

# Decision of the FIBAA Accreditation Committee for Institutional Procedures



**22<sup>nd</sup> Meeting on December 12<sup>th</sup>, 2019**

**Project Number:** 16/015

**Higher Education Institution:** University of International Business, Almaty, Kazakhstan

The FIBAA Accreditation Committee for Institutional Procedures has taken the following decisions:

According to § 7 (3) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for the Institutional Accreditation”, the HEI is accredited without any conditions.

Period of Accreditation: December 12<sup>th</sup>, 2019 until December 11<sup>th</sup>, 2025

The FIBAA Quality Seal is awarded.

# **Institutional Accreditation**

**University of International Business, Almaty,  
Kazakhstan**

**Assessment Report**



**FIBAA**

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## A. Accreditation Procedure

A contract for the initial Institutional Accreditation of University of International Business, Almaty, Kazakhstan was made between FIBAA and the University of International Business on March 16<sup>th</sup>, 2016. On January 30<sup>th</sup>, 2019, the HEI submitted a self-evaluation report including appendices to prove that the criteria for Institutional Accreditation are met.

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

**Prof. Dr. Christian Werner**

University of Applied Sciences, Ismaning, Germany (President and Managing Director)  
Private University Schloss Seeburg, Seekirchen, Austria (Managing Director)

**Dr. Renata Faizova**

KAZGUU University, Nur-Sultan, Kazakhstan  
Accreditation Coordinator of Business School

**Prof. Dr. Susanne Böhlich**

IUBH - International University Bad Honnef-Bonn, University of Applied Sciences, Bad Honnef, Germany  
Programme Manager International Management

**Dr. Anna Sergejevna Buzelo**

Turan University, Almaty, Kazakhstan  
Head of Chair "Journalism and Translation Study"

**Dr. Ekkehard Hermsdorf**

Volkswagen Group AutoVision GmbH, Wolfsburg, Germany  
Head of Qualification Coordination, Head of Strategic Service Marketing

**Jens Weibezahn**

Technical University of Berlin, Germany  
PhD student of Industrial Engineering and Management

FIBAA project manager:  
Viktoria Tischanski

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an on-site visit. The on-site visit took place on June 19<sup>th</sup> – 21<sup>st</sup>, 2019 at the HEI's premises in Almaty, Kazakhstan. At the end of the on-site visit, the panel gave a short feedback on its impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comments on October 11<sup>th</sup>, 2019. A statement on the report was given on November 6<sup>th</sup>, 2019. It has been taken into account in the report at hand.

## B. Summary

The University of International Business (hereinafter - the University or UIB) has formulated a clear and comprehensible mission statement and developed a corresponding profile with a strong orientation towards professional standards and European Higher Education Area. Room for development is seen with regard to a lack of transparency in the documentation of UIB's Strategic vision.

UIB has established and defined a well-functioning University management and self-governing structures with various bodies, academic and advice committees as well as offices/departments for its administration and support services. The University's quality management system follows the Plan-Do-Check-Act-Cycle and is suitable to regularly examine the quality of UIB's different areas of performance. A University-wide Policy for Quality Assurance in Education has been implemented.

UIB's study programme portfolio on Bachelor, Master and PhD level corresponds to the University's profile and the quality management system for studies and teaching ensures compliance with the respective European regulation for higher education.

Full-time teaching staff is involved in research. The University is taking various steps to increase its research activities within the next years. UIB motivates teaching and research-oriented staff as well as students to participate in research activities and in conferences. The panel welcomes that UIB's research-oriented staff has less teaching workload in order to focus on their research activities.

The services and administration at UIB are well-organised and create good conditions for students and staff as well as external stakeholders. With regard to the capacities for research, studies, teaching and administration, the available rooms and facilities enable a smooth running of the University. The qualifications of the full-time and the part-time academic staff correspond clearly to the requirements of study, teaching and research.

UIB members, external stakeholders and the public are informed on UIB's activities on a regular basis and through diverse channels. The University website, an internal portal as well as the use of social media ensure that prospective and current students, faculty, staff, parents, alumni, and partners are provided with information on activities and services.

## C. Panel Recommendation

According to § 7 (3) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for the Institutional Accreditation”, the HEI is accredited under two conditions.

Period of Accreditation: December 12<sup>th</sup>, 2019 until December 11<sup>th</sup>, 2025

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

- to harmonise the communication of its Development Plan on all channels (see chapter I.);
- to rethink the structure of the strategic goals in order to focus the content-related goals more systematically (see chapter I.);
- to precise which ranking is exactly meant by the goal “One of the best business universities in Central Asia” (see chapter I.);
- to work on attracting more foreign faculty staff (see chapter I.);

There is one criterion that exceeds the quality requirements:

- Research transfer to the areas of studies and teaching (see chapter III.)

## I. Mission Statement, HEI's Profile and Strategic Objectives

The University of International Business was established in 2000 on the basis of the non-state educational institution "School of International Business", which was established in 1992. The University carries out its educational activities on the basis of the state license, issued by the Ministry of Education and Science of the Republic of Kazakhstan (MES). UIB systematically implements the principles of the Bologna Declaration, and works according to the three-level higher education model "Bachelor-Master-PhD", and has instituted the European Credit Transfer System (ECTS). This system goes along with the National Qualifications Framework and is the basis for decentralising control over course curricula and student workload as well as for determining the graduation.

The activities of the University are aimed at implementation of strategic initiatives of the Republic of Kazakhstan, reflected in the following documents:

- the Strategic Development Plan of the Republic of Kazakhstan until 2020, approved by Decree of the President of the Republic of Kazakhstan;
- the State Programme for the Development of Education;
- Annual Addresses of the President of the Republic of Kazakhstan;
- Strategies "Kazakhstan-2050: a new political course of the established state".

Educational activities of the University are carried out in accordance with Kazakhstan's Higher Education legislation (the Laws "On Education", "On Science", the Rules for the organisation of educational process on credit technology, and other normative legal acts of the MES. UIB is also governed by the UIB regulations, Academic Policy and the Development Strategy of UIB for 2019–2023, reflecting mission, strategic vision, goals and objectives of the University.

**Mission:** Knowledge generation and training of sought-after, successful specialists with modern competencies and actively influencing the socio-economic development of Kazakhstan in a changing world.

**Vision:** The University forms an innovative scientific and educational environment with stable academic traditions to ensure the activities of a qualified staff that carries out basic and applied research for the needs of society, as well as providing high quality educational services for students in accordance with international standards.

**Values:** Respect and equality for the individual; academic freedom and responsibility; reliability of scientific results; ethical behavior and zero tolerance for corruption; collegiality of decisions; transparency and trust; social responsibility.

