

# Decision of the FIBAA Certification Committee for Continuing Education Courses



**February 19<sup>th</sup>, 2017**

**Project Number:** 17/081  
**Higher Education Institution:** KIMEP University, Almaty, Kazakhstan  
**Course:** Mini-MBA Programme

The FIBAA Certification Committee for Continuing Education Courses has taken the following decisions:

According to § 7 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Continuing Education Courses”, the continuing education course is certified.

Period of Certification: February 22<sup>nd</sup>, 2018 until February, 21<sup>st</sup>, 2025

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

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## Assessment Report

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**Institution:** KIMEP University, Almaty, Kazakhstan

**Continuing Education Course:** Mini MBA Programme

**Intended Level According to European Qualification  
Framework (EQF):** Level 7

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**Brief description of the continuing education course:**

The aim of the Mini MBA Programme is

- to provide managers with extensive work experience with theories necessary to support and accompany their effective business administration and decision making in the rapidly changing business environment as well as to give the opportunity for the lifelong education combining job and study
- to meet the demand for a non-degree programme which integrates theory and practice, fits with the needs of everyday business and supports the students' employability and career development

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**Date of opening of the procedure:**

8 September, 2017

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**Date of filing the self-assessment report:**

14 September, 2017

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**Date of on-site visit:**

8-9 November, 2017

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**Type of certification:**

Certificate

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**Mode of study:**

Part-time

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**Initial start of the Programme:**

January, 2012

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**Start of course cycle:**

Mini MBA Certificate application is open throughout the year. The start of the programme depends on the formation of a new cohort group, minimum 10 participants (entirely in English language and another entirely in Russian).

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**Capacity load:**

20

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**Student intake:**

20

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**No. of ECTS points assigned to the Course:**

30

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**Hours (workload) per Credit point:**

27

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**Intended level according to European Qualification Framework (EQF):**

7

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**Date of the Decision of FIBAA-Certification Commission:**

February 19<sup>th</sup>, 2018

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**Resolution:**

t.b.a.

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**Duration of Certification:** February 22<sup>nd</sup>, 2018 until February, 21<sup>st</sup>, 2025

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**Panel Members:**

**Prof. Dr. Burkhard von Velsen-Zerweck**

Magdeburg-Stendal University of Applied Sciences

Professor of Management of Services

Module manager of multiple postgraduate B.A. and M.A. Programmes

(Business Administration, especially Management, Leadership, Organisation, Human Resources, Quality Management, Marketing, Communication, Public Relations, Digital Business Management)

**Prof. Dr. H.-Christian Brauweiler**

Westsächsische Hochschule Zwickau

Professor of Business Administration, especially Accounting and Internal Audit (Controlling, internal and external Accounting, Start Up and Innovation Management, experience in Conception of Continuing Education)

**Dr. Meruyert Narenova**

University of International Business, Almaty

Academic director of the MSc and PhD programs on Economics and Management

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**Dr. Renata Faizova**

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(Management, Contract Design, Human Resources Management)

**Julia Ekhardt**

Technical University of Munich

Student of Management and Technology (M.Sc.)

(Completed: Business Administration B.A.)

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**Project Manager:**

Dr. Heinz-Ulrich Schmidt

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# Summary

The panels' assessment takes into account the self-assessment report and the results of the on-site visit as well as the statement of the KIMEP University to the assessment report dated 19<sup>th</sup> January, 2018.

The Mini MBA Programme of KIMEP University fulfils the FIBAA quality requirements for certified continuing education courses and can therefore be re-certified by the Foundation for International Business Administration Accreditation (FIBAA). It meets the requirements of level 7 of the European Qualifications Framework for lifelong learning (EQF); it has a modular structure and assigned ECTS points. The programme is in accordance with the European Standards and Guidelines in their applicable version valid at the time of opening the procedure, and with the Bologna declaration.

There are several criteria in which the programme exceeds the quality requirements:

- Logic and transparency of course objectives (see Chapter 1.1),
- Positioning of the course within the institution's overall strategy (see Chapter 1.3),
- Logic and conceptual coherence (see Chapter 3.2),
- Skills for employability (see chapter 3.5),
- Student support and coaching (see Chapter 4.1),
- Service for participants (see Chapter 4.2),
- Networking (see Chapter 4.3),
- Access to required literature (see Chapter 4.5),
- Documentation (see Chapter 5).

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

## Details on the institution

Established in 1992, KIMEP University (KIMEP) is an independent, non-profit higher education institution in Kazakhstan serving a multinational student body. KIMEP is licensed and has been attested by the Kazakhstan Ministry of Education and Science (MES) as a higher education institution (HEI) authorized to provide educational services. In January 2012, KIMEP obtained a university status.

KIMEP University currently offers 22 degree programmes for students. KIMEP also offers a Doctoral Programme in Business Administration, and an Executive MBA, and recently received new licences for four PhD programmes. Programmes are offered by the Bang College of Business (BCB), College of Social Sciences (CSS), Law School and Language Centre that are supported by various units on the university level.

The KIMEP Executive Education Center (EEC) works with the Bang College of Business within the framework of the KIMEP Strategic Plan 2014 – 2017 to meet the local market demand. The EEC academic activities are overseen by BCB to comply with overall KIMEP strategic plan composed of set 11 goals. Of these 11 the EEC primarily works on the delivery of Goal 10 (Embed Executive Education) as well as indirectly supporting the other ten performance areas.

Mini MBA is internally part of the umbrella Professional Development and Certificate Programme (PDCP), which offers short-term open seminars on the regularly scheduled and corporate format to meet client needs in training in the area of Management, Finance and Accounting, Human Resource Management, Marketing and Sales, Applied IT, as well as Legal issues. Annual average number of training participants is more than 1000.

Based on the 2017 data, there are 2929 students at KIMEP. KIMEP students (including exchange students) historically represent 51 different ethnicities. Currently, there are 155 faculty members including 112 full-time faculty, representing teaching capacity of KIMEP University. The faculty/student ratio is 18.8 students per faculty. About 65.2% of the university's full-time faculty members hold PhD degrees, and its 11,624 alumni work all over the globe.

From the legal viewpoint, KIMEP is a joint-stock company, a non-for-profit organisation, which offers higher education services (including further education). Although 60% of KIMEP shareholders are private and 40% shares belong to the Kazakhstan government, KIMEP University doesn't receive any funding from the government.

EEC seeks to deliver on the KIMEP mission in the area of executive education. In partnership with the BCB, Executive Education Centre:

- Educates and prepares business professionals and leaders to meet industry challenges.
- Assists the BCB in providing key links between the academic programmes and industry through a joint MBA Master programme (EMBA) and by developing partnerships with major industry players.
- Addresses KIMEP strategic goal of embedding executive education by improving the contribution of executive education through EMBA and other professional/certificate programmes.

Since its establishment in January 2012, Mini MBA Programme has been operating to demonstrate its self-sustainability to support the overall financial viability of the KIMEP University.

## Further development of the course

Today the programme is grounded in the practical knowledge that can help ambitious professionals enhance their performance by making more informed business decisions. Participants gain new management skills and explore the latest tools to competitively succeed and lead.

The former FIBAA panel had two recommendations to the Mini MBA Programme in 2012:

1. There was no Faculty Teaching Evaluation Survey (FTES) in 2012. PDCP started to use it from the beginning of 2013. Now it is in constant use and part of the quality assurance management.
2. There were not all course descriptions ready in 2012. At present the Mini MBA Programme has all course descriptions available in the KIMEP University's catalogue of each academic year and in Mini MBA web-page. In total, there are four core courses (two modules in each) and six courses in four specialisations (two modules in each). All 28 course descriptions are available.

The programme offerings undergo changes, improvements and upgrades due to requests and needs of the clients. Since January, 2012, upon the market need and the request of companies, short-term trainings have been incorporated into Mini MBA Programme (the name is common for Almaty training and educational programmes) to provide business managers with the deep understanding of different levels of the contemporary international and local theoretical approaches to business management.

Mini MBA Programme is based on the existing short-term practical courses and offers 4 specialisations each composed of 6 courses. The former purely practical programme is complemented with academic programme of contemporary theories of business administration in the volume and areas requested by the job market. Previously, there were not all elective courses conducted, now there are much more electives available to learners. There are many experienced instructors who are working professionals in the real businesses and they share their knowledge and expertise with module participants.

