ASIIN Certification Report /Accreditation Report

PhD Programme
Restaurant Business and Hotel Business

Provided by
Almaty Technological University

Version: 18. June 2021

Table of Content

A About the Certification Process

Title of the PhD Programme	Previous certification
Restaurant Business and Hotel Business	/

Date of the contract: 13.06.2018
Submission of the final version of the self-assessment report: 14.05.2019
Date of the onsite visit: 13.06.2019
at: Almaty Technological University Main Campus

Peer panel:
Prof. Dr. Dagmar Lund-Durlacher, MODUL University Vienna
Prof. Dr. Raija Seppälä-Esser, HAW Kempten
Prof. Dr. Saltanat Kondybayeva, Al-Farabi Kazakh National University
Martin Holzwarth, Independent Contractor
Gulden Manarbek, PhD Student, Al-Farabi Kazakh National University

Representative of the ASIIN headquarter: Christin Habermann

Responsible decision-making committee: Certification committee

Criteria used:
Standards for the Certification of (Further) Education and Training for courses and modules related to Computer Sciences, Technology, Natural Sciences and Business Economics as of 27.07.2011.
European Standards and Guidelines as of 2009 (3rd edition).

In order to facilitate the legibility of this document, only masculine noun forms will be used hereinafter. Any gender-specific terms used in this document apply to both women and men.

B Characteristics of the PhD Programme

a) Name of the Programme	b) Degree awarded upon conclusion	c) Corresponding level of the European Qualifications Framework	d) Mode of Study	e) Duration & Credit Points	f) First time of offer & Intake rhythm	g) Number of students per intake	h) Fees
PhD's degree of Restaurant Business and Hotel Busines	PhD	8	Full time	6 Semester 180 CP	First offered in 2018	5	1.310.000 KZ

For the Programme <u>PhD Restaurant Business and Hotel Business</u>, the self-assessment report states the following **intended learning outcomes**:

"The purpose of the EP PhD "Restaurant Business and Hotel Business" is to prepare highly educated, fundamentally trained, creative-minded, competitive and well-adapted to the constantly changing conditions of scientific and pedagogical personnel for enterprises of the hospitality industry, research institutes and centers, universities management.

Competence codes	Competency statement
General Cultural Competences GCC	
GCC 1	Owns a holistic system of scientific knowledge about the world, able to navigate the values of life and culture
GCC 2	Understands modern trends and patterns of development of national science in the context of globalization and internationalization
General Professional Competence GPC	
GPC 1	Able to analyze and evaluate the socio-economic consequences of new phenomena in science, technology and technology, professional sphere
GPC 2	Applies scientific communication technology in Kazakh, Russian and foreign languages
Professional Competences PC	
PC 1	Applies technology management research and teams in solving problems of professional activities
PC 2	Applies professional knowledge and skills in the implementation of innovative educational policy objectives
PC 3	Applies deep specialized professional theoretical knowledge to conduct research
PC 4	Analyzes and applies informed innovative solutions to improve safety and service efficiency

A matrix of the goals and objectives, matching each module to specific competences, is also presented:

Module 1 Basic disciplines

OP Goals	The wording of competence	Qualifying goals: +++ strongly; ++ is weak; + low		
		Theoretical foundations of innovative technologies in the hospitality industry	Current trends in the hospitality industry	Entrepreneurship in the hospitality industry of Kazakhstan: ways of development and government support
GCC 1	Owns a holistic system of scientific knowledge about the world, able to navigate the values of life and culture	+	+++	+++
GCC 2	Understands modern trends and patterns of development of national science in the context of globalization and internationalization	++	+++	+++
GPC 1	Able to analyze and evaluate the socio-economic consequences of new phenomena in science, technology and technology, professional sphere	+++	+++	+++
GPC 2	Applies scientific communication technology in Kazakh, Russian and foreign languages	++	++	++
PC 1	Applies technology management research and teams in solving problems of professional activities	++	++	++
PC 2	Applies professional knowledge and skills in the implementation of innovative educational policy objectives	++	++	++
PC 3	Applies deep specialized professional theoretical knowledge to conduct research	+++	+++	+++
PC 4	Analyzes and applies informed innovative solutions to improve safety	+++	+++	+++

Module 2 Special disciplines

OP Goals	The wording of competence	Qualifying goals: +++ strongly; ++ is weak; + low			
		Modernisation of the system of training of personnels for industry of tourism	Innovative management in the hotel and restaurant business	The quality management system at the hospitality industry's enterprises	Evaluation of hospitality industry's enterprises competitiveness: a methodological approach
GCC 1	Owns a holistic system of scientific knowledge about the world, able to navigate the values of life and culture	+++	+++	++	+++
GCC 2	Understands modern trends and patterns of development of national science in the context of globalization and internationalization	+++	+++	++	+++
GPC 1	Able to analyze and evaluate the socio-economic consequences of new phenomena in science, technology and technology, professional sphere	+++	+++	++	+++
GPC 2	Applies scientific communication technology in Kazakh, Russian and foreign languages.	+++	+	++	+
PC 1	Applies technology management research and teams in solving problems of professional activities	+++	+++	+++	+++
PC 2	Applies professional knowledge and skills in the implementation of innovative educational policy objectives	+++	+++	+++	+++
PC 3	Applies deep specialized professional theoretical knowledge to conduct research	+++	+++	+++	+++
PC 4	Analyzes and applies informed innovative solutions to improve safety and service efficiency	+++	+++	+++	+++

Module 3 Deepening special disciplines

OP Goals	The wording of competence	Qualifying goals: +++ strongly; ++ is weak; + low	
		Doctoral student research work	Doctoral dissertation
GCC 1	Owns a holistic system of scientific knowledge about the world, able to navigate the values of life and culture	+++	+++
GCC 2	Understands modern trends and patterns of development of national science in the context of globalization and internationalization	+++	+++
GPC 1	Able to analyze and evaluate the socio-economic consequences of new phenomena in science, technology and technology, professional sphere	+++	+++
GPC 2	Applies scientific communication technology in Kazakh, Russian and foreign languages	++	+++
PC 1	Applies technology management research and teams in solving problems of professional activities	+++	+++
PC 2	Applies professional knowledge and skills in the implementation of innovative educational policy objectives	+++	+++
PC 3	Applies deep specialized professional theoretical knowledge to conduct research	+++	+++
PC 4	Analyzes and applies informed innovative solutions to improve safety and service efficiency	+++	+++