UIB is one of the specialised higher education institutions for humanitarian and economic studies in Kazakhstan, carrying out training of specialists and scientific staff in the economic and financial area and the service and hospitality industry. Currently, the University consists of two schools/faculties, four departments and the Language Center:

### 1. Undergraduate faculty:

- Department of Management and Business
- Department of Social and Humanitarian Sciences
- Department of Finance and Accounting
- Department of Business Computer Sciences

### 2. Graduate school of business (postgraduate education), offering Master's, PhD, MBA and DBA programmes.

### 3. Language Center

UIB's education offer consists of 20 undergraduate programmes, 18 masters programmes, and 3 doctoral programmes, as well as MBA and DBA programmes (see in detail Chapter III "Studies and Teaching", and Annex).

Total Number of students enrolled in the Academic year 17/18:

<b>Undergraduate</b>	<b>Master</b>	<b>MBA</b>	<b>PhD</b>	<b>DBA</b>	<b>Total</b>
2545	314	74	25	3	2961

UIB is primarily interested in Kazakh students and in specifically targeted students from other Central Asian countries, especially from Uzbekistan and Kirgizstan, as well as in Indian and Chinese students. A total of 40 international students studied at UIB in 2017-18 academic year.

UIB states that the principles of autonomy and academic freedom are reflected in the University's activities such as organisation and planning of the educational processes, development of educational programmes, research work of faculty staff and students.

UIB's study programmes are carried out by using teaching methods, which actively involve students in the study process and increase students' independence and responsibility for the results of the educational process. In addition to this student-centered approach, a "blended learning" format was implemented in 2018. Digital materials such as video lectures, digital handouts and tasks were therefore developed.

The study programmes focus on competence-based learning and are based on a modular principle. The learning outcomes contain general cultural competencies and professional competencies, which are based on Dublin descriptors as well as on the national and industrial qualifications framework (a structured description of qualification levels recognised in the national labor market).

According to UIB, the University constantly monitors the relevance of its study programmes and the demand of Bachelor and Master graduates in the labor market. This work is conducted by UIB Career Center. UIB states that the Career Center conducts systematic work on expanding the network of strategic partners. Currently, the University has more than 200 regular business contacts with leading governmental institutions (Almaty City municipality, Almaty City Board of Directors, Almaty National Capital Fund, etc.) as well as financial organisations (National Bank, Second Level Banks, Big4: Ernst & Young, KPMG, Deloitte, Price Water house coopers etc.). UIB observes the employers as "purchasers" of UIB graduates, who need highly-qualified and competent young staff with modern, international-level skills and knowledge, who can contribute to the company immediately without needing to be extensively retrained.

According to the data of the State Center for Pension Payment (GCVP), the employment of UIB graduates within one year after graduation has been over 90% during the past years. Since 2017 questionnaires and surveys of employers has been introduced. According to the survey results, 75% of employers positively assessed the quality of graduates' professional training, whereas 25 % of employers have a neutral opinion.

Furthermore, the University has signed over 40 cooperation agreements with international universities from e.g. Russia, Tadjikistan, India, Azerbaijan, Lithuania, Spain, China, Poland, Georgia, South Korea, USA, Moldavia. It also has dual-degree agreements with the University of Bedfordshire Higher Education Corporation (UK) and the Wyzsza Szkoła Biznesu-National-Louis-University (Poland).



The University is involved both in basic and applied research. Basic research is funded by state grants, while applied research happens in cooperation with national industry and business organisations. Scientific Research Work (SRW) at the departments of the University is based on the annual thematic plan of the Scientific Research Department and its implementation is aligned with the University's Development Programme for 2019–2023. The current research focus of UIB lays on topics regarding social consequences of economic crisis. Faculty staff does research in the framework of their competencies, but towards this focus.

UIB's Faculty Code of Practice, in accordance with the governing principles of the European Higher Education Area, exists to protect academic freedom. Full-time faculty are able and encouraged to engage across the broad spectrum of academic activities independently, including scholarship and research, teaching, thesis supervision, student advising support, course and programme administration, curricula development, quality assurance and enhancement.

In UIB's Development Programme for 2019–2023, the University aims to contribute to the challenges in national labor force, research as well as methodological and information technology support of innovative development of the national education system. Therefore, UIB aims to achieve the following strategic objectives in the field of education, science and social positioning.

In the field of education: Providing high quality training to foster competitive employees. According to UIB, the main ways to achieve this goal are:

- a. Modernisation of educational process;
- b. Improving University management system and teaching quality management;
- c. Formation of competitive employees.

In the field of science: Ensuring the integration of science in education and production. According to UIB the main ways to achieve these goals are:

- a. Development of University's scientific potential;
- b. Establishment of innovative research and development structures in UIB that provide scientific research and development work in priority sectors of the national economy;
- c. Development of infrastructure for commercialisation of Scientific Research Work (SRW) results, through cooperation with interested business organisations; cooperation with public-private partnership institutions and other advanced universities in Kazakhstan and abroad;
- d. Implementation of research results in the educational process; involvement of undergraduate and postgraduate students in research.

In the field of social positioning: Social responsibility for civil education of young people with moral qualities. According to UIB the main ways to achieve this goal are:

- a. Social policy of UIB, development of the University's social infrastructure;
- b. University Youth Policy;
- c. Image policy of the University.

The strategy is regularly revised based on the stages of University development, and introduced changes into the mission statement. Representatives of all structural units – faculty, students and staff – are engaged in the development of the mission, goals and objectives of the University.

## Appraisal „Mission Statement, HEI’s Profile and Strategic Objectives“:

The University has formulated a clear and comprehensible mission statement and developed a corresponding profile. UIB has also defined its target groups, which correspond to its profile.

With regard to its orientation towards professional standards and its close cooperation with representatives of labor market, and with regard to its study offer and research activities, the expert team is convinced that the University’s mission corresponds to its profile and setting within Kazakhstan and Central Asia. The employment rate for students after graduating shows that the profile is also plausible with regard to graduates’ employability.

UIB has been and still is a practice-oriented Higher Education Institution. The University states that it is currently in a transition process regarding research. The different talk rounds during the on-site visit gave the expert panel a good overview over the practice of academic freedom. The panel is convinced that the freedom of research, study and teaching is ensured. Even though there is a main research topic at UIB, faculty staff is not subject to discretionary power with regard to research and teaching. Having a main research topic is rather a strategic approach with regard to limited resources and grant applications (see also Chapter IV “Research”).