Present Mini MBA Programme student recruitment is based on:

- Corporate requests from business companies, as Borusan Makina Kazakhstan LLP, which form separate cohorts,
- and open enrollment groups where any working professional may enroll to upgrade his or her skills.

At present, there are 26 Mini MBA Programme students.

As further development of the Mini MBA Programme KIMEP University considers the following:

- On-line courses included into the programme curriculum in order to cover Central Asian neighbors as well;
- Recognition of credits earned at the Mini MBA Programme by the EMBA programme.

Expected future actions are as follows:

- Attract new clients, mainly from corporate sector in Almaty, Astana, other regions of Kazakhstan;
- Extent marketing activities out of Kazakhstan to Central Asian countries.

## Statistical data and evaluation results

		1. Cohort 2011-12 AY	2. Cohort 2012-13 AY	3. Cohort 2013-14 AY	4. Cohort 2014-15 AY	5. Cohort 2015-16 AY	6. Cohort 2016-17 AY	Corpora te Cohort 1	Corporat e Cohort 2
# Study Places		20	20	20	20	20	20	20	20
# Applic ants	∑	18	20	14	17	12	23	20	21
	f	15	16	8	11	8	15	6	6
	m	3	4	6	6	4	8	14	15
Applic ation rate		90,00%	100,00%	70,00%	85,00%	60,00%	115,00%	100,00%	105,00%
# First- Year Stude nt	∑	18	20	14	17	12	23	20	21
	f	15	16	8	11	8	15	6	6
	m	3	4	6	6	4	8	14	15
Rate of female studen ts		0,83	0,8	0,57	0,65	0,67	0,65	0,3	0,29
# Foreign Stude nts	∑	0	0	0	0	0	3	0	0
	f	0	0	0	0	0	2	0	0
	m	0	0	0	0	0	1	0	0

<b>Rate of foreign students</b>		0	0	0	0	0	0,13	0	0
<b>Percentage of occupied study places</b>		90,00%	100,00%	70,00%	85,00%	60,00%	115,00%	100,00%	105,00%
<b># Graduates</b>	$\Sigma$	15	14	9	11	9	5	13	16
	f	13	13	5	8	6	5	5	4
	m	2	1	4	3	3	0	8	12
<b>Success rate</b>		83,33%	70,00%	64,29%	64,71%	75,00%	21,74%	65,00%	76,19%
<b>Dropout rate</b>		16,67%	30,00%	35,71%	35,29%	25,00%	78,26%	35,00%	23,81%
<b>Average duration of study</b>		3,2	3,3	1,8	1,1	1,1	1	5	5
<b>Average grade of final certificate</b>		3,5	3,4	3,6	3,6	3,9	3,8	3,47	3,36

## Rating

Since its certification in 2012, the Mini MBA Programme has been developed as recommended. It is under the umbrella of EEC in line with KIMEP University's mission and strategic goals (see below). They are still offering customised programmes and open courses. According to the results of the site visit, Mini MBA of KIMEP has become one of most popular executive education offerings of the EEC among its clients, serving as a real-world toolkit for any manager growth and development. Some participants come from other Kazakh cities to Almaty to study the Mini MBA on Saturdays.

Statistical data show that the number of foreign students uses to be low, almost none. About two percent of all admitted participants of the Mini-MBA programme are international by the country of origin. Currently, there are 3 international participants (from China, Russia and Uzbekistan), but there is sufficient national demand. Gender distribution differs, but okay. Regarding the duration on average, KIMEP University during site visit pointed out that due to individual reasons, there is a flexible opportunity related to the duration of the whole programme. For example, Borusan Makina Kazakhstan LLP, made a request for the specified schedule, one module per quarter, to consider the busy business schedule of their 20 managers. Thus, there is no reason for additional activities to reduce the on average duration.

The recommendations of the previous assessment report have been implemented. All in all, the programme runs smoothly.



# Description and appraisal in Detail

## 1 STRATEGY AND OBJECTIVES

### 1.1 Logic and transparency of course objectives (Asterisk Criterion)

The major objective of the programme is to:

- Provide working professionals, business managers of different levels with the in-depth of the contemporary theoretical approaches of business administration through further education without leaving their present positions in their organisations;
- Meet the labor market need in the non-degree programme which integrates theory and practice, becomes workable and applicable to everyday business, supports to face challenges of the time and, as such, improves employability and employee development and promotion;
- Comply with the KIMEP strategy regarding to “Embed Executive Education” through the delivery of the programmes developed upon the request of business executives representing different sectors of economy.

Mini-MBA is established as a complimentary programme to the existing MBA Master programme at KIMEP – BCB and Executive MBA under EEC. The non-degree Mini MBA Programme is designed to fill in the gap in the contemporary theories and competences of business administration integrated with practical experiences of working professionals who make a search for enhancing and upgrading their knowledge and skills to face challenges and make correct business decisions. This includes personal development.

Mini MBA Programme offerings in four major specialisations are based on the demand of corporate clients:

- *Specialisation in Management* has been developed upon Borusan Makina Kazakhstan, LLP company request to develop 40 line managers (two cohorts and the third one is planned for 2018) with the potential to be promoted to the positions of mid and/or top managers through enhancing their competences in the area of leadership and management.
- *Specialisation in Human Resource Management (HRM)* is designed to meet the needs of companies (National Bank of the Republic of Kazakhstan request is in process of negotiating) and individual working professionals in enhanced competences based on modern theories of HRM. There is still need in professionally qualified HR managers in organisations.
- *Specialisation in Marketing and Sales* is designed upon the need of Buran Boiler LLP company in the enhanced competences in the area of marketing and sales to improve professional qualifications of working in its Marketing department managers.
- *Specialisation in Finance and Accounting* is designed to meet the needs of those who have participated in the PDCP short-term business training in finance and accounting (practical seminars) and look for further education to enhance their skills and knowledge for their personal development and career.

According to KIMEP University, the Mini-MBA content is continually updated by the best experts-instructors to reflect current best practices within today’s fast-changing, technology driven business environment, based on respective evaluations by the stakeholders (alumni, employers, students).

The Mini MBA Programme target group is working professionals such as: specialists, line, mid and top managers who need to expand, upgrade, and/or systemise their skills and knowledge in the chosen area: finance and accounting, marketing and sales, management, human resource management. Therefore, courses offered within the frame of the programme are tailored to their business needs and cover major above specified focus areas. To meet the market needs in the theoretical contemporary approaches of business administration to be applied to everyday activities of executives, the courses and modules are taught by academically and professionally qualified faculty drawn from both BCB and business.

## Rating:

The Mini MBA Programme as the element of lifelong learning enables to gain modern practices of the business education and to immediately apply gained skills and knowledge to everyday business. So, Mini MBA Programme is more of professional development programme which is dependent on the labour market need and course/module content is tailored to the client needs. The objectives of Mini MBA Programme are consistent in relation to EEC and overall strategies of KIMEP strategic goal: “Embed Executive Education”. They incorporate the organisational framework requirements: academic quality, comprehensive studies and programme curriculum and reflects the market reality both socially and economically as well as personal development of participants in the programme. They are based upon generic learning outcomes and specific course/module learning outcomes which are overseen by EEC and BCB to guarantee their interrelations and implementation in the learning and teaching process and ensure the required level of intended learning outcome set standards applicability to graduate education

The course takes into account the requirements of the European Qualifications Framework and the national qualifications framework.

When defining the learning objectives, the institution takes into account the findings of alumni-tracking studies. Evaluations by employees and the impact on business are also taken into account. The institution systematically bases the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-datedness and are adapted accordingly.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.1*	Logic and transparency of course objectives		X			

## 1.2 International orientation of the course

Each module stimulates discussions on the intercultural and multi-national environment. Mini-MBA participants are mostly mid-career managers preparing to assume leadership positions and senior executives who are interested in enhancing their skills and job performance. Furthermore, from its foundation, KIMEP University is operating in the international environment with both faculty and students coming from different countries and cultures. KIMEP welcomes students from other countries and cultures, and another important aspect of learning is the tolerance toward other cultures and nationalities.

## Rating:

The international dimension of the programme is adequate, in particular due to the fact that it is offered in two versions, one entirely in English, and another entirely in Russian. The international dimension is further underlined by KIMEP's international collaborations.

On the basis of the international orientation of the course (for implementation [see chapter 3.2.3](#)) the intention is to sustainably promote the employability of graduates.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.2	International orientation of the course			X		

### 1.3 Positioning of the course

Analysis of the labour market needs (as well as discussions and requests from the employers) prove the necessity of the establishment of the Mini MBA Programme for line, mid and top managers to provide them with further education to catch up with the pace of the international and local economy changes. As such, it supports both individual and organisational interests in the lifelong education.

