs' learning outcomes to NQF.
- 4 Introduce periodical evaluation of the quality of diploma thesis and their reviews.
- 5 Strengthen the control of the syllabus quality.
- 6 Develop a strategy for participation in the competition of study programs initiated by the National Chamber of Entrepreneurs "Atameken".
- 7 Create branches of departments at the bases of practice for effective implementation of dual training.



Good practice

- 1 System of continuous monitoring and revising study program.
- 2 Systemic involvement of business representatives in study program designing and revision. Creation of industry advisory committees at the programs, departments and colleges levels.
- 3 Delivering study program with foreign partners.
- 4 Providing students with the possibility of obtaining International Professional Certificates.
- 5 The university's constant pursuit of the quality assessment of study programs by external accreditation agencies deserves recognition.
- 6 The University successfully carries out educational services in English at all levels (bachelor, master and doctorate).
- 7 The university is actively developing dual diploma training programs. In recent years, their steady growth (10 programmes) is observed.

Standard 6. Teaching staff and teaching effectiveness – fully complies

Areas for improvement

- 1 Initiate a discussion on the workload of faculty especially with regard to research and teaching in line with the overall strategy

Good Practice

- 1 Transparent Code of Practice and manuals.
- 2 Well-structured performance evaluation as tool to for professional development and ensuring the quality of programs
- 3 Mentorship for new faculty both in a formal (various initiatives and tools for welcoming and guiding them) and informal (quality culture) way.

Standard 7. Scientific research work – complies with minor remarks

Remarks:

1. The volume of financial income from research activities in the period under review was 0%.
2. Intellectual potential of faculty is not used to the full extent for the implementation of research activities.
3. Research activities are funded by the University, other sources of funding are not available.
4. KIMEP University is not visible as an active member of the international scientific community as research output is low and publications have a low impact factor. Currently KIMEP does not rank among the top 1000 and its strategic goals are too ambitious given the current output and reputation within the international scientific community.



Areas for improvement

1. Create a separate structural unit that would monitor and evaluate the quality of research activities of the university, provide leadership and coordination, as well as methodological support at the university level.
2. KIMEP should try to increase external funding of research through participation in national and international scientific projects funded by government, private and other structures. . Administrative staff could monitor regular calls for invitation for research propels for funding with major Institutions like EU etc.
3. Establish International Advisory Board for research programmes for each college.
4. Develop a coherent system of evaluation of scientific research outcomes
5. Promote faculty mobility to conduct research projects with international partner universities.
6. Invite distinguished international faculty for research fellowships or as guest professors to promote an international environment on campus.
7. Use regular research seminars (e.g. brown bag seminars) as an instrument to discuss research within the institution but also to invite international researcher.
8. Continue monitoring research output and quality / impact of research to ensure visibility of organization.
9. Approach potential donors to receive funding to improve resources for research, e.g. companies sponsoring access to electronic databases etc.
10. Given the sufficient number of qualified professors and associate professors, conduct research in all areas of training.

Good Practice

1. Role of research clearly laid out in the Code of Practice.
2. Electronic access to many literature databases.

Standard 8. Resources and student support services – complies with minor remarks

Remarks

1. KIMEP University is financially dependent on tuition fees.
2. KIMEP University has accumulated a solid intellectual potential, but at the same time there is a lack of income from intellectual activities.

Areas for improvement



1. Identify and tap other financial resources like government grants, endowments from external donors, international organizations.
2. KIMEP should plan to professionalize its alumni activities and try to establish joint ventures with companies to acquire additional funding.
3. For the coordination of the electronic systems developed by the university itself and by third-party developers (MES, employers, etc.), the University of KIMEP is recommended to develop and implement a single information space for effective decision-making on the use of available resources.
4. Construct further student dorms in the long-run to allow the expansion of admission of applicants from the countries of Central Asia and China.
5. In order to limit financial risk, KIMEP should thoroughly analyze which activities should be conducted by the university and which areas can easily be outsourced.