With regard to UIB’s strategic objectives, the panel is overall positive about UIB’s Development programme for 2019-2023. However, the panel has received different information on University’s strategy before and during the on-site visit. The following goals: “1. One of the best business universities in Central Asia” and “2. The third English-language University in Almaty” have been additionally presented to the panel during the on-site visit. Furthermore, the panel has seen different versions of demonstrated strategic objectives in the University building. Therefore, the panel recommends to harmonise the communication of its Development Plan on all channels in order to ensure transparency on the one hand and promotion of its ideas among all stakeholders on the other hand. UIB’s community should create awareness for University’s development plan in order to actively take part in realising the goals. Finally, the panel also recommends to rethink the structure of the strategic goals in order to focus the content-related goals more systematically.

Furthermore, the panel recommends to precise which ranking is exactly meant by “One of the best business universities in Central Asia”. The panel appreciates UIB’s goal concerning becoming the third English-language University in Almaty. During the on-site visit, the University added that it is about to further promoting English language among teaching staff and supporting scientific publications in English journals. The panel appreciates UIB’s efforts and recommends to work on attracting more foreign faculty staff in order to promote University’s image as an English language oriented University.

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES</b>				
(1) Mission Statement			X	
(2) Profile			X	
(3) Target Groups			X	
(4) Academic Freedom			X	
(5) Strategic Objectives			X	

## II. Management Structure and Quality Management

The organisational structure of the University is divided into the following main functional areas with their own powers and responsibilities:

- Academic operations, headed by the Vice Rector for Academic Affairs (VR AA) who also represents UIB in the absence of the President;
- Research, headed by the Director of Department for Science & Research and supervised by the VR AA;
- Finance and Administration, headed by the Heads of each division;
- Student Life and Social development, headed by division's Executive Director;
- Quality Assurance (QA), headed by the Head of QA Centre;
- IT systems, headed by division's Executive Director;
- International Activities, headed by the Head of International Office.

All the heads of these main functional areas are members of the University's Academic Council (described below).

**The Senior Management** team of UIB comprises top managers such as the UIB's President who acts as the Rector of the University and the Vice Rector for Academic Affairs as well as the heads of major functional divisions (see above).

**Director of Department for Science & Research (DD SR)** is primarily tasked with development and management of research strategies at institutional and departmental levels. The DD SR is also responsible for developing and managing research support systems as well as the publication activities. Quality assurance of research activities, activities aimed at encouraging research activities among students, submission of grant applications to external funding bodies as well as the management of awarded grants also belong to the tasks of the DD SR. He is also Head of the Scientific Council (described below).

**Executive Director of IT systems (ED IT)** is primarily tasked with developing of academic and administrative IT systems, introducing new IT and business technologies and the management of IT and library services.

**Director of Centre of Information Technologies (DCIT)** is primarily tasked with planning strategies for IT development (incl. budgeting for it). The focus is on development of new information technologies needed for the teaching process and University administration.

**Executive Director for Social Development (ED SD)** is primarily tasked with management of student self-governance mechanisms supporting student involvement in HEI activities, including the management of scholarship programmes. The ED SD supports the development of student activity centres and assures their infrastructural/financial support. The ED SD also cooperates with the Student Self-Government, Head of the Group Curator Council and the Head of the Group Elders Council (see Chapter III. "Studies and Teaching").

**Head of Quality Assurance Centre (QAC)** is primarily tasked with developing an internal quality assurance system as well as with elaborating and analysing assessment of Studies and Teaching. QAC organises and implements also external quality assurance procedures such as external accreditation. The Head of QAC is also member of the Academic-Methodical Council (described below).

**Director of Marketing Department (DDM)** is primarily tasked with development and implementation of annual marketing plan and marketing campaigns for all programmes at all levels. The Department cooperates with the Student Recruitment Commission developing marketing materials (printed, digital, etc.).

The senior managers have monthly meetings, where major topics regarding University's strategy and development are discussed. There is also a weekly planning session (on Mondays), where all senior managers and Heads of major units meet for discussion of current operational issues. Finally, on-going, unplanned meetings – based on immediate needs – take place.

**The main middle managers** are the academic managers (Dean of Undergraduate Faculty and Director of Graduate Business School), whose primary duties focus on the following areas in cooperation with the academic bodies above:

- Strategic management of the educational process at the degree-level;
- Management of policies and processes centred on their organisational unit (Faculty/School);
- Supervision over Faculty/School-level assessment systems;
- Quality assurance at Faculty/School level;
- Supervision over research activities;
- Supervision over search for industrial partners;
- Reporting (internal and external) for their unit;
- Chairing of Faculty/School-level Commissions.

**The Academic Council (AC)** is the highest collegiate body at UIB. It is headed by the Rector and includes all the senior managers (Vice Rector, Deans), as well as representatives of academics, researchers, administration and student body. The AC focuses on approval of organisational structure/changes, control of financial support, guiding the institution's strategic development. It takes decisions regarding academic, research and operational activities of the University. AC is responsible for analysis/acceptance of annual reports from managers of organisational units. It discusses the decisions of the Academic-Methodical Council and the Scientific Council and controls over successful implementation.

**The Academic-Methodical Council (AMC)** belongs to the academic division and is headed by the Vice Rector for Academic Affairs. It is a cross-faculty body, where all academic subdivisions are represented and decisions are made regarding university-wide (academic) policies as well as narrower, regarding single Faculties, Schools, Departments, degrees or courses. AMC members are operational managers of the academic section (Deans, Department Heads), representatives of lecturers, students and academic administrators. The AMC focuses on monitoring and analysis of the quality of teaching work at the University, the development of teaching methods and the integration of scientific activities with the teaching process (in terms of scientific internship and scientific publishing). AMC makes proposals to AC in the framework of University's development, introducing of new programmes and regarding quality improvement in Studies and Teaching.

**The Scientific Council (SC)** has the same structural organisation as the AMC. The SC focuses on development and management of research strategies at institutional and departmental levels and monitoring of research activities. The SC has the supervision over grants applications and grant-based research implementation. The SC is also tasked with management of research-based programmes, development of cooperation opportunities in research and quality enhancement in the research process.

### **Quality Management**

The quality management system of UIB has been set up with the aim to develop a culture of continuous quality improvement. The system shall ensure the transparency of University's activities involving students, faculty and management in the overall processes of educational activity.

UIB has started to document its quality assurance activities in all performance areas and has therefore recently developed an extended draft on "University Policy for Quality Assurance in Education", which is not approved by the Academic Council yet. The development of Univer-

sity's Policy for Quality Assurance in Education is part of strategic management and is considered together with University's Mission, Strategic Plan, and Academic Policy.

The University's Policy for Quality Assurance in Education is a system of measures, rules and guidelines for the planning and management of educational activities and the effective organisation of the educational process aimed at improving the quality of education and the further implementation of student-centered education.