According to the HEI, at present, Mini MBA Programme has eight competitors in Almaty: Two basic types of Mini-MBA or business training programmes are identified: online and in-class.

- Online Programmes: These certificate programmes are best for a basic grounding in business practices and terminology. They can last up to eight weeks, but the work is done remotely and the lectures are all online. That means no late-night classes or commuting, no credits and no networking.
- Mini-MBA In-class: These programmes are exactly what they say, Mini-MBAs, usually between three to twelve months in person. Allowing students to network, gain vital business skills, learn the terminology, and become better leaders at their respective companies.

KIMEP University's Mini MBA Programme claims special profile elements:

- Offered earlier than others;
- Trusted more because of quality and sustainability and KIMEP University's reputation;
- Works with particular companies;
- Meets requirements of special companies
- Has allocated ECTS.

The position of the Mini MBA Programme strategic concept has been developed in consistency with Executive Education Centre and the overall KIMEP University strategy.

EEC seeks to deliver on the KIMEP mission in the area of executive education. In partnership with BCB, Executive Education Centre:

- Educates and prepares business professionals and leaders to meet industry challenges;
- Assists the BCB in providing key links between academic programmes and industry through the Mini MBA Programme and by developing partnerships with major industry players;
- Addresses KIMEP strategic goal of embedding executive education by improving the contribution of executive education through PDCP and other professional/certificate programmes.

Alumni-tracking studies are undertaken, analysed and used for further development. To enhance the KIMEP University's strategic goal of reviewing and revising academic programmes, EEC in partnership with BCB introduced a modular system for the Mini MBA Programme and improved practical orientation, skills development – and by this contributed into the student employability. Since it exists, KIMEP, as the first business school, has been focused on representatives from businesses working in Kazakhstan and Central Asian republics. According to KIMEP University, Mini MBA Programme candidate categories represent corporate businesses as well as all interested in the programme individuals. All the above means strengthening relationships with businesses both local and international residing in Kazakhstan and contributing to the society in compliance with the overall KIMEP activities.

#### Rating:

The Mini-MBA is a professional development and lifelong learning programme

- reflecting the demands of the labour market,
- provides business managers with a deep understanding of the contemporary international and local theoretical approaches to general business management;

- makes skills and knowledge applicable and workable in everyday business, to help facing today's challenges, and to make appropriate business decisions;
- enables managers to lead, to learn theory and strategies for improving business, to apply problem solving skills and abilities, and to evaluate strategic threats and opportunities.

By allocation of ECTS the course provides participants the opportunity for further education in an Executive MBA programme.

The described profile and the qualification objectives are such that the course can compete on the education and job market. Alumni tracking studies are undertaken, analysed and confirm the desired position of the course's graduates.

The way in which the course is integrated into the institution's overall strategy and relates to the other offers of the institution is plausibly described. The course pursues qualification objectives which correspond to the institution's concept and strategic planning.

The qualification objectives constitute the core of the institution's strategy and are sustainably implemented

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.3	Positioning of the course					
1.3.1	Positioning of the course in the education and job market, and the professional field ("Employability")			X		
1.3.2	Position of course within the institution's overall strategy		X			

## 2 ADMISSION

KIMEP University seeks to admit students who have demonstrated the potential to succeed in business and government and have shown evidence of their managerial and leadership capability at the supervisory, tactical and strategic levels.

The Mini-MBA programme target group are working professionals as described above. These can be individuals interested in their personal development, or employers offering further education to their managers in order to better cope with their present positions or aspiring to move up on the career ladder. They are usually bachelors with at least two years of experience in a management position, and usually lacking time to study full time. Applicants have to present:

1. Application,
2. CV - describing job record and professional experience,
3. Notarised Diploma of higher education institution with transcript (Regulations on recognition of prior learning are published and available),
4. Copy of state ID or passport,
5. Two years of managerial experience in business and/or government organisation (proves that they meet the requirements of Mini MBA Programme target group),
6. Two passport-size photos,
7. Two references from the employers (prove an applicant's integrity),
8. Motivation essay (assures correctness of the programme choice; the purpose and motivation of choosing the specified specialisation. Educational background is the most important factor in assessment. Professional experience is the basis to choose the specialisation. Motivation essay must not exceed two pages).

9. Furthermore, an interview based on guidelines takes place which supports to evaluate an applicant's personal educational background, professional experience, communication and presentation skills, integrity, interests, goals and objectives in applying to the programme as well as his/her preparedness and commitment to upcoming studies.

Applicants prove that they are able to attend classes according to the schedule and pay for their studies by themselves or through their organisations. This has to be clarified in the respective individual legal contract.

As confirmed by participants during the site visit, admission is based on the principles of open and transparent system. Admission and enrollment take place according to the approved policies and procedures. The admission decision based on the approved criteria (published Regulations for Admission and Admission Procedures) is communicated in writing to newly admitted and rejected candidates.

Applicant evaluation and selection is made by the programme administration consisting of the Professional Development and Certificate Programme Manager, Coordinator of Mini MBA Programme, Director of Executive MBA and Dean of EEC.

## Rating:

The course aims at a specific target group, which is defined on the basis of previous knowledge, experience, and educational level. The choice of the specific target group is based on the strategic objectives of the certificate course. Mini MBA Programme admission conditions and processes are coordinated and are in line with overall admission requirements of the KIMEP University. Admission conditions consider the strategic objectives of the Mini MBA Programme.

The admission conditions have been defined, are coherent, are published and have been applied according to the recommendation in the previous assessment report. They take the specific characteristics of the target groups into account. They support the achievement of the course objectives.

The contract between the provider and the participants, as well as between the provider and the teaching staff is set down and documented. Rights and obligations of both parties have been established and are known to all relevant parties. Transparency and legal certainty exist.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>2.</b>	<b>Admission</b>					
2.1*	Focus on the target group			X		
2.2*	Admission conditions			X		
2.3*	Legal relationship			X		

## 3 IMPLEMENTATION

### 3.1 Structure

Mini MBA Programme consists of four major specialisations (management, finance and accounting, human resource management, marketing and sales) specified upon the labour market needs. Each specialisation is composed of four core courses and two elective courses where each course covers two modules.

Each specialisation first offers four core courses to build the foundation for major functional competences in the area of management to further apply them in their real job-related projects, applicable decision-making, and subordinate/team management. Two elective courses are designed to complement the enhancement of other skills: generic, leadership, entrepreneurial,

communication and negotiation/presentation necessary to convince peers, partners, and shareholders when selling ideas, plans and strategies.

The Mini MBA Programme time-table also considers busy business schedule of executive students. Sessions are offered on Saturdays. Each course contact hours are scheduled for 3 Saturdays. Duration of the Mini MBA Programme is 12-18 months. The Saturday scheduling and the programme duration meet the needs of participants as there is opportunity to combine work and study which complies with the objective “Fast and intensive way to gain contemporary business education essentials without losing employment”.

To complete the Mini MBA Programme requirements on the chosen specialisation it is necessary to have 30 ECTS credits. Though being a non-degree programme, Mini MBA Programme is ECTS oriented and ensures graduates the opportunity for further education e.g. the Master programme EMBA at KIMEP University.

Modules are described and organised according to the requirements of modularisation and ECTS. ECTS is based on the student’s workload including class contact hours, self-study, or guided study, and preparation for assessment. One Mini MBA module is 24 academic hours. One module's length is three weeks (three Saturdays). Each module is delivered on three Saturdays. Each course covers two modules of 48 contact hours duration. Remaining hours are dedicated to self-study and/or guided study and preparation for assessment.

Student’s workload is calculated on the basis of 27 hours per 1 ECTS. The whole course workload covers 135 hours, five ECTS. To earn 30 ECTS, students complete the work described in six course descriptions (four core and two elective courses) designed in accordance with the programme objectives and intended learning outcomes. The final module exam takes place at the end.

The section describing the evaluation criteria, examination policy and instructor expectations from students is included in each course and module outline. The legal department at KIMEP University and academic committees at BCB reviewed and approved the Programme’s objectives, curriculum, duration, grading, thesis and related procedures. All requirements are stated in the general catalog of the KIMEP University.

The course mark is an arithmetic aggregation of the comprising modules: the grade is given for the course.