Good Practice

1. The library adheres to the university's open door policy. The library serves students, teachers, employees, university graduates, as well as external users (students, teachers and researchers of other educational institutions).
2. KIMEP has developed a very elaborate financial and budget planning process initiated by a budget committee including members from all key stakeholders of the university.
3. The results of the financial audit, since 2004, are published on the university's website (see in details <https://kimep.kz/discover/audited-financial-statements/>).

Standard 9. Public information- fully complies

Areas for improvement

1. Update the information on the website at regular intervals.
2. Publish also relevant policy documents on the website to inform and involve both internal and external stakeholders.
3. Ensure all relevant documents are also available on the website in English (if only summaries).
4. Add an easily acceptable folder on the website on quality assurance for maximum involvement of stakeholders.
5. Add an easily acceptable folder on the website on student representation with a link to a separate website for student bodies ensuring maximum involvement of students in all KIMEP affairs.



Report on the external review IQAA

Good practice

1. Extensive information provided to future student beyond what can be expected.
2. Multilingual website reaching a potentially large public.



Program of the site visit
within the framework of institutional accreditation of KIMEP University
April 25-27, 2018

№	Event	Venue	Time	Participant s
<i>April 24, 2018</i>				
1	Arrival	Kazakhstan Hotel	During the day	Group of experts
<i>Day 1 – April 25, 2018</i>				
2	Breakfast	Kazakhstan Hotel	Before 8:45 AM	H, EG, C
3	Gathering of experts in the lobby of the hotel	Kazakhstan Hotel	8:45 AM	H, EG, C
4	Arrival to the University	Executive Education Center (EEC) Building	9:00 AM	H, EG, C UPC
5	Briefing, discussion of organizational issues	Office designated for External Expert Group (EEG), Office # 117 EEC Building	9:00-10:30 AM	H, EG, C
6	Interview with the President/Rector and Vice-presidents	Hall #1 Dostyk bld	10:30-11:15 AM	H, EG, C; President, Vice Presidents
			11:15-12:00 AM	Vice Presidents
7	Interview with department and unit heads	Office #114 EEC Building	12:00-12:45 PM	H, EG, C, Department and unit heads
8	Discussing the results of interview	Office of EEG, Office #117 EEC Building	12:45-1:00 PM	H, EG, C
9	Lunch	Noodles restaurant, Dostyk ave., 52/2	1:00-2:00 PM	H, EG, C
10	Visual inspection of the University	Dostyk bld; Valikhanov	2:00-4:00 PM	H, EG, C



		bld, New Academic Building (NAB), Library, Registrar office; CISC; Sport center; Medical center; Dormitory, Cafeteria; Learning Support Center		Representatives of KIMEP Admission Office
11	Interview with Deans and Department Chairs	Office #114 EEC Building	4:00-4:45 PM	H, EG, C, Deans and Department Chairs
12	Survey of bachelor students	#301/NEW bld.	4:45 -5:30 PM	C, bachelor students
13	Interview with bachelor students	#301/NEW bld.	5:30 -6:15 PM	H, EG, bachelor students
14	Survey of graduate and doctorate students	#302/NEW bld.	5:45 - 6:30 PM	C, graduate and doctorate students
15	Interview with graduate and doctorate students	#302/NEW bld. 35 seats	6:30 -7:15 PM	H, EG, graduate and doctorate students
16	Opinion exchange among members of expert group	Office #117 EEC Building	7:15 - 7:30 PM	H, EG, C
17	Working with university's documents	Office #117 EEC Building	7:30-8:00 PM	H, EG, C
18	Dinner	Noodles restaurant, Dostyk ave., 52/2	8:00-9:00 PM	H, EG, C
Day 2 – April 26, 2018				
1	Breakfast	Kazakhstan Hotel	Before 8:45 AM	H, EG, C
2	Gathering of experts in the lobby of	Kazakhstan Hotel	8:45 AM	H, EG, C