The quality management system of the University is based upon the following documents:

- University's Strategic Development Plan 2019-2023;
- "European Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG2015);
- Ministry of Education and Science of RK policies and regulations;
- Independent Agency for Quality Assurance in Education (IQAA) standards;
- UIB's draft on University Policy for Quality Assurance in Education

The Quality Assurance system includes both – academic and non-academic - areas of University functioning. The task of quality management is to review and coordinate the operation of different subsystems that are critical in terms of achieving quality requirements. The quality management process is intended to create system-wide mechanisms that enable the University to monitor and improve its operations and to enhance quality. The quality management system is focused on core activities (education, research and administration) and on resources (human resource and infrastructure) of the university that are required to ensure quality provision of core activities. The University's Quality Assurance Plan is a dynamic process that continuously follows the Plan-Do-Check-Act-Cycle.

UIB has established a framework for effective quality assurance that is compatible with the mechanisms for both institutional, departmental, and programme quality assurance. It is embedded in each department, both academic and non-academic and utilises both quantitative and qualitative data. The results of this continuous quality assurance process are published on Moodle, on the website and communicated in the meetings of academic bodies.

There is a constantly acting **Disciplinary Committee** organised to review the disciplinary issues of staff, administration and students of the University. It is made up from representatives of all major groupings within UIB.

Complaints follow an administrative route and are handled at the appropriate administrative level (superior of the unit/person complained upon). In the case of lacking a satisfactory resolution, the complaint is progressed through the organisational structure to the nearest collegiate body for analysis and resolution. A standard practice is the "open door" policy of all senior managers, for staff and students, who are able to discuss the issues informally, before making a formal complaint. All managers are required to maintain absolute confidentiality.

To resolve individual labor disputes between the employee and the employer, a special **Conciliation Commission** constantly operates, consisting of three representatives from each side. Employee representatives are assigned by decision of the Academic Council from among the faculty and staff, and employer representatives - on behalf of the Rector. The composition of the Conciliation Commission is approved for three years and is published in the internal resources accessible to all employees of the University.

UIB staff is involved in the quality management system through their participation in collegiate bodies, all of which have cross-institutional membership. Priorities of the administrative division are represented by the Vice Rector and appropriate heads of departments who participate in managerial meetings. The priorities of the academics are represented by the VR for Academic Affairs, Deans, Heads and faculty representatives who are members of colle-

giate bodies and various commissions. The Director of Department for Science & Research represents the scientific perspective of UIB's academic staff.

Kazakhstan's Higher Education laws assure student participation in all collegiate organs (Academic Council, Academic-Methodical Council, Faculty Council), where they are able to provide creative feedback on the institution, the education systems in general and their specific programmes. Through the Alumni Association, UIB management receives important feedback about the quality of its education, administration and services.

UIB maintains a democratic approach to academic/research staff participation in Committees/Councils, not requiring that only the most senior nor the highest degree staff participate in committees, meetings, activities. As a result, all staff members are welcome providing a balance of gender, age, education, experience, ethnicity, religious views and lingual skills.

### **Appraisal „Management Structure and Quality Management“:**

UIB has established and defined various bodies, academic and advice Councils as well as offices/departments for its administration and support services. The tasks and competencies of all involved bodies and functions are clearly and transparently regulated. With regard to the interviews with UIB's staff during the on-site visit, the panel came to the conclusion that the University's management and self-governing structures are functional and effective.

Overall, UIB follows a comprehensible strategy in terms of its quality management. The competencies and responsibilities became clear during the interviews with University representatives. According to the panel, the used quality assurance instruments enable UIB to receive all necessary information and data to react appropriately and enhance the quality of its activities. The quality management system follows the Plan-Do-Check-Act-Cycle and is suitable to regularly examine the quality of UIB's different areas of performance. The quality aims are defined in UIB's "Quality Assurance Policy and Standards". The aims correspond to the overall strategy and the University's profile. The panel appreciates that the University has systematically and in detail documented its quality assurance aims, the corresponding responsibilities and the instruments for all performance areas of the University in one policy document. The document is available on the official website of the University and on the learning platform in the public domain.

UIB has established an effective escalation management on all levels. The University members like students, teaching and administrative staff are part of Councils/bodies on Department level as well as on University level. Their participation in all areas of UIB's discussions and decision-making processes takes place regularly and systematically. UIB has close connections to the labour market and external stakeholders such as Alumni are involved in different Councils and therefore take an active role within the quality management system.

Quality Requirements	Exceptional	Exceeds the Quality Re-quirements	Meets the Quality Re-quirements	Fails to Meet the Quality Requirements
<b>II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT</b>				
(1) Management Structure			X	
(2) Organisation of Localities	not relevant			
(3) Quality Management Strategy			X	
(4) Quality Management System			X	
(5) Quality Management Instruments			X	
(6) Escalation Management			X	
(7) Participation			X	

### III. Studies and Teaching

The University prepares specialists in the following professional areas (please refer to Annex for a complete overview of study programmes):

Bachelor:

- Social Sciences,
- Journalism and Information,
- Business, Management and Law,
- Information and Communication Technologies,
- Health care and Social welfare,
- Services;

Master:

- Pedagogical sciences,
- Social sciences, Journalism and Information,
- Business, Management and Law,
- Information and Communication Technologies,
- Services;

PhD:

- Business, Management and Law.

According to UIB, its study programmes have clearly defined objectives, which are consistent with the mission and goals of the University, the European Standards and Guidelines as well as the national system of qualification. The main goal of the University in general, is to prepare specialists who possess special theoretical knowledge and practical skills to meet the current challenges of the labor market. The graduates shall also possess special profile competences which will promote students' employability. UIB graduates are trained to use modern technologies in information processing and to make decisions within the dynamics of changing globalised world. The study programmes shall meet the needs of stakeholders, taking into account the possibilities of international exchange, and shall correspond to the principles of modern science.

At UIB, the development of study programmes is pursued according to the regulatory documents of the MES, professional standards as well as the University's strategy development. According to UIB, the focus is on development of flexible learning pathways, consistency and objectivity of assessment of learning outcomes, effective teaching methods, and the possibilities of studying abroad as part of academic mobility, exchange programmes, etc.

The study programmes are developed by the Departments. Then they are discussed at the extended meetings of the Academic-Methodical Council with the participation of members of the Academic Committee, which is the body of the Academic Council. After discussing and making changes to the study programmes, it is discussed in a series of round tables with the participation of employers, teaching staff and representatives of student body. The final version of the study programme, with all given comments and suggestions, is finally approved by the Academic Council.

The organisation of the study process within one academic year is carried out on the basis of the academic calendar. An academic year consists of 2 semesters (each for 15 weeks), intermediate certification periods (at least 1 week), holidays and internships. The final year of study includes the period of the final examination. For all students (excluding the final year students) a summer term has been introduced (at least 6 weeks) to meet the need for additional training and/or elimination of academic debt.