Assessment category and evaluation is based on the Executive MBA requirements:

Course assessment	Evaluation
Active participation / discussion	10%
Individual spot tests / tasks	15%
Team / group assignments	15%
Paper / critique / case-study tasks	20%
Final Exam	<u>40%</u>
Total Mark for the Module	100%

Total Mark (all exams/assets/tests): 100%; Grading: A 80+; B 70+; C 60+; D 50+; F below 50. KIMEP University BCB Executive MBA Grading System is used as a ground for Mini MBA Grading System:

Quality	Grade description	Percentage	GPA
A+	Highest grade	Above 90	4.33
A	Excellent	85–89	4.00
A–	Very good	80–84	3.67
B+	Good	77–79	3.33
B	Satisfactory	73–76	3.00
B–	Pass	70–72	2.67
C+	Pass or Fail	67–69	2.33
C	Pass or Fail	63–66	2.00
C–	Pass or Fail	60–62	1.67
I	Incomplete	—	—
W	Withdrawn	—	—

As already mentioned, each course takes 135 learning hours and is equivalent to five ECTS credit points, hours are divided between modules as per curriculum. The course can be divided into several modules (generally two), which have descriptions. Of these 135 hours in such case, the student workload is divided between the minimum in-class activities of 48 contact hours or “teaching period,” including lectures, seminars, theoretical and practical exercises, group discussions and interaction with the course teachers and guest speakers, and 87 hours of the student self-studies or “learning period,” including the reading literature, research/problem investigations, homework, assignment and case study preparation, consultation with teaching faculty and other activities designed to be organised outside of the class.

To determine an optimal workload, the curriculum is designed and organised with regard to

- (a) account evaluation results from students and teaching faculty,
- (b) homogeneity of knowledge and cohort, and
- (c) that students are working managers.

The workload calculation is not based on mechanical distribution but depends on respective subjects. It is continuously reviewed on a regular basis, e.g. by students’ feedback.

The examinations are due to national regulations, focused on the final module examination (which should take minimum 40% of the total 100% mark), but including continuous intermediary evaluations. Regarding the workload, the programme administration and teaching faculty also: (a) guide students throughout the programme; (b) follow the status of their academic progression; and (c) provide assistance on-demand basis, just in case the students feel they are not catching up. This approach is continuously useful (as it indirectly affects the student success rate) and appraised by the students, based on the recent surveys conducted with several students and graduates from the current cohorts.

## Rating:

Mini MBA Programme structure has been developed in a balanced manner. Principles of modularisation applied to Mini MBA Programme comply with European requirements. The course's structural elements are convincingly described and motivated. The course structure serves to promote the objectives and the students' acquisition of knowledge and competences in line with the given objectives.

The ECTS elements: principle of modularisation, credit points and workload specifications have been implemented. The guidelines for workload calculation are clearly and understandably deduced. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users’ Guide. A certificate supplement documents the course and the associated qualifications in a transparent and coherent manner (analogously to the Diploma Supplement for degree programmes). When reviewing the workload, the institution also takes into account evaluation findings, including student feedback.

There are legally binding study and exam regulations which are orientated towards the principles of study regulations in higher education. The course’s characteristic structural features have been implemented.

The approach considering ECTS and modularisation as well as the duration of the programme in learning hours meets the needs of executive students who know how to leverage on gained knowledge and skills complementing to their work experience. The feasibility of the course’s workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. Feasibility of workload has convincingly been confirmed by participants as well as by alumni during the site visit. Though being a non-degree programme, Mini MBA Programme is ECTS oriented and ensures graduates the opportunity for further education at MBA- and Executive MBA programmes.

When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme’s success rate.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.1	Structure					
3.1.1	Structure of the course			X		
3.1.2*	Application of the „European Credit Transfer and Accumulation System (ECTS)“ and modularisation			X		
3.1.3*	Study and examination regulations			X		
3.1.4*	Feasibility of study workload			X		

## 3.2 Content

According to KIMEP University, the content has been developed in compliance with the objectives of the programme and general intended learning outcomes provided through the knowledge of business functional areas as the opportunity for further education:

- Gain a comprehensive understanding of business and general management.
- Demonstrate effective communication and leadership skills. Be prepared to lead within any part of an organisation or to lead across departments.
- Recognise local and global business environment. Broaden perspectives of business and develop understanding of global perspective.
- Learn theory and strategies for improving business and how to apply them to practice. Apply problem solving skills and abilities.
- Analyse and apply the impact of workforce and customer diversity. Enhance the contribution to organisations and to the individual career prospects.
- Analyse and apply the impact of external forces. Evaluate opportunities and threats for the organisation’s strategic competitive advantages.

EEC operates in partnership with the Bang College of Business within the framework of the BCB Strategic Plan for 2014-2017. EEC is dedicated to deliver its services to the BCB and KIMEP. EEC is focused on the delivery of the specific goal of the KIMEP strategic plan, which is to “embed executive education.”

**Table 1: Mini MBA Programme specialisation in Management**

Course Code	Course Title	ECTS	Learning hours
	<b>Foundation of Management (core)</b>	5	135
Module 1	Finance and Accounting for Non-Financial Managers		
Module 2	Principles of Management		
	<b>Economics (core)</b>	5	135
Module 3	Business Microeconomics		
Module 4	Business Macroeconomics		
	<b>Organisational Behaviour and Development (core)</b>	5	135



Module 5	Principles of HRM		
Module 6	Organisation Development		
<b>Business Communication (core)</b>		5	135
Module 7	Presentation and Public Speaking		
Module 8	Win – Win Negotiation		
<b>Electives</b>			
<b>Leadership and Ethics Development</b>		5	135
Module 9	Leader and Team		
Module 10	Situational Leadership		
<b>Managing People</b>		5	135
Module 11	Conflict and Stress Management		
Module 12	Time Management		
<b>Project Management</b>		5	135
Module 13	Principles of Project Management		
Module 14	Decision Making		
<b>Strategic Management</b>		5	135
Module 15	Strategic Planning and Business Planning		
Module 16	Change/Innovation Management		
<b>Employer – Employee Relation Management</b>		5	135
Module 17	Motivation		
Module 18	Performance Appraisal and Employee Promotion		
<b>Applied IT</b>		5	135
Module 19	MS Project Management		
Module 20	Multi-Media IT for Making Presentations		

**Table 2. Mini MBA Programme specialisation in Human Resource Management**

Course Code	Course Title	ECTS	Learning Hours
	<b>Foundation of Management (core)</b>	5	135
Module 1	Finance and Accounting for Non-Financial Managers		
Module 2	Principles of Management		
	<b>Economics (core)</b>	5	135
Module 3	Business Microeconomics		
Module 4	Business Macroeconomics		
	<b>Organisational Behaviour and Development (core)</b>	5	135

Module 5	Principles of HRM		
Module 6	Organisation Design		
	<b>Business Communication (core)</b>	5	135
Module 7	Presentation and Public Speaking		
Module 8	Win – Win Negotiation		
	<b>Electives</b>		
	<b>Foundation Human Resource Management</b>	5	135
Module 9	Hiring: Interview, Selection, Adaptation / Induction		
Module 10	Kazakhstan Labour Code and Regulations		
	<b>Managing Subordinates</b>	5	135
Module 11	Delegation and Motivation		
Module 12	Team Building		
	<b>Decision Making</b>	5	135
Module 13	Performance Appraisal		
Module 14	Compensation		
	<b>Problem Solving</b>	5	135
Module 15	Conflict and Stress Management		
Module 16	Firing		
	<b>Document E-Risk Management</b>	5	135
Module 17	Document Record Maintenance and Archiving		
Module 18	Document E-Risk Management		
	<b>Employer – Employee Relation Regulation</b>	5	135
Module 19	Labour Safety and Health Protection		
Module 20	Labour Contract Regulation. Problems of Contract Law		

**Table 3. Mini MBA Programme specialisation in Finance and Accounting**

Course Code	Course Titles	ECTS	Learning Hours
	<b>Foundation of Management (core)</b>	5	135
Module 1	Finance and Accounting for Non-Financial Managers		
Module 2	Principles of Management		
	<b>Economics (core)</b>	5	135
Module 3	Business Microeconomics		
Module 4	Business Macroeconomics		
	<b>Organisational Behaviour and Development (core)</b>	5	135