Module 4 Professional and Practical Thesis and Doctoral Thesis

OP Goals	The wording of competence	Qualifying goals: +++ strongly; ++ is weak; + low	
		Teaching practice	Research practice
GCC 1	Owns a holistic system of scientific knowledge about the world, able to navigate the values of life and culture	+	+++
GCC 2	Understands modern trends and patterns of development of national science in the context of globalization and internationalization	++	+++
GPC 1	Able to analyze and evaluate the socio-economic consequences of new phenomena in science, technology and technology, professional sphere	++	+++
GPC 2	Applies scientific communication technology in Kazakh, Russian and foreign languages.	++	+
PC 1	Applies technology management research and teams in solving problems of professional activities	+++	+++
PC 2	Applies professional knowledge and skills in the implementation of innovative educational policy objectives	+++	+++
PC 3	Applies deep specialized professional theoretical knowledge to conduct research	+++	+++
PC 4	Analyzes and applies informed innovative solutions to improve safety and service efficiency	++	+++

The following **curriculum/teaching design** is presented:

For the educational trajectory **Small and Medium Business (SMB)**

Module Name	Hours	ECTS	Weekly classroom hours				
			Lecture lessons	Practical classes	Laboratory classes	IWDSWT	DSIW
1st semester							
Theoretical foundations of innovative technologies in the hospitality industry	90	3	2	1		1	3
Current trends in the hospitality industry	180	6	2	2		1	3
Modernisation of the system of training of personnels for industry of tourism	180	6	2	2		1	3
The quality management system at the hospitality industry's enterprises	180	6	2	2		1	3
Scientific research work of PhD student	270	9				1	7
TOTAL for the first semester	**900**	**30**	**8**	**7**	**0**	**5**	**19**
2 semester							
Scientific research work of PhD student	810	27				1	7
Pedagogical practice	90	3				1	1
TOTAL for the second semester	**900**	**30**			**0**	**2**	**8**
3 semester							
Scientific research work of PhD student	660	22				1	7
Research practice	240	8				1	7
TOTAL for the third semester	**900**	**30**			**0**	**2**	**14**
4 semester							
Scientific research work of PhD student	660	22				1	7
Implementation of doctoral thesis	240	8				1	7
TOTAL for the fourth semester	**900**	**30**	**0**	**0**	**0**	**2**	**14**
5 semester							
Implementation of doctoral thesis	900	30				1	7
TOTAL for the fifth semester	**900**	**30**	**0**	**0**	**0**	**1**	**7**
6 semester							
Implementation of doctoral thesis	420	14				1	7
Complex examination							
Formalization and doctoral thesis defense	480	16				1	6
TOTAL for the sixth semester	**900**	**30**	**0**	**0**	**0**	**2**	**13**
Total	**5400**	**180**	**8**	**7**	**0**	**14**	**75**

For the trajectory **Big Business (BB)**

Module Name	Hours	ECTS	Lecture lessons	Practical classes	Laboratory classes	IWDSWT	DSIW
1st semester							
Theoretical foundations of innovative technologies in the hospitality industry	90	3	2	1		1	3
Entrepreneurship in the hospitality industry of the KZ: the ways of development and state support	180	6	2	1		1	3
Innovative management in the hotel and restaurant business	180	6	1	2		1	3
Evaluation of hospitality industry's enterprises competitiveness: a methodological approach	180	6	2	1		1	3
Scientific research work of PhD student	270	9				1	7
TOTAL for the first semester	**900**	**30**	**8**	**7**	**0**	**5**	**19**
2 semester							
Scientific research work of PhD student	810	27				1	7
Pedagogical practice	90	3				1	1
TOTAL for the second semester	**900**	**30**			**0**	**2**	**8**
3 semester							
Scientific research work of PhD student	660	22				1	7
Research practice	240	8				1	7
TOTAL for the thirdsemester	**900**	**30**			**0**	**2**	**14**
4 semester							
Scientific research work of PhD student	660	22				1	7
Implementation of doctoral thesis	240	8				1	7
TOTAL for the fourthsemester	**900**	**30**	**0**	**0**	**0**	**2**	**14**
5 semester							
Implementation of doctoral thesis	900	30				1	7
TOTAL for the fifthsemester	**900**	**30**	**0**	**0**	**0**	**1**	**7**
6 semester							
Implementation of doctoral thesis	420	14				1	7
Complex examination							
Formalization and doctoral thesis defense	480	16				1	6
TOTAL for the sixth semester	**900**	**30**	**0**	**0**	**0**	**2**	**13**
Total	**5400**	**180**	**8**	**7**	**0**	**14**	**75**

C Peer Report for the ASIIN Certificate

1. Formal Information

Criterion 1.1 Formal Information

Evidence:

- Self-Assessment Report

- Regulations on the Practice of Undergraduates and Doctoral PhD

- Generic Information on the Website of the University, accessible at: https://wel-come.atu.kz/en/main/phd (Access: 10.10.2017)

- Audit discussions

Preliminary assessment and analysis of the peers:

Relevant formal information regarding the name and degree title of the PhD programme, its duration, the awarded credit points as well as the study form are provided in the Self-Assessment Report as well as the additional documents, such as the "Regulation on the Practice of Undergraduates and Doctoral PhD" or the "Regulation on the Research Work of Doctoral Students". Accordingly, the programme requires full-time involvement of students and extends over a period of three years. Participants are awarded 180 ECTS-credits upon completion of the programme.

Generally, the fees for this PhD programme amount to 1.310.000 KZT (3.038€) per year. During the audit, the peers are also informed that PhD students normally receive a state grant from the Republic of Kazakhstan if they meet the requirement for undertaking a specific PhD programme but that students not meeting these prerequisites may still enter the programme by paying for it themselves. At the time of the on-site visit, state grants had yet to be approved, thus all students wanting to enter the programme had to pay the fees.

In addition, the peers notice that the English title of the study programme varies slightly between different sources of information so zthat either the title "Restaurant and Hotel Business" or "Restaurant Business and Hotel Business" is utilized. While this is only a rather slight differentiation, for reasons of transparency the peers nonetheless urge ATU to use one specific title throughout all documents and information.

In sum, the peers consider the formal specification of the PhD programme to be adequate and well defined.