	the hotel			
3	Arrival to the University	EEC	9:00 AM	H, EG, C
4	Visiting academic, research and experimental facilities of the university	CASC; MediaLab; Center for Entrepreneurship and Innovations	9.00-11.00 AM	H, EG, C, KIMEP College Representatives
5	Visiting internship hosting organizations	KPMG Audit LLC, KPMG Office, Dostyk 180, 7 th floor; The Representative of the Ministry of Foreign Affairs of the Republic of Kazakhstan in Almaty (Almaty, Panfilova str 65); Law clinic (office #107, NAB, KIMEP U)	9.00-11.00 AM	H, EG, C, KIMEP College Representatives
6	Meeting with the Board of Trustees	Office #114 EEC Building	11.00-11.45 AM	H, EG, C, members of KIMEP Board of Trustees
7	Discussing the results of interview	Office of EEG, Office #117 EEC Building	11:45-12:00	H, EG, C
8	Working with university's documents	Office of EEG, Office #117 EEC Building	12:00 AM-1:00 PM	H, EG, C
9	Lunch	Noodles restaurant, Dostyk ave., 52/2	1:00-2:00 PM	H, EG, C
10	Visiting the classes and academic departments of the University	Tbc according to classes schedule	2:00-4:00 PM	H, EG, C
11	Interview with faculty	#301/NEW bld	4:00-4:45 PM	H, EG, faculty members



12	Survey of faculty	#301/NEW bld	4:45 – 5:30 PM	C, faculty members
13	Opinion exchange among members of expert group	Office of EEG, Office #117 EEC Building	4:45-5:00 PM	H, EG,
14	Interview with employers	Office #114 EEC Building	5:00-5:45 PM	H, EG,
15	Opinion exchange among members of expert group	Office of EEG, Office #117 EEC Building	5:45-6:00 PM	H, EG, C
16	Interview with university alumni	Office #114 EEC Building	6:00-6:45 PM	H, EG, C
17	Opinion exchange among members of expert group	Office of EEG, Office #117 EEC Building	6:45-7:00 PM	H, EG, C
18	Dinner	Noodles restaurant, Dostyk ave., 52/2	7:00-8:00 PM	H, EG, C
Day 3 – April 27, 2018				
1	Breakfast	Kazakhstan Hotel	Before 8:45 AM	H, EG, C
2	Gathering of experts in the lobby of the hotel	Kazakhstan Hotel	8:45 AM	H, EG, C
3	Arrival to the University	EEC	9:00 AM	H, EG, C
4	Working with documents, selective talks with pro-rectors, deans, unit heads for explaining the documents	Office of EEG, Office #117 EEC Building	9:00 AM -1:00 PM	H, EG, C, UPC
5	Lunch	Noodles restaurant,	1:00-2:00 PM	H, EG, C



		Dostyk ave., 52/2		
6	Preparing a report on external audit	Office of EEG, Office #117 EEC Building	2:00-5:00 PM	H, EG, C
7	Meeting with the management, presenting the preliminary results	Hall #1 Dostyk bld	5:00-5:30 PM	H, EG, C, President, Vice Presidents
8	Dinner	Noodles restaurant, Dostyk ave., 52/2	6:00 PM	H, EG, C
9	Departure of Expert Group members	Kazakhstan Hotel	By schedule	H, EG, C

Abbreviations: External Expert Group – EEG; Head of Expert Group – H;

Coordinator - C, University person in charge of external audit - UPC, Unit Heads – UH,

EEC – Executive Education Center, NAB – New Academic Building

**INTERVIEW PARTICIPANTS****Responsible for conducting institutional accreditation**

№	Last Name, First Name	Position	Degree
1	Gilbert Thomas Linne	Chair of KIMEP Accreditation Committee, Vice President of Academic Affairs	Ph.D.
2	Shakhanova Nurilya	Co-Chair for IQAA Accreditation, Director of Office of Quality Assurance and Institutional Research	Doctor of sciences