Module 5	Principles of HRM		
Module 6	Organisation Design		
	<b>Business Communication (core)</b>		
Module 7	Presentation and Public Speaking		
Module 8	Win-Win Negotiations		
	<b>Electives</b>		
	<b>Finance and Accounting: Theory and Applications</b>	5	135
Module 9	Corporate Finance		
Module 10	Managerial Accounting		
	<b>Financial Reporting</b>	5	135
Module 11	Financial Statement Analyses		
Module 12	International Financial Reporting Standards		
	<b>Risk Management</b>	5	135
Module 13	Operations Risk Management		
Module 14	Investment Risk Management		
	<b>Decision Making</b>	5	135
Module 15	Budgeting, Planning and Controlling		
Module 16	Auditing		
	<b>Taxation</b>	5	135
Module 17	Principles of Taxation		
Module 18	Taxation in Kazakhstan		
	<b>Applied IT</b>	5	135
Module 19	Financial Analyses Using Excel		
Module 20	Financial Modelling and Data Analyses in Excel		

**Table 4. Mini MBA Programme Specialisation in Marketing and Sales**

Course Code	Course Title	ECTS	Learning Hours
	<b>Foundation of Management (core)</b>	5	135
Module 1	Finance and Accounting for Non-Financial Managers		
Module 2	Principles of Management		
	<b>Economics (core)</b>	5	135
Module 3	Business Microeconomics		
Module 4	Business Macroeconomics		
	<b>Organisational Behaviour and Development (core)</b>	5	135
Module 5	Principles of HRM		

Module 6	Organisation Design		
	<b>Business Communication (core)</b>	5	135
Module 7	Presentation and Public Speaking		
Module 8	Win – Win Negotiations		
	<b>Electives</b>		
	<b>Fundamentals of Marketing</b>	5	135
Module 9	Principles of Marketing		
Module 10	E - Marketing		
	<b>Market Oriented Strategy</b>	5	135
Module 11	Strategic Marketing		
Module 12	Strategic Marketing Planning		
	<b>Product and Brand Strategy</b>	5	135
Module 13	Brand Management		
Module 14	New Product Development		
	<b>Business Development and Promotion</b>	5	135
Module 15	Consumer Behaviour		
Module 16	Marketing Research		
	<b>Customer Service</b>	5	135
Module 17	Customer Care		
Module 18	Conflict and Stress Management		
	<b>Sales Management</b>	5	135
Module 19	Sales from Start to Finish		
Module 20	Telephone and E - Selling		

According to KIMEP University, the structure helps to combine theory and practice which is an integral part of each course/module oriented on working students with work experience. Mini MBA Programme is built around the concept of business perspectives. Starting with four core courses gives the opportunity to enhance business administration competences through logically designed modules to provide executive students with western theoretical approaches of communicating with people, understanding the role of the team leader in achieving goals and objectives, analysing financial performance of the organisation to further make decisions. Lectures and practical sessions using case-study analysis and workshops complement in matching the module objectives and intended learning outcomes with the expectations of working professionals.

The elective courses are designed to provide with specific competences in the chosen area of specialisation: Management, Finance and Accounting, Human Resource Management and Marketing and Sales.

Students choose two elective courses by themselves and/or with the advising of the course/module coordinator. Elective course/module contents are developed to enhance students' skills and knowledge in the chosen area.

- Elective courses in management complement with instruments of a leader to build effective team, to prevent conflicts, to motivate team members to self-development and make correct management decisions to further contribute to the overall organisational result achievements. Elective modules employ theoretical concepts and models, coupled with case studies based on the experiences of leaders within the profession to understand how to develop leadership potential in oneself and others.

- Elective courses in finance and accounting provide with deeper understanding of the organisational financial performance through practical sessions offering case study analysis and discussions to further apply gained skills and knowledge when making decisions in budgeting, planning and controlling of the company activities as well as when assessing, analysing and preventing (mitigating when possible) monitoring and controlling risks to reduce their impact on business.
- Human Resource Management electives complement with competences in having an effective system of obtaining, mobilising and managing the organisation's human assets. Creative use of tools and solutions proposed at the workshops, cases study discussions can increase the number of devotees of the company, highly professional staff, to generate an optimal command and thus bring the business to a new level
- Electives in Marketing and Sales let students discuss modern marketing concepts, define the role of marketing in society and in the organisation and factors that influence marketing decision making through both lectures and practical case study discussions. Competences in market research gained at lectures and workshops lead to sound tactical and strategic business decisions when developing new products. The module description and intended learning outcomes correlate with the parent course learning outcomes, which in turn correlate with the overall programme's intended learning outcomes. The module and course descriptions contain a detailed description of the learning outcomes and acquisition of skills.

Each module is required to have a combination of theoretical and practical aspects; adjunct part-time faculty and guest lecturers from real businesses or industries are strongly encouraged to bring latest business practices to be incorporated in new case study development tailored to present needs of students. So, involving business experts as part-time faculty strengthens the combination of theory and practice of the learning/teaching process. Academic faculty helps to broaden the theoretical perspectives as executive students learn more about latest theories how to run their business both in Kazakhstan and abroad when cooperating with international organisations.

Teachers design module/course descriptions and include specific guidelines into the course materials based on the course/module intended learning outcomes to support students with their researches focusing on their existing occupations and the area of chosen specialisation. Though there is no scientific research thesis included into the Mini MBA Programme, practical job-related researches help students to understand the methodology of a research development discipline and enhance competences and techniques in this area through a number of individual and group presentations.

Methods of assessment and duration of the examination (from two to three hours) depend on the content. To assess the content comprehension, KIMEP University mentions, it is not enough to offer written examinations, which are attractive to evaluate critical thinking. Quiz and multiple choice pre/posttest serve to evaluate progress of perception of the course/module content, to find out weak areas of teaching to further be focused on to let students improve understanding of the material and to get better prepared for the final examination.

Final examinations are written ones and/or in the form of the work-related project presentations, or oral examinations to demonstrate the competence in modern theory applications to their present positions.

Some faculty does not have formal in-class exams and mid-term evaluations. Instead he/she employs group discussions, written tests / assignments (required form of examination) and case-study analysis that in combination offer better performance and smooth learning process, as such make learning/teaching business-oriented.

At completion of the programme, participants receive a "Certificate of Completion".

## Rating:

The programme is basically offered tailor-made for a small number of companies who send in their students.. The Mini-MBA programme's curriculum has been designed in a balanced manner and in accordance with the programme objectives and intended learning outcomes,

and has been described in appropriate detail. The course contents contribute appropriately to the course objectives i.e. to reaching the learning outcomes. Lectures, seminars and other curricular elements are in balance and arranged in a logical sequence. They are related in such a manner, that they help the participants to achieve a great development in their qualification. They are systematically oriented towards the requirements of a dynamic job market. The course content warrants a close link between theory and practice by providing a sound mix of traditional teaching and of practice elements. Case studies, mostly developed in direct contact with real business, are integrated into the curriculum. The fact that most participants have own experience as managers is turning out to be quite helpful in the integration of theory and practice.

In the course, theory and practice are systematically linked. Career-integrated methods (case studies, scientific projects) are part of the course. Knowledge delivery and practical contributions complement each other to develop the students' competences.

International aspects are integrated according to the course's qualification objectives and strategy. This can also be seen in the international composition of the teaching staff (see below chapter 4) and in the intercultural contents. The training of intercultural aspects contributes to the participants' capacity to act in an intercultural environment, as confirmed by the students and employers during the site visit.

The acquisition of methodological competences on the defined level of the national and European qualifications framework and the ability for academic work are proven through the curriculum and the admission conditions and are ensured.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.2	Content					
3.2.1*	Logic and conceptual coherence		X			
3.2.2	Integration of theory and practice			X		
3.2.3	International and intercultural contents			X		
3.2.4	Methodological competence			X		
3.2.5	Academic work and science-based teaching			X		
3.2.6*	Examinations			X		

### 3.3 Multidisciplinary qualifications and skills

Business communication as a mandatory course is included into the list of core courses for all specialisations. To establish favourable external and effective internal business environment various business communication media are covered by the modules of the course "Business Communication" offered to students. The course intended learning outcomes refer to the managerial competences necessary to be enhanced to make successful presentations, achieve fruitful negotiations, demonstrate persuasion and argument skills, write a variety of business documents.

To assess gained skills and knowledge several types of evaluation are applied: case studies to differentiate between one-side and two-side communication choice; presentations (individual and group); role-play negotiations to let students demonstrate that learning objectives have been achieved.

During case study discussions students learn to identify, assess and solve conflicts. Case studies and suggested role games are tailored to real relationships that arise in everyday business situations.