> **Criterion 1.2 Legal relationship: mutual rights and duties**

Evidence:
- Regulation on the Board of Trustees
- Members of the Board of Trustees
- Regulation on the Academic Committee and the Subcommittee on Educational Programmes
- Regulations on the Practice of Undergraduates and Doctoral PhD
- Reception Rules to Master and Doctoral PhD
- Regulation on the Research Work of Doctoral Students

Preliminary assessment and analysis of the peers:

Rights and duties of the applicants and postgraduate students are properly regulated within the "Regulation on the Practice of Undergraduates and Doctoral PhD" as well as "Regulation on the Research Work of Doctoral Students", which entail admission rules, provisions for study progress and completion of studies and for supervision and evaluation of the doctoral thesis. The peers notice, however, that information regarding the mutual rights and duties are only available online in Kazakh and Russian. Although the website has been recently updated and respective headers are available, they lead to no content. As such, only generic information, being applicable for all 11 PhD programmes of ATU can be found online (s. criterion 7.1). Given ATU's strive for greater international visibility, the peers ask ATU to also publish the documents online in an English version.

The peers deem the definition of mutual rights and duties to be generally transparent and adequate for a successful implementation of the programme and conclude that PhD students are well taken care off. They believe, however, that for greater transparency, respective information must also be published online in an English version.

Final assessment of the peers after the comment of the Provider regarding criterion 1:

Criterion 1.1: Formal Information

In their comments, ATU states that the recommendation of the peers regarding the English title of the PhD programme will be implemented and that in the future, only the title "Restaurant Business and Hotel Business" will be used.

Criterion 1.2: Legal Relationship: Mutial Rights and Duties

ATU agrees with the peers that for reasons of transparency, the mutual rights and duties should be available in an English version. ATU is already in the process of translating all

relevant documents and will publish them on their website as soon as possible. The peers thank ATU for their quick action.

The peers thus regard criterion 1 to be fulfilled.

2. Courses/Modules: Content, Policy and Implementation

Criterion 2.1 Learning outcomes of the course/module

Evidence:

- Template SSC-based Objective-Module Matrix

- Module Handbook

- Self-Assessment Report

- Audit discussions

Preliminary assessment and analysis of the peers:

As suitable generic assessment criteria, the highest level 8 of the European Qualifications Framework (EQF) has been applied. This level defines that students acquire "knowledge at the most advanced frontier of a field of work or study and at the interface between fields", achieve "the most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice". They are able to "demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research". Following these descriptions, ATU has provided learning outcomes for the programme in documents presented to the peers, most importantly in the SAR and the objectives-module-matrix.

For the programme "Restaurant Business and Hotel Business", the peers agree that the described purpose of the programme – "to create, on the basis of integration of education and science, an effective system for training scientific and pedagogical personnel" – adequately reflects the desired knowledge competence of the EQF. Furthermore, the specific objectives of the programme are broken down into different categories of competencies, among them General Cultural Competences (GCC), General Professional Competences (GPC) as well as Professional Competences (PC). These competences define that a graduate of the programme is able to understand modern trends and patterns of the development of her field of science, is able to evaluate the socio-economic consequences of new phe-

nomena in science, can create innovative educational policy objectives, holds a deep specialized professional theoretical knowledge to conduct research and is able to create innovative solutions to improve the safety and efficiency of the service sector. According to the peers, these described learning outcomes fully meet the level 8 requirements as described above.

The peers appreciate that ATU has taken the time to visualize how each module serves the overall qualification objectives by creating a distinct and detailed objectives-module-matrix. The peers learn that this is the first PhD programme in the field of hospitality in Kazakhstan and that the qualification objectives as well as the curriculum were created together with representatives of the labour market, members of the professorial teaching staff as well as PhD students from other fields, to ensure that EQF level 8 is met.

While the peers are of the opinion that the described qualification objectives meet EQF level 8, they notice that they are not very specific to the programme at hand but may also be applied to PhD programmes of a different field. Only the competence "analyze and apply informed innovative solutions to improve safety and service efficiency" can be understood as relating to the service industry of restaurants and hotels; every other competence is very generic. Thus, the peers urge ATU to draft the qualification objectives in a way that they describe not only the competences of an overall PhD graduate but also the subject-specific academic and professional qualifications that students gain by studying "Restaurant Business and Hotel Business."

Criterion 2.2 Prospects of the labour market and practical orientation

Evidence:
- SAR
- Audit discussions

Preliminary assessment and analysis of the peers:
The peers are glad to hear that this PhD programme has been developed in unison with representatives from the labour market. The rather unusual concept of two distinct trajectories in this PhD programme (small and medium business; big business) has also been a wish of representatives from the industry. The programme coordinators explain, however, that the programme is designed to educate researchers working in higher education institutions or research facilities. This is due to the plan by the Kazakh Ministry of Education to recruit more academic staff holding a PhD degree. Nonetheless, the current PhD student is planning on working in the industry after having completed her studies. As the programme only started recently, no surveys of alumni and their career development have been completed until now.

Practical orientation is conveyed throughout the programme in the form of research practice. The duration of the research practice is at least 12 weeks or 360 hours of the doctoral student's individual work. It is carried out both in scientific divisions at ATU and in institutions and organizations conducting research in the field of hospitality. This research practice is organized on a contractual basis between ATU and relevant third parties and must be coordinated with the legal department of ATU. The peers conclude that an acceptable relation to the practical/professional side of the programme has been integrated into the curriculum.

Criterion 2.3 Admission requirements

Evidence:

- Reception Rules to Master and Doctoral PhD

- Self-Assessment Report

- Audit discussions

Preliminary assessment and analysis of the peers:

Admission of doctoral candidates to ATU is generally carried out based on educational grants offered by the state. However, students that do not fulfill all of the necessary prerequisites for the programme and thus the grant, may also enter the programme by paying the fees on their own. At the time of the on-site visit no state grants had yet been secured by ATU for this specific programme, interested students must pay for the degree themselves. As such, the following prerequisites for entering the programme are not binding:

Generally, educational grants are awarded on a competitive base, following the results of the entrance exams – one in a foreign language and one as a programme-specific written exam. At ATU for the PhD programme students must hold a Master's degree, possess knowledge of a foreign language, and at least one year of work experience in a related field. Foreign students must respectively prove knowledge of the Russian language. The "Reception Rules to Master and Doctoral PhD" clearly outline the requirements, the process as well as the necessary documents to hand in when applying for the programme.

After being admitted, the PhD students agree on the topic of their scientific work with both their scientific advisors (domestic and foreign if one has already been found) and agree on an individual study plan. As it is rather difficult for the students to find a foreign supervisor, ATU holds a cooperation with a Russian university. Nonetheless, finding the second supervisor may take some time so that students may begin their studies with solely one supervisor.