Top management**Founders**

№	Last Name, First Name	Position	Degree
1	Bang Chan Young	President of JSC “KIMEP University”, Member of Board of Trustees of JSC “KIMEP University”	Ph.D.
2	Bazarbekova Zhanar Umirzakovna	Administrative Director, LLP “USKO International”, Member of Board of Trustees of JSC “KIMEP University”	MBA
3	Seung Nam Kim	Chairman of Joehn Systems, Director of Small Business Academy, Adjunct Lecturer of Sookmyung University, Member of Board of Trustees of JSC “KIMEP University”	Master of Economics
4	Nei Hei Park	Auditor, Sejong Foundation; Non-executive director, Samsung corporation; Advisor to the Mayor, Seoul metropolitan administration; Professor emeritus, School of Business Administration, Sogang University; Member of Board of Trustees of JSC “KIMEP University”	Master of Economics
5	Stephen John Beresford Nye	Partner, KPMG Luxembourg, Member of Board of Trustees of JSC “KIMEP University”	Master of Economics

Rector

№	Last Name, First Name	Position	Degree
1	Bang Chan Young	President of JSC “KIMEP University”	Ph.D.

Vice-rector

№	Last Name, First Name	Position	Degree
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1	Linne Gilbert Thomas	Vice President of Academic Affairs	Ph.D.
2	Barnett Timothy Lewis	Provost and General Deputy to the President	Ph.D.
3	Ibrayeva Aigerim	Associate Vice President of Student Affairs	MPA, M.Phil.
4	Fidirko Yuriy	Vice President for Finance	MA

Heads of academic units

№	Last Name, First Name	Position, academic unit
1	Sang Hoon Lee	Dean, Bang College of Business
2	Zhanat Syzdykov	Associate Dean for Graduate Programs, Bang College of Business
3	Yulia Frolova	Associate Dean for Undergraduate Programs, Bang College of Business
4	Bulent Dumlupinar	Associate Dean for Executive Education Center, Bang College of Business
5	Bakytgul Tundikbayeva	Executive Education Center Director
6	Mira Nurmakhanova	Chair of Accounting & Finance Department, Bang College of Business
7	Michael Conrad	Chair of Management & Marketing Department, Bang College of Business
8	Gerald Pech	Acting Dean, College of Social Sciences
9	Aigul Adibayeva	Associate Dean, College of Social Sciences
10	Dennis Soltys	Chair of Department of Public Administration, College of Social Sciences
11	Scott Spehr	Chair of Department of International Relations and Regional Studies, College of Social Sciences
12	Frederick Emrich	Chair of Department of Media and Communications, College of Social Sciences
13	Joseph Luke	Dean of School of Law
14	Juldyz Smagulova	Executive Director, Language Center
15	Karina Narymbetova	Deputy Director, Language Center
16	Heather McCollum	Dean, General Education

Heads of structural units

№	Last Name, First Name	Position, structural unit
1	Kozmina Natalya	Interim Director, Office of Support Services
2	Zaikina Alla	Senior Legal Counsel, Legal Office
3	Ibrayeva Aigerim	Associate Vice President of Student Affairs, Office of Associate Vice President of Student Affairs
4	Suleimanova Elmira	Director, Department of International Academic



		Mobility
5	Moisseyeva Elena	Director, Marketing, Communications and Public Relations
6	Miltseva Natalya	Director, Student Recruitment and Admission
7	Kainazarova Aigerim	HR Manager, Human Resources Department
8	Demiyanova Irina	Senior Personnel Officer, Human Resources Department
9	Samuratova Uvassilya	Registrar, Registry Department
10	Zaitseva Olga	Director, Library
11	Kanayeva Raushan	Director, Corporate Development Department
12	Kalinogorsky Mikhail	Technical Director, Computer and Information Systems Center
13	Shegay Oxana	Director, Office of Financial Aid
14	Shakhanova Nurilya	Director of Office of Quality Assurance and Institutional Research
15	Krasnikova Valeriya	Coordinator of Office of Quality Assurance and Institutional Research
16	Kairat Sybanbayev	Head, Internal Security

Faculty

№	Last Name, First Name	Position, college	Degree
1	Konstantinos Dimitriou	Assistant Professor, Language Center	Ph.D.
2	Saule Abdramanova	Assistant Professor, Language Center	Ph.D., docent
3	Bostan Muldasheva	Lecturer, Language Center	Master of teaching English
4	Yelena Grebennikova-Howe	Lecturer, Language Center	Master of teaching English
5	Kara Fleming	Assistant Professor, Language Center	Ph.D.
6	Dina Sharipova	Assistant Professor, Department of International Relations and Regional Studies, College of Social Sciences	Ph.D.
7	Nygmet Ibadildin	Assistant Professor, Department of International Relations and Regional Studies, College of Social Sciences	Ph.D.
8	Saltanat Kazhimuratova	Senior Lecturer, Department of Media and Communications, College of Social Sciences	Master of international journalism and mass media
9	Bahtiyar Kurambaev	Assistant Professor, Department of Media and Communications, College of Social Sciences	Ph.D.
10	Milen Filipov	Assistant Professor, Department of Media and Communications, College of	Ph.D.