Enhanced communication and public-speaking skills as well as team-work complement to conflict resolution and comply with the programme’s objectives and intended learning outcome “Demonstrate Effective Communication and Leadership Skills. Be prepared to lead within a team or lead across departments”

## Rating:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the qualification objectives. This is supported by means of suitable didactical and methodological measures.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.3	Multidisciplinary qualifications and skills			X		

## 3.4 Didactics and Methodology

At the outset of the course, executive students participate in an introductory session in which the curriculum, the learning strategy and methodology, and the logic of the sequence of modules are presented by programme management and faculty members. Under the current model of a class organisation, the students spend one week between Saturday sessions to prepare for the classes. As they are adult learners this is reflected on the course philosophy and interactive learning methodology, which means more “action-learning” rather than a relatively “passive learning.” A large part of the learning process is dedicated to the discussions of case studies relevant to students’ work experience and areas of specialisations. Advantages of the gained modern theoretical approaches are demonstrated in case studies developed on the basis of real business results. Workshops and job-related projects serve as instruments to further apply to their own business.

The didactic design is based on the special teaching guide approaches for internal and external part-time faculty to teach adults as learning process moderators (considering their age, background and professional experience) through interaction involving students in real life related discussions, practical case studies to let them analyse the situation, evaluate advantages and disadvantages of the case and make correct decisions.

Each course/module syllabus specifies objectives and learning outcomes to be achieved by means of teaching methodology through defined subject requirements and respective assessments in the form of tests, written assignments, presentations and real business tailored projects.

Teacher arranges the learning material to consider students background and professional experience and plays the role of moderator to lead them to successful results. Learning pattern organisation correlates the introduction of the new material based on the prior gained knowledge and/or previous background, which make interaction productive and attractive as learning environment becomes comfortable. Case study solutions, assignment submission, presentations and discussions support self-development, motivate and encourage involvement in the learning process as every student feel him/herself understanding the topic. Reading materials are not simply given to executive students to read. One part of their studies is to focus on the materials provided and delivered by the teachers and another part is focused on the students’ search on their own, because they are required to update their knowledge

from other sources beyond the lecture, such as investigate on the Internet, find in the reading literature, use their own experience/company resources.

Because the executive students are adult learners, the course/module materials and the most complex topics and concepts are discussed in class. So, faculty members are encouraged to make materials clear and user-friendly. References of the students to the sources and used literature, practical aspects and learner's value of the content are considered in the course material update.

Copies of the course material are updated and distributed to students. As well, any material is available on-line, on the course web portal together with the access to the additional list of learning material.

## Rating:

KIMEP University describes the course's didactic concept in a logical coherence and with a focus on the course objectives taking into account the experience and the age of the participants. There is a sufficient diversity in teaching methods. The didactical concept of the course is systematically oriented towards the course objectives. It is flexibly orientated towards the goals of each module and towards the target group. A mix of different teaching and learning methods (e.g. problem-based learning etc.), depending on the contents and intended learning outcomes, is applied in the modules.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and electronically accessible for the students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.4	Didactics and methodology					
3.4.1*	Logic and transparency of teaching and learning methodology			X		
3.4.2*	Course materials			X		

## 3.5 Skills for employment / Employability (Asterisk Criterion)

Mini MBA Programme offerings in four major specialisations are based on the demand of corporate clients. Course/module content is tailored to the client needs and based on the objectives and general intended learning outcomes. The programme focuses on the objective to offer lifelong learning opportunities to its target group: students who already work as managers. In surveys, executive students usually report that they perceive the programme as a step towards a higher management position in the organisation for which they work, or as a chance to fill gaps in their skills and competencies. During the site visit it was confirmed by alumni of the Mini MBA as well as by representatives of the employers.

Teaching methodology considering adult learning/teaching approach is dedicated to employability improvement via interaction, discussion involvement and consultancy provided. Mini MBA graduates' Career development analysis shows the following: Out of 63 Mini MBA graduates 44 replied. Out of 44 alumni, 14 Mini MBA Programme graduates changed their place of work with salary increase and other 25 graduates were promoted to the higher positions with the substantial salary increase within their organisations.



## Rating:

The programme has the potential to broaden the participants' perspective of business, to develop their understanding of global perspectives, and thereby to improve their employability. Students get a chance to demonstrate their potential for future promotions and career development and to become shortlisted when applying to job vacancies.

The contents focus on achieving the qualification objectives and have a clear profile. Employability in accordance with the qualification objectives (see chapter 1.1) and the defined learning outcomes is promoted, adding a benefit for graduates in the respective occupational field. In addition, the programme is systematically oriented towards meeting the anticipated requirements of a dynamic job market. For this purpose, the institution uses evaluation results (alumni, employers).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3. Implementation</b>					
3.5* Skills for employment / Employability		X			

## 4 RESOURCES AND SERVICES

### 4.1 Teaching Staff

There is no core faculty at the Mini MBA Programme. There exists the opportunity to attract faculty from BCB as well as to attract part-timers from external academia and business. Academic qualifications of the faculty are guaranteed by the simultaneous membership with the BCB. Faculty teaching in the Mini MBA is expected to meet the following four criteria:

- Previous teaching experience with the KIMEP's Master EMBA.
- Research activities records.
- Teaching evaluations from the EMBA programme.
- Industry experience

When involving part-time teachers, KIMEP University's academic and professional qualification requirements are to be considered and met in respect of the programme objectives, structure, and course/module content and intended learning outcomes. EEC Oversight Committee makes the final approval of the faculty to teach at Mini MBA Programme. Mini MBA Programme currently has 25 faculty members to deliver courses and modules. At present, six core faculty members represent BCB and additional 19 faculty members are adjunct part-time faculty, professionally qualified industry experts in top management positions in local organisations able to combine their work with teaching and consulting activities.

BCB Dean and the EMBA Oversight Committee under BCB approve the pool of instructors necessary to deliver courses/modules of Mini MBA Programme according to the specified curricula, prior the programme starts, and consider additional faculty if necessary.

Newly attracted faculty undergoes induction workshops and meetings to develop and deliver courses/modules in compliance with the approved curricular.

The teaching staff's academic and pedagogical qualifications are to be in line with the didactics related to adult teaching student oriented methodology considering Mini MBA Programme target group of experienced working professionals as well as tasks and requirements of the programme. Part-time instructors' present CVs and evidences prove their compliance with the institutional requirements. Programme learning structure is based on the mix of lectures with practical seminars and local business tailored case study discussions as well as job related project presentations. The teaching qualifications are to be in line with the requirements and objectives of the programme.

The practical business experience of the part-time teaching staff drawn from business is in line with the requirements of the programme and contributes to the objectives and intended learning outcomes.

Measures for personal development and qualification of the teaching staff are being implemented at the EEC level.

The Professional Development and Certificate Programme (PDCP) management is responsible for the administration and logistics of Mini MBA Programme delivery to assure client satisfaction and report to the EEC Director and the Associate Dean of BCB for EEC. The students and teachers evaluate the quality of the programme management and administration after the completion of every course/module. Proposals, comments, and complaints, if any, are taken into account of the programme decision making.

Internal collaboration of the teaching staff is ensured to systemise the module/course curricula, correlate the programme scheduling and administration. Executive Education Centre hosts joint faculty and staff events: conferences, seminars, workshops both in-house and virtually as such let all the faculty members to communicate and expand their networking.

Internal cooperation is managed by the Programme Director to monitor the programme delivery in compliance with Bologna requirements through faculty meetings scheduled before each module/course start to discuss and, if necessary, to update structure, content, intended learning outcomes and ECTS, teaching methodology and course-module interrelation and sequence to further to be able to administer quality of teaching and learning. Course coordinators are responsible for module teachers and moderate discussions of the respective course/module issues.

Student support and coaching are an integral part of the services provided by KIMEP University and are offered on a regular basis. It is intended to support student skills and knowledge development to further meet the programme objectives and intended learning outcomes.

All faculties as well as the programme administration are expected to participate actively in supporting students. This is especially important at the start of the programme. Administrative support made to the faculty and students provides them with the teaching schedule, copies of the learning material, arranging web portal information for students related to the course/module requirements.

## Rating:

BCB is responsible for the selection of the teaching staff for the programme and consider academic and pedagogical qualifications in the process of the attracted staff approval. BCB as well as the Oversight Committee take care that teaching staff's academic and pedagogical requirements are in compliance with the KIMEP respective requirements including research activities. The teaching staff's pedagogical/teaching qualifications, as evidenced by the respective CVs and the interviews during the site visit, are in line with the overall KIMEP and BCB requirements.