Regarding admission procedure, UIB follows the standards set by MES on the admission requirements, admission system and calendar.

The University submitted with the self-evaluation report curricula, syllabuses and CVs of teaching staff for the Bachelor programme “International Relations”, the Master programme “Finance” as well as for the PhD programme in “Economics”.

The study programmes focus on the implementation of competence-based learning approach. The structure is based on a modular principle containing competence-oriented learning outcomes: general cultural and professional competencies based on Dublin descriptors and the National and Industrial qualifications framework (a structured description of qualification levels recognised in the national labour market).

Course syllabuses contain the objectives of the course, prerequisites of the discipline, the content of the course, course policy, calendar and thematic plan, evaluation criteria, tasks for independent work, and a list of recommended literature.

Reference books on educational programmes and catalogs of elective courses are available to students before the registration procedure through the educational portal Moodle, library, and Department. At the beginning of each academic year, students form their individual curriculum for the upcoming academic year with the help of an adviser.

Study programmes of the University are carried out by using teaching methods, which are aimed at active involvement of students in the study process and increasing students' independence and responsibility for the results of the educational process. Such methods include problem lectures, case-studies, problem solving activities, and project-based learning.

Students are informed at the beginning of each semester about the assessment system for the subject, the deadlines of submission of coursework, and the date of final exam. University documentation explains the requirements on ethical conduct and the terms of conditions of failing an assessment component or the entire subject (financial penalties, progression penalties, etc.).

A significant and integral part of University's activity is the research work of the faculty. The involvement of research to the educational processes is a compulsory requirement to keep the necessary professional level of faculty, to improve the skills of students by forming professional and scientific competencies. Thus, the research results are utilised in the enhancement of faculty's own courses and programmes.

UIB annually organises an International Scientific Conference with the involvement of scientists from Kazakhstan, Russia, Poland, China, Finland, France and Slovenia (also for students and young scientists). Also, the University holds scientific competitions for students/undergraduates/doctoral students/young scientists. The purpose of these events is to stimulate research and educational activities of students, expose creative abilities, select and support the most talented students and young professionals, develop intellectual potential and increase their involvement in solving scientific problems.

Students of UIB are actively involved in the assessment of Studies and Teaching. Every exam is preceded with an online survey of student satisfaction, where students rate the lecturer and his/her subject. Additional information, through open-ended questions can be provided. Once student's evaluation is completed, the teacher sees his averaged grade for each taught subject, while each student sees the averaged grades awarded to all teachers in the given semester.



The UIB Marketing Department regularly surveys students' satisfaction, with a range of questions covering academic and organisational issues. The survey results are later passed to the Vice Rector for Academic Affairs.

The UIB Student Government, with its annually re-elected President, is the formal voice of UIB students. The members are delegated by the President to participate in university collegiate bodies. The Student Government has the right to develop proposals aimed at enhancing the study programmes, study conditions and organisational issues.

Through the Alumni Association, UIB management receives important feedback about the quality of education, administration and services. Recent exchanges have focused on the development of new degrees, focused on issues needed by the labour market. Alumni are also very useful in assessing the content of programmes, providing feedback based on their practical experience. Particularly good proposals have been submitted in the area of digitalisation of business processes, financial planning and analysis, marketing and market research.

UIB maintains strong linkages with employers through organisation of job fairs for current students and graduates, inviting practitioners to conduct workshops and seminars. UIB receives information from employers and employer associations on a variety of topics.

UIB Career Center works on expanding the network of strategic partners of Small and Medium Business. The University has more than 200 regular business contacts with leading government agencies (Municipalities, State Revenue Department of Almaty, State Pension Fund, etc.); Financial organisations (National Bank, Second-tier banks, Big4: Ernst & Young, KPMG, Deloitte, Price Water House Coopers), international law firms, media organisations, institutions, schools, and private companies. UIB has signed long-term cooperation agreements with all of them.

### **Appraisal „Studies and Teaching“:**

UIB's study programme portfolio on Bachelor, Master and PhD level corresponds to the University's profile. The study programmes are in line with UIB's strategy and develop the University units properly.

During the on-site visit the panel talked to deans, faculty staff, students and graduates in order to discuss and assess the admission processes, contents, structure, learning and teaching environment as well as quality assurance instruments for Studies and Teaching.

The documentation of the presented study programmes demonstrates that UIB is capable of developing suitable concept for study programmes that in their qualification objectives are oriented towards the (inter)national qualification frameworks to describe the educational levels. Furthermore, UIB ensures predictability in teaching and examination operations. The students-centred teaching approach makes the students take an active role in the designing of learning process.

During the on-site visit, the panel met a very dedicated and motivated teaching staff who reported about their didactic approach and their teaching and research activities. They emphasized that they especially appreciate the academic freedom at UIB as they are able to implement own ideas and projects without much bureaucratic issues, which they have experienced at other Kazakh Universities. During the on-site visit, the teaching staff informed the panel that it sees/wishes enhancement regarding innovative infrastructure such as a Business incubator for students to make them e.g. create and realise their business plans. Within the University's statement on the report, UIB informed the panel that a business incubator for students had been created in September 2019 and it has started identifying entrepreneurial

initiatives among students. The basic directions and business niches for entrepreneurial projects and start-ups were identified. Since September 2019, UIB has employed a foreign researcher from Italy to implement three business start-ups with real projects needed for the development of urban policy of Almaty. The panel appreciates that the University has already taken first steps to implement this recommendation. As it is still in the beginning of its development, the panel would like to emphasize that UIB should continue to actively integrate teaching staff and students and inform them about the business incubator.

Furthermore, the panel talked to students and graduates of UIB from different study programmes. The students emphasized the various teaching methodologies of lecturers (games, tests, use of social media) which promote their critical thinking and enhance their learning process. The didactic methods create creative learning and educational environment, and also contribute to the formation of future professional qualities. The students noted that they see further enhancement regarding the dormitory capacities. PhD students wish more classes with scientific software. Within the University's statement on the report, UIB informed the panel that in April 2019 PhD students attended an intensive course conducted by an invited scholar from United Kingdom on research methods using quantitative as well as qualitative software including SPSS, Lisrel, NVivo and basics of Smart-PLS. In winter semester 2019/20, it is planned to invite another researcher to train PhD students and university teaching staff to use a combination of different scientific software for successful implementation of complex or mixed research projects. The panel appreciates the University's efforts on teaching research methods. However, the panel would like to recommend to check the opportunity whether the quantitative as well as qualitative research software can be used more in PhD classes.