		Social Sciences	
11	Kanat Kudaibergenov	Professor, Department of Economics, College of Social Sciences	Doctor of sciences
12	Alma Kudebayeva	Assistant Professor, Department of Economics, College of Social Sciences	Ph.D.
13	Eldar Madumarov	Assistant Professor, Department of Economics, College of Social Sciences	Doctor of sciences in economics
14	Saule Emrich-Bakenova	Associate Professor, Department of Public Administration, College of Social Sciences	Ph.D.
15	Aliya Tankibayeva	Lecturer, Department of Public Administration, College of Social Sciences	Ph.D.
16	Zhenis Kembayev	Professor, School of Law	J.D.
17	Sergey Sayapin	Assistant Professor, School of Law	Doctor of juridical sciences
18	Claudio Lombardi	Assistant Professor, School of Law	Ph.D.
19	Zhanat Alimanov	Assistant Professor, School of Law	Master of law
20	Federico Dalpane	Assistant Professor, School of Law	Doctor of political sciences
21	Rashid Makarov	Assistant Professor, Bang College of Business	DBA
22	Bibigul Zhakupova	Senior Lecturer, Bang College of Business	Master of economics
23	Nurlan Orazalin	Assistant Professor, Bang College of Business	DBA
24	Maya Katenova	Assistant Professor, Bang College of Business	DBA
25	Olga Pak	Assistant Professor, Bang College of Business	DBA
26	Alexandr Ostrovskiy	Assistant Professor, Bang College of Business	DBA
27	Liza Rybina	Assistant Professor, Bang College of Business	DBA
28	Monowar Mahmood	Professor, Bang College of Business	Ph.D.
29	Alma Alpeissova	Senior Lecturer, Bang College of Business	Master of sciences in sociology
30	Yevgeniya Kim	Senior Lecturer, Bang College of Business	MBA

Students

№	Last Name, First Name	Contact details (mobile number)	Year of study	Specialty
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			(GPA out of 4.33)	
1	Litvin Danil		4 year	International relations
2	Kamenova Aizere		4 year	International relations
3	Umbetbayeva Aiyana		4 year	International relations
4	Mukitanova Damina		3 year	Journalism
5	Umbetova Aruzhan		1 year	Journalism
6	Lyuts Margarita		3 year	Journalism
7	Shakenova Saltanat		4 year	Economics
8	Tokhtassunova Samira		4 year	Economics
9	Rakhmanov Mirali		4 year	Economics
10	Kalashnikova Kristina		4 year	Economics
11	Yerzhigitova Saniya		2 year	Public and Municipal Administration
12	Mukasheva Albina		4 year	Public and Municipal Administration
13	Shegay Ludmila		4 year	Law
14	Kendirbek Karlygash		4 year	Law
15	Temirova Zhanat		4 year	Law
16	Sharapov Kirill		3 year	Law
17	Baiyrkhanova Botagoz		4 year	Law
18	Firsov Vladislav		1 year	Law
19	Mukhadi Nurgul		4 year	Accounting
20	Muratov Toremurat		2 year	Accounting
21	Barotov Munis		2 year	Management
22	Zhailauov Arman		3 year	Accounting
23	Talgat Aigerim		4 year	Accounting
24	Akmeden Nurken		3 year	Finance
25	Orynassar Ayat		4 year	Finance
26	Kussaiynova Bibinur		3 year	Finance
27	Kim Alyona		4 year	Finance
28	Ungaliyeva Sabinaz		4 year	Marketing
29	Uzakova Madina		4 year	Marketing
30	Madelkhanova Karina		4 year	Marketing
31	Moustafa Islam Atif		3 year	Management
32	Khe Dmitry		3 year	Management
33	Yoon Seung Hee		4 year	Marketing