The Programme Director provides the general management and coordinates activities of the staff involved in the programme delivery by tracking the implementation of the programme in compliance with approved plan of the programme delivery.

The Professional Development and Certificate Programme (PDCP) staff are involved in the Mini MBA Programme session scheduling, attracting the faculty, arranging facilities, collecting tuition and providing customer care to support student retention.

Mini MBA Programme structure is developed such a way as to provide every support to those who are involved in the learning and teaching process. The quality of the above administrative support is evaluated by the students and teachers in the course/module evaluation forms.

The qualifications and experience of the course management correspond with the requirements of the course. The institution's course management is responsible for the academic quality of the course as a whole.

The structure and number of teaching staff correspond with the requirements of the courses.

The academic, pedagogical and didactic qualifications of the teaching staff correspond to the requirements and objectives of the courses. Special characteristics of the target group are incorporated.

The practical knowledge and experience of the teaching staff correspond with the requirements of the course. Special characteristics of the target group are taken into account. Teachers with a professional background are integrated into the course at a reasonable quantity.

It is systematically ensured that the teaching staff cooperate internally for the purpose of tuning the modules towards the overall qualification objectives. There are regular meetings of all those teaching in the programme.

The teaching staff is available to the participants outside the specified office hours as well. Queries are responded to at the latest on the next working day. The students are “fully content”, as stated in the site visit.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.1	Teaching Staff					
4.1.1*	Course management			X		
4.1.2*	Structure and number of teaching staff in relation to curricular requirements			X		
4.1.3*	Teaching staff's academic qualifications			X		
4.1.4*	Teaching staff's educational/didactic qualifications			X		
4.1.5	Practical business experience of the teaching staff			X		
4.1.6	Internal cooperation			X		
4.1.7*	Student support and coaching		X			

## 4.2 Course Management

The Programme Director provides the general management and coordinates activities of the staff involved in the programme delivery by tracking the implementation of the programme in compliance with approved plan of the programme delivery. The already mentioned coordinators assure smooth launch of the course/module delivery and support teachers by:

- Developing the unified learning material format;
- Providing access to the Web portal courses / module introductory information development;
- Arranging students' self-study scheduling;
- Booking rooms for face-to-face advising.

Coordinators also provide on-going support to students by:

- Developing learning schedule a month prior the programme start;
- Providing Web portal course/module information access;
- Providing with advising schedule and advisor contacts;
- Providing with copies of the learning material and handouts;
- Providing the access to the library.

As already mentioned, all faculties as well as the programme administration are expected to participate actively in supporting students. Administrative support made to the faculty and students provides them with the teaching schedule, copies of the learning material, arranging web portal information for students related to the course/module requirements.

The participants are informed on and involved in all relevant matters in advance and in a comprehensive way. The information is distributed in an understandable and user-friendly manner. A user-friendly access to facilities and materials is ensured. The reachability of service staff is clearly determined. Requests are dealt with promptly.

Measures for personal development and qualification of the service staff are being implemented at the EEC level.

### Rating:

The Programme Director and the coordinators coordinate the activities of everyone involved in the course and ensure that the course runs smoothly.

Teaching staff and participants are supported by the administration in the organisation of the study programme. In terms of both quality and quantity sufficient staff is available, even if their involvement in other courses is taken into account, so that the processes described can be implemented appropriately. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and participants are included in the decision-making processes where their areas of work are involved.

The service staff show a proactive service orientation; they prepare for the participant's needs in advance. A contact person is on-site every day of the course to help with enquiries and acute problems and questions. The course provider/institution ensures further qualification measures for the service staff.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.2	Course Management					
4.2.1*	Programme Coordinator			X		
4.2.2	Process organisation and administrative support for students and teaching staff			X		
4.2.3	Service for participants		X			

### 4.3 Networking

Networking starts at the first session, trainees' introduction, getting acquainted stage, when they introduce themselves. It is followed by their team work in case study solutions, group assignment and project presentations, exchange of their contacts, alumni meetings, as well as participation in business forums and conferences.

Proposed by faculty, guest speakers and adjunct part-time faculty representing local and/or international business community create additional networking opportunity for executive students.

References and student evaluation analysis show that the students help one another via networking and share business knowledge and skills outside KIMEP University

### Rating:

The participants are supported in creating and maintaining networks through specific measures (e.g. virtual discussion forums, support in building alumni networks). These measures are conducted regularly and are integrated as an active part of the courses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.3	Networking		X			

#### 4.4 Cooperation with academic institutions or enterprises (Asterisk Criterion for cooperation courses)

In Fall 2011 KIMEP PDCP signed the contract with the Borusan Makina Kazakhstan LLP company (BMK) for the delivery of the Leadership Development Programme focused on the line, mid and top managers. The PDCP – BMK Leadership Development Programme became the basis for the Mini MBA Programme as it is aimed at the enhancement of theoretical and practical competences of managers nominated from BMK different divisions and defined as potential leaders and/or future leaders of certain divisions or departments in BMK.

The first cohort graduated in 2016, the second one graduated in Fall of 2017. BMK leadership realised the real value of the Mini MBA Programme, what kind of skills and knowledge their employees get in class during studies. According to KIMEP University, highly professional instructors share their expertise and work experience with their Mini MBA Programme students. This is very important as practicality attracts PDCP clients. So, BMK decided to send 20 more of its department heads (the third cohort) to study on Mini MBA Programme in 2018.

#### Rating:

The scope and nature of cooperation with other institution relevant for the course are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the course. The agreement forming the basis of the cooperation is documented. All such activities contribute to the development of the participants' qualification and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.4(*)	Cooperation with academic institutions or enterprises (asterisk criterion for cooperation courses)			X		

#### 4.5 Facilities

Executive Education Centre building at KIMEP University – where the programme facilities are located – offers the specially equipped premises for executive learning including multimedia capabilities, videoconferencing support, and wireless Internet coverage for students and teachers in the halls throughout the EEC building via Wi-Fi. Thus, a wireless local area network (LAN) connects the whole building to the Internet and KIMEP local network for database access and resource sharing.

EEC provides 3 lecture halls of approx. 65 sq. meters. Each hall is accommodating space for 25 persons and equipped with the individual power outlets for laptop or other digital device connections. Two of three major halls are equipped with the latest technology and able to deliver simultaneous translation services via wireless headsets.

Additionally, 2 conference rooms of approx. 22 sq. meters each offer extra space for up to 6 people. There is also a library lounge for coffee breaks and more relaxed environment, of approx. 60 sq. meters, which provides ample space for the small group activities. Fitted with chairs and sofas, it allows for research and discussion in a more informal environment than in the lecture rooms.

The KIMEP campus offers multimedia capabilities available for executive learning. Executive students have access to the Moodle-based platform that provides e-learning component and

offers extra self-study to the core Executive MBA courses. The students can alternatively access learning materials from L-drive, which is the special folder - accessible through LAN or via Internet - where the teaching faculty can share learning materials with students/faculty, including extra readings and case-studies.

According to KIMEP University, its library is the largest university library in Central Asia, with approximately 105092 volumes and with electronic access to over 747511 journal and newspaper articles. The updated library facility serves up to 350 students simultaneously. There are public reading areas for the library's circulating collection and sections for reference, periodicals and reserves materials. Books necessary for Executive MBA students (hard copies) are also available in English, Kazakh and Russian languages. There is sufficient number of copies of mandatory literature (described in the module description) for every student.

Regular library service hours during semesters are seven days a week: from Monday to Friday 8:30-24:00; on Saturday: 10:00-19:00; on Sunday: 10:00-18:00. Wireless Internet access is provided for students throughout the Library building.

The KIMEP Library is making use of technology to bring students the information sources not readily available in Kazakhstan. Students have access to several databases with bibliographic citations and in some cases full text articles from hundreds of referred academic journals. These international databases include Econlit and Business Source Complete (EBSCO Host), Business Premium Collection (ProQuest), JSTOR, Ebook Academic Complete, SAGE, Taylor & Francis eBook, Ebscohost eBooks, Emerald, Transitions Online (TOL), SpringerLink, Web of Science( Clarivate Analytics Company), Westlaw Academic and Jurist VIP, Zakon Kazakhstan legal databases.