When assessing the mutual relations of research and teaching the panel came to the conclusion, that a transfer from research activities to the area of teaching is definitely ensured. The teaching staff and the students informed the panel about research projects where students of all graduate levels actively take part, e.g. a conducted survey regarding sustainability of rural development. The panel welcomes that students of all the three levels (Bachelor/Master/PhD) are involved in University's research activities. Especially, starting with scientific work on the Bachelor level ensures a solid foundation to build on in the Master and afterwards PhD level. It promotes the research mind-set of the students and their individual research efforts. Regarding the research strategy in general, please also see chapter IV. "Research".

The panel formed the view that UIB established a quality management system for studies and teaching, which ensures compliance with the European regulation (ESG, Dublin Descriptors, ETCS Users Guide). The information resulting from the quality assurance instruments in studies and teaching is evaluated and the findings obtained are transferred into specific measures for the programmes' improvement and further development. The teaching staff and the students confirmed during the on-site visit that surveys take place and that the results are communicated and taken seriously. In addition, they informed the panel that the lecturers have twice a month meetings with the chair of the department in order to discuss the implementation of the programmes/courses. The panel appreciates UIB's efforts to get feedback from faculty staff. However, it recommends more involvement of faculty staff in collegiate bodies and councils as they directly work with students and can understand best the challenges they face. In the framework of UIB's statement, the panel was informed that UIB has extended the Academic-Methodical Council with three different sections: 1) "Teaching Methodics" (improving the forms and methods of teaching, monitoring gained knowledge and abilities of students, consideration of the issues of academic support of the study process at the University); 2) "Quality Assurance" (monitoring, analysis and quality assessment of the study process at the University, organising activities for the enhancement of learning and teaching quality); 3) "Educational and methodical publications" (reviewing and planning the publication of textbooks, instructions and manuals). Each section is represented by the facul-

ty staff from each department. The panel appreciates UIB's efforts and the first steps towards the implementation of the recommendation and recommends further development.

The University holds cooperation agreements with many partners from various fields in the frameworks of studies and teaching that correspond to its study portfolio. Exchange for students and lecturers, dual degree options, and company projects prove the positive outcomes of the cooperation activities within the study programmes. Furthermore, employer committees bring in their expertise in the development of the study programmes.

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>III. STUDIES AND TEACHING</b>				
(1) Study offer and qualification objectives			X	
(2) Study programmes' quality			X	
(3) Research transfer to the areas of studies and teaching		X		
(4) Quality assurance			X	
(5) Cooperation			X	

## IV. Research

UIB has been and still is a practice-oriented Higher Education Institution. UIB states that it is currently in a transition process with the long-term goal to become a research-oriented university. In UIB's Development Programme for 2019–2023, UIB has the following goals regarding research:

- a. Development of University's scientific potential;
- b. Establishment of innovative research and development structures in UIB that provide scientific research work (SRW) in priority sectors of the national economy;
- c. Development of infrastructure for commercialisation of SRW results, through cooperation with interested business organisations; cooperation with public-private partnership institutions and other advanced universities in Kazakhstan and abroad;
- d. Implementation of research results in the educational process; involvement of undergraduate and postgraduate students in research.

According to UIB, there are three pillars towards those goals: 1. Financial capacity building, 2. Collaboration with foreign universities (acquisition of particularly European academic expertise), 3. Preparation and education of young researchers (establishment of three new research centers: two research-oriented and one appliance-oriented).

University staff mainly works in the research area "Social consequences of economic crisis in Kazakhstan" with the following sub-topics:

- Sustainable business practices in conditions of economic instability from management, marketing and entrepreneurship perspectives;
- Human capital development: socio-cultural, law and psychological aspects;
- Socio-economic development of Kazakhstan in the digital economy;
- High-performance big data processing.

Each department has their own research areas, but mainly according to the topics mentioned above. UIB states that due to limited resources, it is more effective and more outcome-oriented to focus on some main topics. It also simplifies to get research grants. Nonetheless, staff is also allowed to conduct research following their own interests, with formation of teams as part of internal staff networking.

The monitoring of research performance is implemented by Heads of Departments, Deans/Directors of Faculties/Schools, Scientific Council and the Director of Research and Science Department.

The Director of Department for Science & Research is responsible for the overall fulfilment of research aims and general research strategy. He/she is tasked with planning and executing scientific activities that fulfil UIB's and Ministry priorities.

Faculty Deans/School Directors and Department Heads are also involved and are tasked with supporting their staff in the pursuit of research, publications, professional development and the acquisition of grants.

The Scientific Council's main tasks are to determine the priority areas of research at the UIB, analyse the results of research work, and ensure the quality of scientific work of faculty/ undergraduates/ doctoral students.

UIB staff reports on their research every year and completes a "personal work plan" at the beginning of each academic year that includes research and publications (intended and expected). The staff is also free to bring in external partners (institutional or individual) into their activities.

Research performance of the academic staff is evaluated in the following form:

- Overall progress of research performance in terms of fulfilling the annual plan is evaluated by the Department Heads and the Director of Research Department;
- Specific research progress is evaluated and discussed during inter-Departmental meetings where the results of research activities are presented by staff;
- Publications are reviewed and accepted/rejected by the editors of journals;
- Books (textbooks, electronic, monographs) are first reviewed at the Department level, then by the Scientific Council and before being submitted to the MES for the final approval, they must obtain a confirmation from the Academic Council.

Internal feedback is of a collegiate nature, designed to offer advice on improvements or modifications, based on the colleagues' own experience. In case of lack of progress in realisation of personal annual plan, advice is given by the Department Head. Staff may be advised to undertake professional development, or a seminar will be organised within the Department/Faculty to provide all staff with information/skills on identified shortcomings.

UIB tries to promote its new research-oriented approach and to motivate faculty staff. Thus, the University offers opportunities for international research trainings at leading universities and scientific centers. The University itself organises scientific events (conferences, forums, seminars, etc.) to promote research interest of faculty staff and students.

UIB regularly participates in the system of state grants for research and development provided by the MES and other Ministries. Specific Ministries offer grants in their areas of expertise (e.g. farming, technological innovation), whereas MES offers grants for current political priorities and topics identified as important by inner-government entities. Winning grants receive funding for the requested period and each quarter the research teams report on their progress, budget utilisation, findings, with major annual reports submitted to the appropriate Ministry.

UIB academic staff is encouraged to:

- Develop grant teams within UIB;
- Write applications individually;
- Create teams with external participants;
- Join external teams in other HEIs (there is no prohibition on staff networking, but preference is on in-house development of grants).

According to its annual research budget, UIB provides funding for conferences, own research and resulting publications, acquisition of learning materials for research, with the expectation that such investments will be returned through enhancements to courses/study programmes. Additionally, the University supports the dissemination of research output by funding (partially or completely) the printing of books/textbooks and/or the journal publication fees required from UIB's lecturers.