Master students

№	Last Name, First Name	Contact details (mobile number)	Year of study (GPA out of 4.33)	Specialty
1	Omurzakova Darina		2 year	Teaching English
2	Kuptleuova Gulmira		1 year	Teaching



				English
3	Yeszhanova Ainur		1 year	Teaching English
4	Zhumagulova Aida		1 year	Teaching English
5	Rudenko Yekaterina		1 year	Teaching English
6	Rymbayeva Aizhan		1 year	International Journalism
7	Issenov Sanzhar		1 year	International Journalism
8	Margatova Anna		1 year	Economics
9	Shohnazar Manizha		1 year	Economics
10	Danilov Sergey		2 year	Economics
11	Zhumabayeva Leila		1 year	Economics
12	Polatkhanov Fakhriddin		1 year	Public Administration
13	Tuginov Ruslan		1 year	Public Administration
14	Rasta Abdul Wali		1 year	International relations
15	Uzakbaev Nurlan		1 year	International relations
16	Aytmuratova Aynura		1 year	International relations
17	Rakhmankulov Beknur		1 year	International Law
18	Zinullayeva Malika		2 year	International Law
19	Li Syuzanna		1 year	International Law
20	Ilyas Alfiya		2 year	International Law
21	Mizanova Karlygash		1 year	International Law
22	Reznikova Tatyana		2 year	Business Administration
23	Praliyeva Gulnaz		2 year	Business Administration
24	Nurgaliyeva Mirey		2 year	Business Administration
25	Soni Poonam		1 year	Business Administration
26	Syzdykov Ayan		2 year	Business Administration

Doctorate students



№	Last Name, First Name	Contact details (mobile number)	Year of study (GPA out of 4.33)	Specialty
1	Berniyazova Marzhan		1 year	Accounting
2	Ismailov Akhliddin		1 year	Accounting
3	Dyussemin Saule		1 year	Accounting
4	Nurakhmetov Darkhan		1 year	Accounting
5	Yermanov Daulet		1 year	Accounting

Representatives of employers

№	Last Name, First Name	Place of work, position	Contact details (mobile number)
1	Berdibekova Olessya	MARS, HR Business Partner	
2	Baturina Tatyana	MARS, HR Business Partner	
3	Stamkulov Nurzhan	Synergy Partners, Partner	
4	Galina Uteulina	Tengri Capital, HR Director	
5	Igissinova Alima	Philip Morris Kazakhstan, Senior recruiter	
6	Zhaksybayeva Laura	Holding Finance, HR Director	
7	Irina Kim	CMA CGM Central Asia, sales manager	
8	Sadvakassova Dinara	Grata Law Firm, HR manager	
9	Sadykova Gulshat	Altyn Bank (subsidiary bank of Halyk Bank), HR manager	
10	Kuldybayeva Nursulu	Fircroft Group, account manager	
11	Yermakhanova Leila	EY, Associate, Human Resources and Professional Development Department	
12	Khotsina Yuliya	JTI Kazakhstan, Training Programs Manager HR Department	
13	Amelina Alina	Deloitte, Talent Department	
14	Iskakova Aigerim	Air Astana, Recruitment Executive	
15	Imirov Musratzhan	PepsiCo, Senior TA Advisor	
16	Yelena Krasilnikova	KPMG, Administrative Director	
17	Bolat Aidana	RTC Deco, Sales Manager	
18	Leila Iskakova	Partner's Media Group (PMG), PR Director	
19	Maya Abenova	Grant Thornton LLP, Head of Administration and HR	

Alumni

№	Last Name, First Name	Specialty, year of graduation	Position, place of work, Contact details (mobile number)
1	Buravlyova Yevgeniya	Marketing, 2013	Brand manager, Afon & Olive Ltd,
2	Mametov Askar	Accounting, 2013	TOO Секва Петролеум Казахстан,