The peers note that all processes and quality criteria required for admission to the PhD programme are defined in a transparent and binding way. While it appears unusual to the peers that those recommendations are solely relevant if students want to apply for a state grant, they understand that this is the norm in Kazakhstan. They approve that applicants must possess knowledge of a foreign language, given that PhD students are supposed to conduct research abroad, be able to read and synthesize scientific literature as well as communicate without any linguistic obstacles with their foreign supervisor. However, after the discussion with the current PhD student and the programme coordinators, the peers were of the opinion that the average language level of the students needs to be improved in order to meet the high international standards ATU aims for.

Criterion 2.4 Contents

Evidence:
- Template SSC-based Objectives-Module-Matrix
- Curriculum for both trajectories
- Module Handbook
- Self-Assessment Report
- Audit discussions

Preliminary assessment and analysis of the peers:

During the on-site visit, the peers learned that the former Soviet doctorate and modern PhD programmes have been subjected to continuous considerable changes during the course of the past 25 years. In any case, as with all the other study programmes, the HEI does not have full autonomy over the design of the PhD programmes but much of the curriculum is designed by the Ministry of Education.

The programme at hand consists of six semesters of which the first is devoted to study while the remaining five allow the student to concentrate on her research. In the second semester, students additionally gather pedagogical practice. In total, 140 ECTS credits are gained for research and 40 ECTS credits for study. The peers deem this distribution adequate for a PhD programme.

Students have to choose between two trajectories: "Restaurant Business and Hotel Business in Small and Medium Enterprises" (SMB) and "Restaurant Business and Hotel Business in Big Business" (BB), whose first semester each contains different modules. As such, the first semester of the SMB-trajectory entails modules such as "Current Trends in the Hospi-

tality Industry", "Modernization of the System of Training of Personnel for Industry of Tourism" and "The Quality Management System at the Hospitality Industry's Enterprises", while students of the BB-trajectory have to take modules such as "Entrepreneurship in the Hospitality Industry of the KZ", "Innovative Management in the Hotel and Restaurant Business" and "Evaluation of Hospitality Industry's Enterprises Competitiveness." The peers ask, why it is necessary for a PhD Programme to encompass different trajectories since each student is conducting his own individual work nonetheless. They learn that these trajectories were implemented by request of industry representatives. As the difference between the two trajectories is limited to three differing modules, the peers see no real purpose yet also no disadvantage in this structure. They declare, however, that a PhD usually qualifies for an academic career and not for the industry and trajectory thus are rather irrelevant.

Concerning the course contents the peers understand that these are usually individually designed in coordination between students and supervisors following the students' needs. Although the module descriptions indicate a clearly structured content, the peers learn that the reality can be dealt with much more flexible. Consequently, each course can be designed according to the respective research project of the student. Furthermore, the peers also learn that there exist a range of elective modules that students can choose from. Yet, these modules are depicted neither in the curriculum nor in the module handbook, which ATU should change in order to allow students and those interested in studying at ATU an overview of all available modules.

During the discussions at ATU, the peers learn that students have to continuously write and publish research papers throughout their studies. In total, students must publish three papers in national journals, three papers in international journals and one in a corpus journal. The peers are able to examine some examples of these research papers and come to the conclusion that they do not match the international standard of research papers. Therefore, they ask if specific courses exist in which students learn how to conduct scientific research and writing. The programme coordinators explain that each student has to take an obligatory course in which scientific writing is taught. The peers see that a module named "Organization and planning of scientific researches" is noted in the module handbook; yet this course is not marked as such in the curriculum. As this modules amounts to only 3 ECTS-credits, the peers are of the opinion that there should be a greater focus on scientific writing and methods of research.

The peers understand that currently, only one student is partaking in the PhD programme, so that the overall scientific standard of the programme and the students cannot be judged. However, the peers strongly recommend that ATU redesigns the programme so that students have more opportunities to acquire skills in research design, research methods and scientific writing that adhere to international standards.

ATU has provided a module handbook for the study programme that entails all modules taught in the programme even though their titles differ slightly from the titles used in the curriculum but that may be due to translation errors. The peers are very satisfied with the individual descriptions, which entail all relevant information, such as the module code, the amount of credits, the language of instruction, the responsible lecturer and module coordinator, the prerequisites, the examination, the learning outcomes as well as the content of the module. The peers are generally satisfied with the module descriptions as they adequately reflect the contents and learning outcomes. Yet they ask ATU to also include a bibliography of supporting reading materials for the students.

In sum, the peers believe that the curriculum generally allows the implementation of the qualification objectives. Yet, the peers ask ATU to ensure that the possibility of elective modules is communicated in a transparent way to all stakeholders. Additionally, the peers believe that ATU should strengthen its focus on research design, methods and scientific writing of its students so that the work they produce is of an internationally recognized standard.

Final assessment of the peers after the comment of the Provider regarding criterion 2:

Criterion 2.1: Learning Outcomes of the Course/Module

The peers originally found that while the learning outcomes of the PhD programme match EQF level 8, they are not subject-specific but could be utilized for every PhD programme. In answer to that ATU has updated the learning outcomes and has added the phrase "in the hospitality sphere" to clarify that all noted competences relate to the field of restaurant and hotel business. Additionally, ATU hands in their objective-module matrix which outlines the competences students achieve in each module. The peers thank ATU for the quick action and are of the opinion that while the addendum generally showcases that the learning outcomes focus on the sphere of hospitality, they are not detailed enough. Instead of simply adding "hospitality sphere" the peers would like to have more precise information about how each learning outcome relates to the the field of restaurant and hotel business.

Criterion 2.3: Admission Requirements

In their comment, ATU states that starting from the 2019/2020 academic year, applicants for the PhD programme must, in accordance with the requirements of the Ministry of Eduction and Science of Kazakhstan, provide an international certificate confirming a sufficient level of knowledge in a foreign language in accordance with European standards. For the English language, for example, the following requirements apply: TOEFL ITB of not less than 138 points, TOEFL IBT of not less than 32 points, TOEFL PDT of not less than 47 points, IELTC

of than less than 4.5. Furthemore, a PhD student and her domestic scientific supervisor have the opportunity to take up an advanced course of a foreign language at ATU. The peers believe these changes to be meaningful.

Criterion 2.4: Contents – Scientific Writing Course

ATU comments that information regarding each module can be found in the module handbook but that ATU has the ability to change elective disciplines for each new PhD student's enrollment with regard to her approved competencies. The peers thus understand that elective modules are not included in the module handbook. However, for reasons of transprarency, the peers recommend putting together a catalogue of modules that have already taken place and to publish it also in ATU's website. This way, interested students as well as other external stakeholders can inform themselves about the entirety of the courses offered in this PhD programme.