UIB junior academics pursuing doctoral studies are given only 50% teaching loads for the 3 years of PhD programmes, with added freedom to rebalance their semester-by-semester loads to suit their studies, research and write-up. They also receive funding support for international internships and conferences.

In 2016-2017, a redesigned motivation system and supporting budget has been created to stimulate the research pursuits of staff, by providing fixed remuneration for each type of output (for the publication of a scientific article/monograph in international/domestic rating journals, a joint article of PhD doctoral students with foreign leaders). In the first year, 20 staff have been identified as "high potential" and some of them were given more advantageous conditions (salary and terms), with additional requirements placed on their research and publications to prop-up the UIB profile. Each year, the number of such staff has been increasing, with higher salaries and more opportunities for research, moving away from the current focus on teaching by UIB staff.

The faculty of the University actively participates in international scientific projects aimed at introducing the scientific results of projects into the educational process funded by Erasmus + as part of the Program Jean Monnet: 1) "Diversification of European Union energy supply: challenges and opportunities for Central Asia" (2017–2020); 2) "Entrepreneurship development in EU: an integrated market for a better business" (2017–2020).

The primary partner for UIB's research-active academic staff are the MES as the main finance source for research within Kazakhstan, owing to the grants that UIB has been awarded, undertaken and successfully completed. Individual staff maintains their own contacts with institutions and research-active individuals in their own activities, publications and conferences. PhD students are sent on internships to international partners from Europe and USA, based on bilateral agreements for the conduct of research-oriented study visits for UIB researchers.

At present, UIB entered into partnerships within the Erasmus+ financing frameworks, where research consortiums are a major part of the search for funding. It is expected that the organisational changes (UIB strategy) undertaken for 2019-2023 will bring results in the near future, enhancing UIB's involvements with the international research community. The links between research and business/industry has begun to be established.

A special importance is given to programmes of academic exchange between universities, the development of full-fledged scientific relations, exchange programmes of students. UIB often invites foreign professors to give lectures, conduct consultations and seminars for undergraduate/ PhD students who talk about the most current problems of modern education and science, share advanced technologies and ideas for the development of university science. For example, over the past two years, about 12 foreign professors from Slovakia, Hungary, China and USA have visited UIB.

## Appraisal „Research“:

During the on-site visit, the panel has gained a very good impression of the research division, the research oriented staff and their research activities.

UIB's Development Programme for 2019–2023 and the corresponding three pillars (1. Financial capacity building; 2. Collaboration with foreign universities; 3. Preparation and education of young researchers), mentioned during the on-site visit, are comprehensible and correspond to the HEI's institutional claim.

The panel recognised UIB's efforts to become a research-oriented University in a long-term. Especially, it welcomes that UIB has research-oriented staff, which has less teaching workload in order to focus on their research activities. The panel welcomes this incentive practice. The involvement of students into research projects is also considered as helpful in order to promote students' scientific skills on the one hand, and UIB's goal of research-orientation on the other hand. In addition, in the framework of this incentive system the panel has seen that UIB motivates teaching and research-oriented staff as well as students to participate in research activities and in conferences as well as to present research results to faculty staff and students in order to motivate them.

Furthermore, the panel has had the impression that the University is very well informed about potential research grants, both public and private ones. During the on-site visit, the research staff informed the panel that in 2020 the government of Kazakhstan plans to increase the ratio of GDP, that will be dedicated to education to 5 %. Therefore, UIB expects a lot of opportunities to apply for state research grants, especially for PhD students. Furthermore, the University observes currently a general trend that business and industry organisations act as sponsors and collaboration partners of Higher Education Institutions. The panel welcomes the University's efforts to receive external grants in order to expend its research activities.

UIB's explanations that it is more efficient for the University, especially with regard to financial benefits, to focus on one specific research area (“Social consequences of economic crisis in Kazakhstan”) was considered as convincing by the panel. Against the background of UIB's focus on research grants and its experience in this area, for the panel it seems to be a well selected strategic approach.

The panel appreciates UIB's efforts regarding the development of University's scientific potential. However, it recommends to promote this idea more extensively, especially among teaching staff and students. The panel recommends to create an overall awareness within the University community that research plays an essential role at UIB. Within UIB's statement, the University informed the panel that UIB has initiated a Research Oriented Study (ROS) policy that has been implemented since September 1, 2019 within the whole University. According to UIB, the main goal of ROS policy is to integrate all students at all academic levels into research activities via individual work assignments and more extensive research projects that should be done with the application of a clearly defined research methodology. The panel welcomes this approach and recommends further implementation and development.

UIB's goal to commercialise its research activities has already started and takes especially place in business psychology area. The University offers business companies and other organisations workshops and seminars, which deal with team building, development of leadership skills, conflict management etc. The panel considers these activities as a good start for commercialisation.

UIB has implemented instruments such as an external and an self-designed Anti-Plagiarism software and an Academic Policy for Scientific Work that ensure a good scientific practice. In addition, especially European academic partners are invited to hold workshops and seminars

on research methods. In the opinion of the panel the awareness of good scientific practice takes place and plays an essential role of UIB's quality expectation and quality understanding.

During the on-site visit, the academic staff presented their current projects, e.g. the Erasmus+ Project and research projects where students are directly involved, as well as a list of their publications. The panel appreciates the taken research activities and its publication in academic journals. However, the panel has noticed that this list contained various journals with different seriousness status. Therefore, it recommended defining an internal list with trustable and serious journals in order to create a solid and overall communicated awareness of UIB's research positioning. Within the University's statement, UIB provided new journal publication lists. At teaching staff level, the quality indicators for research publications have been identified both for professors and PhD students: 1) Assistant/Associate Professors – publications in Q1, Q2 or Q3 journals (Clarivate Analytics/Scopus) with a cite score no less than 35%; 2) Full Professors – publications in Q1, Q2 journals (Clarivate Analytics/Scopus) with a cite score no less than 50%; 3) PhD candidates - publications in journals (Clarivate Analytics/Scopus) with a cite score no less than 25%. In addition, a list of recommended high-quality peer-reviewed international journals for teaching and research staff was defined and approved by Scientific Council of UIB. The panel has checked the lists and considers the recommendation as fulfilled.