3	Bainiyazov Marat	Accounting & Audit, 2013	Нефтесервис,
4	Akhmetov Nursultan	Finance, 2013	HSBC, Retail Banking Wealth Manager
5	Ibraimov Ilyas	Management, 2013	Manager, Private business,
6	Beshirov Bilal	Accounting & Audit, 2013	Assurance Consultant, PwC,
7	Bit-Yunan Viktoriya	Accounting & Audit, 2013	Consultant, PWC, 2013,
8	Tarassova Alexandra	Marketing, 2014	Category and channel development manager Unilever,
9	Yestayev Yerzhan	Finance, 2014	Fin.controller, DAREcoSystem,
10	Sergeyeva Anna	Marketing, 2014	Marketing Researcher, GfK Kazakhstan,
11	Kokoshko Irina	Management, 2014	HR Specialist, Kagazy Recycling LLP,
12	Kulbekov Bauyrzhan	Accounting & Audit, 2014	Manager of corporate reports, KazakhMys,
13	Sakenbayev Nursultan	Finance, 2014	Accountant, Accounts Receivable, PetroKazakhstan,
14	Baiteliyeva Altyнай	Finance, 2014	Billing Assistant, PricewaterhouseCoopers,
15	Tazabekova Dina	Marketing, 2015	Junior Brand Manager, PepsiCo,
16	Seidakhmetov Yerzhan	Marketing, 2015	Sales engineer, EATON,
17	Bulekbayev Yerbol	Finance, 2015	Analysis and planning Department manager, VILED,
18	Akeyev Yernar	Management, 2015	Sales supervisor, MARS,
19	Vakhobov Rustamjon	Finance, 2015	Audit assistant A3, Deloitte LLP
20	Dementeyenko Alexey	Management, 2015	Deputy director, D-plus LLP,
21	Groznaya Sofiya	Public Relations, 2015	Multimedia journalist, E-event.kz



22	Ryspayeva Shynar	Media Management, 2015	Marketing manager, KBTU University
23	Tuleubek Aigerim	Accounting & Audit, 2016	Financial revenue accountant, Air Astana JSC
24	Makhperova Nadira	Marketing, 2016	Senior Sales Specialist, Coca-Cola
25	Akhmettayev Adil	Finance, 2016	Audit Assistant, Deloitte LLP,
26	Beremkulova Aida	Finance, 2016	Consultant Assistant, Deloitte,
27	Filin Andrey	Management, 2016	Kaspi Bank
28	Nussipova Aliya	Business Economics, 2016	Client Serving Contractor, EY
29	Khalilov Kanat	Economics, 2016	Senior risk-manager, First Credit Bureau
30	Amanzholova Zhuldyz	Marketing, 2016	Grant Thornton
31	Aitkulova Kamila	International Relations, 2016	Compensation and Benefits Specialist, IIT Kazakhstan
32	Bekpossynova Zhaniyel	International Law, 2016	Lawyer, Imperial Tobacco Kazakhstan
33	Sheriyazdanov Chingiz	Finance, 2017	Finance Director, Barber LLP,
34	Yan Elena	Accounting, 2017	JV Accountant, Chevron Munaigaz,
35	Mukhamejanova Nargiz	Marketing, 2017	BI and Sales Assistant, EF Education First
36	Shakeyeva Meruyert	Marketing, 2017	Editor, Recruitment agency
37	Abdukarimov Bunyod	Investment Management, 2017	Government Relations Coordinator, American Chamber of Commerce in Kazakhstan
38	Arymbayev Yersultan	Accounting, 2017	Consultant in assurance department, Ernst & Young
39	Otegen Dinara	International law, 2017	Junior Lawyer, Grata Law Firm
40	Korenkova Alexandra	International Relations, 2017	SMM manager, Smart Digital Consulting
41	Aitbayeva Alua	International Relations, 2017	Assistant, Banking at the European Bank of Reconstruction and Development, (EBRD)
42	Velyamova Saida	Teaching English, 2017	English Language Instructor, German Kazakh University

Note: the list has to contain the representatives of master students, doctorate students, faculty, alumni and employers from all the colleges and specialties.