With regards to scientific writing courses, ATU states that PhD students are trained in academic writing throughout the entire period of study. In order to develop the special compencies necessary to succeed in this field, each PhD student must perform the following work:

1. Ongoing consultation and collaboration with a domestic and foreign consultant: As it is defined in the Rules of the Committee for the Control of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan, these consultants must be an internationally published researcher to be able to teach these skills to their students.

2. Scientific research work of the PhD student in each of the six semesters.

3. Abroad internship of the PhD student (90 days in three years).

The result of the PhD student's work at the end of each study semester must be presented in form of a report, which is defended by the student at a meeting of the departments' scientific seminar. Additionally, the PhD student must write a report at the end of each academic year and present it at a meeting of the Academic Council of the faculty. Based on this report the faculty decides upon the attestation of the PhD student and her transfer to the next academic year.

Furthermore, ATU points out that a specifically designed course "Academic writing" for improving the competencies of PhD students in the field of scientific writing has been developed. ATU presents an overview of its contents, which focuses on studying different types of scientific writing. As a result of this course, the participant should be able to know the structure and special properties of scientific communication, the features of the scientific style and the specifics of a scientific texts and he can master the techniques of reading,

analyzing, abstracting and preparing of scientific texts, creating a bibliography, drawing up a written work plan and selecting the rhetorical devices for scientific communication. Additionally, online courses are available for PhD students on educational platforms (https://open.atu.kz/ and https://www.coursera.org) where students can deepen their knowledge about scientific writing.

The peers thank ATU for their detailed information. They believe that the additional module would present a great source for PhD students to learn the necessary skills in order to be successful in their academic career. They ask ATU to provide a module description and a curriculum, including this module. Until then, the requirement will be maintained.

Criterion 2.4: Contents – Module Descriptions

ATU comments that at the request of a PhD student and his scientific adviser, the ATU library generates a bibliography of supporting materials for specific disciplines and for solving specific research tasks. ATU has provided a list with 18 books that were purchased in 2019 for the PhD programme and the respective PhD student. Furthermore, ATU points out that each PhD student has the opportunity to independently search for necessary literature on ATU's online resources as well as those of the foreign scientific consultant. The peers understand that the entire PhD programme, including its literature, is adapted to the individual needs of each PhD students, an undertaking that is very laudable and promising for the student's career. The peers believe nonetheless, that it would be beneficial to include some fundamental literary works in the respective module descriptions.

In summary, the peers regard criterion 2 as mostly fulfilled.

3. Courses/Modules: Structures, Methods and Implementation

Criterion 3.1 Structure

Evidence:

- Module Handbook
- Curriculum of both trajectories
- Example of individual study plan
- Self-Assessment Report
- Audit discussions

Preliminary assessment and analysis of the peers:

The term of study under the doctoral degree programme is six semesters in full time. Each semester holds 30 ECTS credits and entails 15 weeks of study. As already detailed under criterion 2.4, the programme can be studies in two trajectories, "Small and Medium Businesses" (SMB) as well as "Big Businesses" (BB); yet they differ only in three modules taught throughout the first semester and are otherwise identical. While the first semester is dedicated to studying distinct topics of each trajectory, the remaining time is utilized for conducting research. An individual work plan is negotiated between the students and the supervisors, thus allowing the student to structure her work in a way most beneficial to her research. The student confirms that she appreciates the overall structure of the programme but also that she can create her individual work plan within the overall framework.

In summary, the peers believe the structure of the programme to be suitable for reaching the intended qualification objectives.

Criterion 3.2 Workload

Evidence:

- Module Handbook

- Curriculum of both trajectories

- Regulation on the Research Work of Doctoral Students

- Self-Assessment Report

- Audit discussions

Preliminary assessment and analysis of the peers:

The PhD programme amounts to a total of 180 ECTS over the course of six semesters. According to the curriculum, the work load is divided equally so that each semester students have to take 30 ECTS. For one ECTS credit, ATU calculates a value of 30 hours. As each semester consists of 15 weeks of study, the weekly workload consists of 60 hours. The peers discuss with the student if this workload is manageable. The student explains that these 60 hours encompass not only the time spent in classes or at university but also the individual time spent on conducting research as well as on meeting with the supervisors to discuss the current state of the project. As such, the student is very satisfied with the workload and does not deem it too much.

The peers agree that the workload is depicted in a clear and transparent manner. They especially commend that the curriculum depicts not only the total hours per semester but divides them into lecture lessons, practical classes, laboratory classes as well as individual

time for research. The peers furthermore believe that the estimated time budgets are realistic to enable learners to reach the intended learning outcomes.

Criterion 3.3 Teaching methodology

Evidence:

- Module Handbook
- Self-Assessment Report
- Audit discussions

Preliminary assessment and analysis of the peers:

At first glance, taking into account the module descriptions at hand, the course content of the PhD programme seems to prolong the education at master's level. This impression was clarified in the discussion with faculty staff responsible for programme coordination and teaching staff. The faculty could credibly demonstrate that the courses held specifically for the small number of PhD students are in general conducted in a rather seminary- and problem-oriented style and that they are specifically adapted to the needs of the individual research work of PhD students. For example, students are prepared to defend and argue about their thesis, are taught how to write and to publish scientific papers, and teachers (which are not necessarily the supervisors) give recommendations for the research work in the classes. The auditors appreciated the one-to-one tutoring and the individualized approach to tailor the content of modules to the scientific and research needs of PhD students in order to ascertain that they receive the scientific support facilitating the academic progress of the PhD candidates.

As mentioned above, each PhD student is required to have two supervisors, one from the ATU and one from abroad. The domestic supervisor is responsible for advising the PhD student to find a foreign supervisor and negotiate the preliminary dissertation, although this is partly difficult (see criterion 3.4).

Criterion 3.4 Support and assistance

Evidence:

- Regulations on the Practice of Undergraduate and Doctoral PhD
- Regulation on the Research Work of Doctoral Students
- Self-Assessment Report
- Audit discussions

Preliminary assessment and analysis of the peers:

Apart from the laudable support PhD students receive from their local supervisors and teachers at ATU the main feature of support and assistance in the PhD programme is the concept of foreign supervisors who also function as a base for international research of the students. The theoretical concept of this international approach was very much appreciated by the peers and is in accordance with the university's aim for more international visibility of its work. However, the peers detected some difficulties in the practical implementation of the concept. The first problem noticed is the establishment of adequate contacts. Again, students mainly have to rely on the exemplary commitment of local professors in establishing any contact at all. The peers understand that ATU has established an agreement with a Russian university for supervising the PhD students. Nonetheless, the peers recommended that methods should be established to facilitate the establishing of international contacts in person at ATU or globally by inviting guest lecturers, by having more international professors invited to conferences at a national level and especially by supporting the students already at Master's level to attend conferences at an international level.