## Rating:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.5	Facilities					
4.5.1*	Quantity, quality, media and IT equipment of teaching rooms			X		
4.5.2*	Access to required literature		X			

## 5 Documentation

All the information on the Mini MBA Programme: its specialisations, duration, course / module descriptions, tuition fee and other relative issues are available to public on KIMEP website, EEC brochures and leaflets disseminated to short-term seminar trainees and / or EEC event participants.

The content of the marketing and selling materials are subject to prior discussions by EEC Programme Directors and further approval by BCB.

## Rating:

The course is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in electronic form, which ensures a high level of transparency.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.* Documentation			X		

## 6 Quality Assurance

Quality assurance within the KIMEP has been centered with the Office of Quality Assurance and Institutional Research (QAIR), which contributes to the collaboration between the President and different units including programme level of KIMEP. The strategy following management PDCA cycle on all level and collaboration is being realised on all levels throughout KIMEP University. The BCB and Oversight Committee regularly review quality issues regarding the programme.

The QAIR deals with the elaboration of the systems for assuring the quality of activity by developing practices of evaluation and internal reviews of KIMEP University.

QAIR aims to ensure regular quality monitoring of academic activity and educational milieu, effective feedback from faculty, students, staff, alumni, employers and other stakeholders for revealing aspects that require further enhancement.

QAIR's primary areas:

- conducting regular surveys among students, faculty, staff, alumni and their employers;
- providing KIMEP University's top management with analytical data on academic activity and educational milieu;
- providing external organisations: state authorities, partner HEIs, agencies for ranking of HEIs, national and international accreditation agencies etc. with information on activity of KIMEP University;
- developing cooperation with local and international partners for the purpose of experiencing exchange and general strategies determination for development of academic quality.

Within two weeks of the evaluation, the survey results are provided to the administrators of the programme and faculty are given the access to individual grades after "Change Grades Form due" dates assigned in the Academic Calendar. Other regular meetings take place on a bi-weekly basis during which various issues are discussed.

The QAIR also acts as a liaison between state bodies, Higher Education Institutions, and both national and international agencies to share best practices and develop strategies for the benefit of the community as a whole.

QAIR activities include close collaboration with faculty and students and colleagues from different units. In particular, this comprises regular advising on survey arrangements, addressing the inquiries about data collection, analysis, and access, consultancy on the use of information; QAIR open days, discussions of quality assurance issues with members of KIMEP communities, etc.

The QAIR interacts with EEC on the programme level – and provides the questionnaires for the students. There is a de-facto practice that evaluation results from students and faculty are taken into consideration for the further improvement of the programme.

On the programme level, the students evaluate each module online just before the end of the studies or right after they are finished. The results of student evaluations are provided to the

programme administration. The feedback from the QAIR is the source for discussion for the further improvement (on BCB level for KIMEP faculty, and on the programme level for external/additional faculty). Academic issues related to the module content and teaching faculty, especially regarding methodological aspects and scientific methods applied to the modules/courses, are taken into account by BCB and Oversight Committee based on the evaluation results. The student recommendations and feedback are considered on annual basis to improve the content and incorporate more advanced and modern concepts into the teaching and learning.

Instruments of quality assurance:

The QAR's regular activities include KIMEP internal assessment tools - teaching evaluation by students, student satisfaction survey and faculty satisfaction survey, as well as external ones – surveys of KIMEP alumni and their employers. The Office also carries out various on-request studies that investigate particular quality aspects in individual academic programmes or separate areas of KIMEP's activities.

As far as programme results are concerned (on the programme level) QAIR is based on student/teacher evaluations.

Quality assurance on programme level depends on three sources:

- Evaluation by students,
- Evaluation by faculty,
- Comments, complaints, and suggestions by stakeholders.

The third tool is systematically included and employed on a case-by-case basis. These evaluations take place in compliance with the QAIR requirements both internally and externally. Quality assurance procedures with regard to the students' evaluations, faculty and administration are centralised by the QAIR.

Faculty members and students see results in the aggregated format on a modular basis. With regard to the delivered results, the Programme Managers report to the Executive MBA Programme Oversight Committee for further consideration. The evaluation results are taken into account during the annual evaluation period and when faculty applies for teaching at the programme next time.

Analysis and results of students' surveys are sources for the further discussion and activities for the EEC; collaboration with the BCB and the Executive MBA Programme Oversight Committee becomes stronger as far as the academic standards and quality of teaching are concerned.

The KIMEP alumni association aims to assure the quality of professional preparation of graduates by collecting their feedback about working experience, job performance and level of satisfaction with the quality of KIMEP University's education, which would allow identifying areas for improvement.

The survey is conducted each summer since 2005 by the means of e-mails and phone interviews with graduates of the previous year. The survey results are reported to the top management and shared with KIMEP University's community members. The key messages are taken as the basis for the further enhancement of University's programmes and services.

Employer Satisfaction Survey (ESS) seeks opinion of employers on levels of KIMEP graduates' professional preparedness in terms of knowledge, skills, and attitudes. The survey is conducted every fourth year since 2007 through different channels: electronic mail, fax, post and visits. The survey results illustrate employers' perception of KIMEP graduates' professional quality and help to determine the ways of further improvement of academic programmes.

## Rating:

During the site visit EEC and KIMEP University have convincingly demonstrated that the PDCA cycle is not only theory, but has been successfully implemented and is applied. Thus, a quality assurance and development procedure, which systematically and continuously monitors and



develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective meetings to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students and quality control by the faculty are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

External evaluations e.g. by stakeholders and quality assurance agencies are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>6.</b>	<b>Quality Assurance</b>					
6.1*	Quality assurance and development of course content, processes and outcomes			X		
6.2*	Instruments of quality assurance					
6.2.1	Evaluation by students			X		
6.2.2	Quality assurance by teaching staff			X		
6.2.3	External evaluation by alumni, employers and others			X		

# Quality Profile

**Institution:** KIMEP University

**Continuing Education Course:** Mini MBA Programme

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.1*	Logic and transparency of course objectives		X			
1.2	International orientation of the course			X		
1.3	Positioning of the course					
1.3.1	Positioning of the course in the education and job market, and the professional field ("Employability")			X		
1.3.2	Position of course within the institution's overall strategy		X			
<b>2.</b>	<b>Admission</b>					
2.1*	Focus on the target group			X		
2.2*	Admission conditions			X		
2.3*	Legal relationship			X		
<b>3.</b>	<b>Implementation</b>					
3.1	Structure					
3.1.1	Structure of the course			X		
3.1.2*	Application of the „European Credit Transfer and Accumulation System (ECTS)“ and modularisation			X		
3.1.3*	Study and examination regulations			X		
3.1.4*	Feasibility of study workload			X		
3.2	Content					
3.2.1*	Logic and conceptual coherence		X			
3.2.2	Integration of theory and practice			X		
3.2.3	International and intercultural contents			X		
3.2.4	Methodological competence			X		
3.2.5	Academic work and science-based teaching			X		
3.2.6*	Examinations			X		
3.3	Multidisciplinary qualifications and skills			X		
3.4	Didactics and methodology					
3.4.1*	Logic and transparency of teaching and learning methodology			X		
3.4.2	Course materials			X		
3.5*	Skills for employment/Employability		X			

## Quality Ratings

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.1	Teaching staff of the course					
4.1.1*	Course management			X		
4.1.2*	Structure and number of teaching staff in relation to curricular requirements			X		
4.1.3*	Teaching staff's academic qualifications			X		
4.1.4*	Teaching staff's educational/didactic qualifications			X		
4.1.5	Practical business experience of the teaching staff			X		
4.1.6	Internal cooperation			X		
4.1.7*	Student support and coaching		X			
4.2	Course management					
4.2.1	Administrative course director			X		
4.2.2*	Process organisation and administrative support for students and teaching staff			X		
4.2.3	Service for participants		X			
4.3	Networking		X			
4.4(*)	Cooperation with academic institutions or enterprises (asterisk criterion for cooperation courses)			X		
4.5	Facilities					
4.5.1*	Quantity and quality of media and IT Resources of teaching rooms			X		
4.5.2*	Access to required literature		X			
<b>5.*</b>	<b>Documentation</b>		X			
<b>6.</b>	<b>Quality Assurance</b>					
6.1*	Quality assurance and development of course content, processes and outcomes			X		
6.2*	Instruments of quality assurance					
6.2.1	Evaluation by students			X		
6.2.2	Quality assurance by teaching staff			X		
6.2.3	External evaluation by alumni, employers and others			X		