Through discussions with the student and the programme coordinators, the peers learn that none of the two supervisors necessarily have to be experts in the field the student conducts her research in. Yet, the peers deem it very important that at least one of the two supervisors must be from the field of Hotel Business or Restaurant Business to sufficiently aid the student in conducting her research and writing her dissertation.

Final assessment of the peers after the comment of the Provider regarding criterion 3:

Criterion 3.3: Teaching Methodology

With regards to the expertise of the supervisors, ATU outlines the responsibilities of the domestic as well as the foreign consultant. The peers agree that ATU has defined detailed criteria regarding the role and responsibilities of the academic supervisors in their "Regulation for organization of PhD research work at ATU." This document also clearly defines that both, domestic and foreign consultant, must "have the degree of doctor or candidate of science or doctor of science in relevant specialites." ATU states that since the 2019/2020 academic year, it has been selecting the domestic supervisor more rigorous with regards to more stringent requirements regarding their qualifications and experiences. ATU hopes that his approach will allow for a better support of PhD students during their educational process. The peers thank ATU for the additional documents which clearly state that each supervisor must have expertise in the field of the docotoral dissertation he consults.

The peers thus regard criterion 3 as fulfilled.

4. Examination: System, Policy and Forms

Criterion 4 Exams: System, policy and forms

Evidence:

- Regulations on the Practice of Undergraduate and Doctoral PhD

- Regulation on the Research Work of Doctoral Students

- Module Handbooks

- Self-Assessment Report

- Audit Discussions

Preliminary assessment and analysis of the peers:

All modules must be completed by passing an examination. The module descriptions explain the kind of examination that has to be passed. Furthermore, there is a written final exam. Taking into account that subjects and methods of courses at PhD level can be adapted to the subjects of students' research work and theses, the peers accept this manner of module examination although a continuous assessment of students doing individual research should not necessarily be required at a PhD level.

The examination of the dissertation is carried out in several steps. First of all the two supervisors have to assure that the work has been finished according to their quality expectations. Apart from this consent they are not longer part of the examination process although they may attend the final examination of the student if they like. In continuation, the student has to present the dissertation to two examiners, one from ATU, another from a different Kazakh university. Together with these examiners the work is evaluated before in a final step it is defended in front of a regional examination committee. This committee is appointed by a National Examination Commission whose members include Ministry representatives and major Kazakh scientists. Although the examination process is quite extensive the peers welcome these clear, strict and formal regulations.

Until now, there is only one PhD student in this programme. The peers are able to evaluate part of her final project and conclude that it lacks certain scientific qualities of a dissertation. Similarly to the research papers students have to publish throughout their studies, the peers once again feel that skills such as research design, research methods and scientific writing must be taught more extensively in order to ensure that the papers and dissertations of the students meet international requirement.

Final assessment of the peers after the comment of the Provider regarding criterion 4:

ATU sent no additional statement regarding this criterion.

The peers regard criterion 4 as fulfilled.

5. Resources

Criterion 5.1 Staff

Evidence:

- Staff Handbook

- List of Research undertaken by Staff Members

- Regulations on the organization of professional practice

- Self-Assessment Report

- Audit discussions

Preliminary assessment and analysis of the peers:

The peers welcome the staff handbook for the doctoral programme and verify that the composition of the teaching body is able to ensure that the intended learning outcomes are achieved by the time the degree is completed. Currently, the programme is supported by 6 Professors, 17 Associate Professors, 1 staff member holding a PhD, 13 senior lecturers holding Master's degree, 1 senior lecturer, 3 teachers with a Master's degree, as well as a number of guest lecturers both from the industry as well as other universities. The peers urge ATU, however, to make sure that these professors also serve as the PhD students' supervisors so they can help adequately support the students in their research.

Regarding the recruitment of staff members, the auditors gain the impression that a competitive selection procedure was carried out to recruit university lecturers from other institutions of Higher Education or from private companies. Based on Kazakh law, the total number of teaching staff is calculated based on the average ratio of students and teachers (the average number of students per teacher) 8/1. The peers confirm that there are sufficient staff resources available for providing assistance for many more PhD students.

Criterion 5.2 Institutional setting, funding and equipment

Evidence:

- Cooperation Agreement with HTMI

- Partner agreements with local industries

- Self-Assessment Report

- Audit discussions

Preliminary assessment and analysis of the peers:

During the discussion with representatives of the management of ATU the peers learn that ATU is a private university and most of the overall funds for teaching and equipment stem from student fees; about 90% of the student-body receives state grants. As has already been detailed under criterion 1.1 and 2.3, ATU also plans on receiving state grants for the PhD students; yet until now they have to pay fees for studying. Additional budget comes from private companies and services rendered by ATU. Given ATU's investment in the laboratories utilized by the programme under review as well as the budgetary information provided in the self-assessment report, the peers come to the conclusion that ATU has appropriate funds to execute the programmes for the time of accreditation.

The peers visit the laboratories and training centres for the PhD programme and are deeply impressed with the spaces and the equipment students can utilize. Especially for the practical education, a lot of modern and up-to-date equipment and laboratories have been purchased and are actively used by the student. For example, the peers visit the food production laboratories that students of restaurant and hotel business share with students of other disciplines, such as food production. Additionally, the student tells the peers that she has enough space to conduct her own research. The peers are very impressed with the equipment and laboratorial spaces at ATU and believe them to be sufficient to adequately train the students.

While ATU holds a library, the peers notice that much of the literature is outdated and that hardly any international textbooks on tourism and hospitality are available. However, ATU possesses a number of computer rooms where students can access digitally available literature.

In summary, the peers are very impressed with the equipment at ATU and believe it to be sufficient for the PhD students to conduct both their scientific and their practice-oriented research.

Final assessment of the peers after the comment of the Provider regarding criterion 5:

(With regards to the expertise of the PhD supervisors, see ATU's statement under criterion 3.3)

The peers regard criterion 5 as fulfilled.

6. Quality Management: Development and Enhancement

Criterion 6.1 Quality assurance & enhancement

Evidence:

- Regulations on the Monitoring and Evaluation of Educational Achievements of Students

- Assessment of quality of studies

- Examples of student evaluations and survey

- Certificate of quality management system

- Self-assessment report

- Audit discussions

Preliminary assessment and analysis of the peers:

The peers understand that ATU has a Quality Assurance System in place which represents a package of internal actions and external assessment procedures designated to improve the quality of education programmes' design and implementation. The Quality Assurance System covers elements of internal quality measures including student, graduate, employer, and instructor feedback mechanisms. Additionally, external expertise is provided by the professional community and employers. The effectiveness of measures to improve the quality of the study programmes is confirmed by quantitative and qualitative indicators of student performance, the number of employed graduates and feedback from students, graduates and employers. For each semester, dynamics of student performances are collected and submitted to the Ministry of Education.

The main tool of the quality management system, however, are generally the student evaluations including a subsequent analysis and recommendations. As currently only one student is partaking in the programme no evaluations take place. The student assures the peers, however, that her programme coordinators and especially her supervisor are always supporting her and react to any issues that might arise. ATU also presents the peers examples of surveys that are generally conducted. These follow up on issues such as compliance with learning outcomes, quality of the exams or quality of methodological equipment.

The peers ask specifically, how students are involved in the quality management system and especially in the development of the curricula. They learn that next to the evaluations a faculty council exists in which two student peers are included as members. Furthermore, students of each faculty meet once a year with the rector and can bring forth issues or recommendations in person. The peers are very impressed with the influence students have on their study programmes at ATU. They also laude that the employers are involved

as well in the quality management process; each semester a roundtable is conducted where industry representatives have the possibility to give feedback on the current curricula and give recommendations.

Criterion 6.2 Instruments, data and methods

Evidence:

- Templates of student evaluations and surveys
- Self-assessment report
- Audit discussions

Preliminary assessment and analysis of the peers:

The instruments applied concerning the Quality Management of the study programme under review have already been described under criterion 6.1. As the programme has been launched only recently, no respective data is available yet.

Final assessment of the peers after the comment of the Provider regarding criterion 6:

Criterion 6.1: Quality Assurance and Enhancement

With regard to the involvement of the students in the quality management system and especially the development of the curriculum, ATU comments that the development of the curriculum is generally carried out by taking into account the proposals of profile organisations and institutions in Almaty and its neighboring regions as well as interested persons and PhD students. For example, Phd students are always involved in selecting and creating the list of elective disciplines and give feedback regarding the programme during each semester.

The Faculty of Economics and Business, which the PhD programme Restaurant Business and Hotel Business belongs to, has its own Council that discusses the curricula of all study programmes. Two students are members of this council. Furthermore, PhD students of faculty meet once a year with the rector of ATU and have the opportunity to discuss the curriculum with him in person.

For improving the quality management system as well as the curriculum, it is also possible for a PhD student to contact the Head of the Department of Tourism and Services of the Economic and Business Faculty or other officals at ATU at all times, either via email or in person.

Addtionally, aiming at independently confirming the quality of the educational program, a PhD student may call on professional voluntary certification or become a certificatory themselves.

The peers see that ATU includes its PhD students in their quality management system as well as the development of the curricula. The peers thus regard criterion 6 as fulfilled.

7. Documentation & Transparency

Criterion 7.1 Relevant documents

Evidence:

- Regulation on the organization of professional practice

- Regulation on the research work of doctoral students

- Regulation on the Board of Trustees

- Rules for Admission to ATU (Doctorates)

- Regulations on the Academic Committee and the Subcommittees on Educational Programs

- Curricula of both trajectories

- Regulations on the monitoring and evaluation of educational achievements of students

- Regulation on the practice of undergraduates and doctoral PhD

- Regulations of assessment of quality of studies

Preliminary assessment and analysis of the peers:

Together with their self-assessment report, ATU has sent all relevant documents in an English version to the peers. They notice however that these documents are not available on the English website of the study programme. As ATU strives to also invite foreign students the peers believe it to be of utmost importance to publish the respective documents in English.

Criterion 7.2 Certificate upon conclusion

Evidence:

- Self-Assessment Report

Preliminary assessment and analysis of the peers:

As the PhD programme has only recently begun, ATU has not yet prepared a certificate.

Final assessment of the peers after the comment of the Provider regarding criterion 7:

ATU agrees with the peers that it is of utmost importance to publish all relevant documents also in English on their website to become more attractive to international students (see criterion 1.2). ATU is currently in the processes of translating the necessary documents and updating its website.

The peer regard criterion 7 as mostly fulfilled.

D Additional Documents

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the provider on the previous chapters of this report:

D 1. Certificate upon the completion of the PhD programme

E Comment of the Provider (28.10.2019)

The institution provided an extensive statement as well as additional documents on the following issues:

- Regulations for the organization of PhD research work at ATU
- Regulation for organization of professional practices of ATU
- List of books purchased for this PhD programme in 2019
- Module Handbook and Staff Handbook

F Summary: Peer recommendations (05.11.2019)

Taking into account the additional information and the comments given by AU the peers summarize their analysis and **final assessment** for the award of the ASIIN certificate as follows:

PhD Programme/Course/Module	ASIIN Certificate	Maximum duration of certification	Alignment to a Qualification Framework Level
Restaurant Business and Hotel Business	awarded with requirements	30.09.2025	EQF 8

Requirements

A 1. (ASIIN Criterion for Certification 2.1) Draft the educational objectives so that they describe the academic, subject-specific and professional classification of the qualifications gained in this degree programme.

A 2. (ASIIN Criterion for Certification 2.4) Re-design the programme so that students have more opportunities to acquire skills in scientific writing and research methodology.

A 3. (ASIIN Criterion for Certification 2.4) Ensure that the elective modules are communicated in a transparent way for all stakeholders.

A 4. (ASIIN Criterion for Certification 7.2) Draft a certificate for graduates of this PhD programme.

Recommendations

E 1. (ASIIN Criterion for Certification 1.2) It is recommended to publish English versions of all relevant regulations and informations on the website.

E 2. (ASIIN Criteria for Certification 2.3, 2.4) It is recommended to strengthen the English language abilities of students and staff members.

E 3. (ASIIN Criterion for Certification 1.3) It is recommended to get rid of the two trajectories.

G Comment of the Technical Committee – Industrial Engineering (12.11.2019)

Assessment and analysis for the award of the ASIIN Certificate:

The members of the Technical Committee 06 discuss this procedure intensely, especially with regard to the scientific nature of the degree programme. According to them, the requirement "Re-design the programme so that students have more opportunities to acquire skills in scientific writing and research methodology" clearly showcases that the peers felt that docotoral candidates of this programme lack sufficient knowledge and skills with regards to scientific research and writing, skills that are indispensable for a PhD-student. The accreditation report also states that the peers were not impressed with the scientific work one PhD student had already produced through the course of this programme, which did not seem to match EQF level 8. While ATU states that this particular student is an exception, her performance is nonetheless accepted as sufficient for this PhD programme by the university. The members of the Technical Committee thus have doubts whether ATU will be able to provide a concept for the degree programme in the future that matches EQF 8. The lack of precise qualification objectives furthermore supports their assessment.

The Technical Committee thus decides to suspend the accreditation of this degree programme to award ATU sufficient time for re-conceptualizing the programme, especially its qualification objectivese and curriculum, so that it will adhere to EQF 8.

The Technical Committee 06 – Industrial Engineering recommends the ASIIN certificate as follows:

PhD Programme/Course/Module	ASIIN Certificate	Maximum duration of certification	Alignment to a Qualification Framework Level
Restaurant Business and Hotel Business	Suspension	/	/

Prerequisites:

V 1. (ASIIN Criterion of Certification 2.1) Draft the educational objective so that they describe the academic, subject-specific and professional classification of the qualifications gained in this programme while adhering to EQF 8.

V 2. (ASIIN Criterion for Certification 2.4) Re-design the programme, especially its scientific focus, so that it adheres to EQF 8.

Requirements

A 1. (ASIIN Criterion for Certification 2.4) Ensure that the elective modules are communicated in a transparent way for all stakeholders.

A 2. (ASIIN Criterion for Certification 7.2) Draft a certificate for graduates of this PhD programme.

Recommendations

E 1. (ASIIN Criterion for Certification 1.2) It is recommended to publish English versions of all relevant regulations and informations on the website.

E 2. (ASIIN Criteria for Certification 2.3, 2.4) It is recommended to strengthen the English language abilities of students and staff members.

E 3. (ASIIN Criterion for Certification 1.3) It is recommended to eliminate the trajectories.

H Decision of the Accreditation Commission (06.12.2019)

Assessment and analysis for the award of the ASIIN Certificate:

The Accreditation Commission for Degree Programmes discusses the accreditation procedure, especially the changes made to the requirments by the Technical Committee. The Accreditation Commission decides to follow the assessment of the Technical Committee.

The Accreditation Committee decides to award the ASIIN certificate as follows:

PhD Programme/Course/Module	ASIIN Certificate	Maximum duration of certification	Alignment to a Qualification Framework Level
Restaurant Business and Hotel Business	Suspension	/	/

Prerequisites:

V 1.   (ASIIN Criterion of Certification 2.1) Draft the educational objective so that they describe the academic, subject-specific and professional classification of the qualifications gained in this programme while adhering to EQF 8.

V 2.   (ASIIN Criterion for Certification 2.4) Re-design the programme, especially its scientific fo-cus, so that it adheres to EQF 8.

Requirements

A 1.   (ASIIN Criterion for Certification 2.4) Ensure that the elective modules are communicated in a transparent way for all stakeholders.

A 2.   (ASIIN Criterion for Certification 7.2) Draft a certificate for graduates of this PhD programme.

Recommendations

E 1.   (ASIIN Criterion for Certification 1.2) It is recommended to publish English versions of all relevant regulations and informations on the website.

E 2.   (ASIIN Criteria for Certification 2.3, 2.4) It is recommended to strengthen the English language abilities of students and staff members.

E 3.   (ASIIN Criterion for Certification 1.3) It is recommended to eliminate the trajectories.

I Resumption of the Procedure

Statement of the University (29.04.2021)

Almaty Technological University provides extensive documentation on the resumption of the procedure, which is intensively discussed by the auditors.

Evaluation of the Auditors (20.05.2021)

Within the framework of the accreditation of the PhD programme two prerequisites were set up for a resumption of the procedure. The auditors also formulated two requirements and three recommendations. The university has responded in detail to all these matters:

Regarding V 1: Draft the educational objective so that they describe the academic, subject-specific and professional classification of the qualifications gained in this programme while adhering to EQF 8.
ATU clearly describes the educational objectives with regards to the academic, subject-specific and professional qualifications of the graduates. The university showcases the learning outcomes of each course and module. The qualification objectives adhere to EQF 8.

Regarding V 2: Re-design the programme, especially its scientific fo-cus, so that it adheres to EQF 8.
TU has included a research internship and courses on academic writing and research methodology in the curriculum. The scientific research parts have been extended and are sufficiently credited.

Regarding A 1: Ensure that the elective modules are communicated in a transparent way for all stakeholders.
ATU publishes information about the elective module on their website and are transparently stated in the curriculum.

Regarding A 2: Draft a certificate for graduates of this PhD programme.
ATU has provided a template of a graduate certificate.

Regarding E 1: It is recommended to publish English versions of all relevant regulations and informations on the website.
While ATU accepts the suggestions of the auditors and plans on updating its website, nothing concrete has been undertaken yet.

Regarding E 2: It is recommended to strengthen the English language abilities of students and staff members.

ATU provides information about strengthening the English language abilities of the students but not of the teaching staff. In addition, the necessary IELTS score of the students needed for applying to the programme (5.5) is still very low (B1-B2 level).

Regarding E 3: It is recommended to eliminate the trajectories.

The trajectories have been eliminated.

Additional recommendation:

The auditors strongly urge ATU to update the English version of the website for this PhD programme in order to increase applications by those interested and to inform stakeholders and future employees of the graduates about the programme.

Taking into account the additional information and the comments given by ATU the peers summarize their analysis and **final assessment** for the award of the ASIIN certificate as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
PhD Restaurant Business and Hotel Business	Without requirements	30.09.2026	–	--

E 1.   (ASIIN Criterion for Certification 1.2) It is recommended to publish English versions of all relevant regulations and informations on the website.

E 2.   (ASIIN Criterion for Certification 1.2) It is recommended to update the English version of the website.

E 3.   (ASIIN Criteria for Certification 2.3, 2.4) It is recommended to strengthen the English language abilities of students and staff members.

Evaluation of the Technical Committee 06 (27.05.2021)

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
PhD Restaurant Business and Hotel Business	Without requirements	30.09.2026	–	--

Decision of the Accreditation Commission (18.06.2021)

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
PhD Restaurant Business and Hotel Business	Without requirements	30.09.2026	–	--

E 4.   (ASIIN Criterion for Certification 1.2) It is recommended to publish English versions of all relevant regulations and informations on the website.

E 5.   (ASIIN Criterion for Certification 1.2) It is recommended to update the English version of the website.

E 6.   (ASIIN Criteria for Certification 2.3, 2.4) It is recommended to strengthen the English language abilities of students and staff members.