UIB's quality management system includes instruments and methods for regular assessment of research quality. Fundamentally, this system is based on internal assessment of Department Heads, Director of Research Department and/or the Scientific Council and Academic Council. The assessment is therefore based on corresponding reports, which have to be written regularly by the researcher in order to present the achieved goals. The panel finds that the efforts, which are taken in those reports lead to time constraints. Therefore, it recommended to create an indicator-based quality management system, not a quality system which is based on reports. The panel recommended a more systematic approach enabling the academic staff to have more time for research and not for writing reports. Within the University's statement, UIB stated that it will participate in a joint project on the data-driven decision making (DDDM) and its application on quality management with European universities. The aim of this project is to transfer the best European and global practices of managing various university processes based on DDDM to the universities of partner countries in order to improve the internal quality assurance system. At the beginning of the project, it is planned to define the key performance indicators in informing decision making in educational planning and policy making and to define the variety of techniques used in the collection, distribution and analytics of data in the context of a data-driven approach to decision making. The panel welcomes the University's plans and recommends further implementation and development.

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>IV. Research</b>				
(1) Research strategy			X	
(2) Research activities			X	
(3) Promotion of research			X	
(4) Good scientific practice			X	
(5) Quality assurance in research			X	
(6) Research cooperation			X	

## V. Services (Administration, Counselling, Academic Support)

Educational processes are supported by the administrative units of UIB. The University has structural divisions for academic issues to support students' educational, personal and career needs.

The Registry Office (Teaching-Methodical Centre) serves as a principal source of information on academic policies and registration procedures for the UIB community and prospective students. It offers services in the areas of academic records, student status, registration, course enrolment, classroom assignments and scheduling.

The University enacts procedures for applying and accepting individuals with a diverse academic backgrounds and academic needs: Kazakhstani and international applicants, undergraduate students and graduate students for short and long-term study terms. The Admission Policy is published at UIB website in the section "Admission → For Applicants" and is placed on information boards around the UIB building.

The Student Recruitment Commission is empowered and responsible for all activities related to admission to all study programmes in accordance with admission policies, and strategic and operational plans. The commission is responsible for review of each applicant for compliance with the UIB Admission Policy and, therefore, for identification in terms of admission or rejection to UIB programmes. The follow up communication that would lead to arrival, visa, registration and enrolment or re-application for the next intake is done by Registry Office and/or International Department.

Enrolled students are able to apply for two types of scholarships: state and institutional scholarships. The first one assures revenue stream to the University while the latter is in form of tuition "discounts" from standard fees.

State scholarships are awarded at the beginning of study based on specific criteria (quality of earlier degree, previous GPA, substantial achievements in social/sports/academic activity) and are awarded for the entire period of study.

Institutional scholarships in form of study discounts, are awarded in the following categories:

- Social scholarships, for a wide range of applicants (for example: children of large families or those in economic difficulties or with parents/members having serious health problems);
- Performance scholarships, for those with high academic performance at lower levels of education, winners of international academic Olympiads, holders of various elite titles, or graduates of elite programmes associated with the state;
- Recruitment scholarships for specific groups, seen as desirable from the perspective of UIB's recruitment targets;
- Internal performance scholarships, for students actively involved in UIB activities.

Institutional scholarships are awarded based on needs (application and presented supporting documentation) - there is no pre-planned correlation between student cohorts and number of scholarships.

Career support is provided by the UIB Career Centre, which is e.g. tasked with organisation of industrial internships for students of 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> years of Bachelor, and for Master students. The Career Centre organises at least twice a year job fairs, where several business representatives from different branches are invited. In addition, the Centre conducts work-related seminars/trainings, where experienced managers/entrepreneurs talk about their experience and give advice to UIB students about future careers. Furthermore, it maintains links with alumni and builds a network of UIB students. Trainings on preparation of CVs, on interview



passing and self-presentation as well as seminar/trainings on leadership, etc. are also a service of the UIB Career Centre.

The Centre for Youth Policy is responsible for student support in their intellectual, moral and personal development and growth and achievement of their educational goals. The Centre offers student-centred events for skills developing, informs about potential research projects, volunteer activities and/or administrative activities, where students are invited to take part. Additionally, students can get support and information in terms of internal and external financial support and get help during the application process.

The International Department seeks collaboration with international organisations to provide funding for academic mobility, applies for and administers international grant agreements to support academic mobility and supports teaching staff in the implementation of international projects and summer schools. The International Department also supports faculty's Academic Departments in searching for foreign staff or visiting lecturers. UIB administrative units are supported in international financial issues by the department.

The International Office assists incoming international students by advising on non-academic issues in cooperation with relevant units prior and after arrival on campus and in daily life matters and addressing student' needs to relevant departments to seek solutions, organising and conducting orientation sessions helping them to adjust to campus life and Almaty city.

The Scientific Process Department supports UIB staff by starting their research, preparing research grant applications and presenting research outcomes.

The IT Centre supports Administration by provision of necessary software (administrative modules in Moodle, accounting software, financial software, digital document processing). Students get technical support in Moodle with all its resources, online timetabling, mobile phone access and WiFi.

A major source of information on assessment of administrative services comes from the activities of the Marketing Department, which regularly conducts surveys on internal and external environment from the perspective of customer satisfaction and their perception of the support systems. Survey results are passed to the senior management for dissemination downwards through the organisational structure for presentation of appropriate solutions.

There are also Student Representation Units such as several group curators, which represent the student body or a specific group in front of UIB's administration units and UIB's teaching staff. It allows for a more informal information source on all aspects of UIB's contact with its community. In addition, there is "Rector's blog" as a communication channel, which allows for anonymous submission of comments from all stakeholders.

Operational improvements are undertaken on a continuous basis at the level of Academic departments and University administrative units. These are discussed at the level of individual units and at the weekly operational meetings. In case of needed resources, proposals undergo analysis in the financial department and, if the UIB budget allows it, will be funded immediately. Responsibility lies in the hands of:

- Academic departments for didactic enhancements;
- IT Centre for IT-related enhancements;
- Administrative Division for infrastructural enhancements;
- Office Registry for teaching organisation enhancements;
- Library for learning resource enhancements;
- International Office in terms of mobility and international cooperation enhancements;
- Career Centre for employability and internship enhancements.

## Appraisal „Services“:

UIB has created a clear and transparent admission and counselling procedure for national and international students. The services offered by the University are documented in a particularly clear and user-friendly manner and they are easily accessible. They enable the internal and external participating members to operate in a particularly effective and efficient manner.

The expert panel was convinced that a variety of guidance and assistance by faculty and a body of advisors are available for students. If students are at academic risk, mentors and advisors are assigned to help to provide academic counselling and support.

Students in unfavourable financial situations can apply for internal and external scholarships. The financial aid programmes are transparently promoted through different channels, events and activities.

Furthermore, UIB has developed a rich career support culture, which offers very good consultation services, and has therefore a positive impact on students' employability. The expert panel considers UIB's employer network as very helpful to provide students with a link to the world of work and to develop study programmes according to current needs of the labour market.

The evaluation of the administrative staff is considered suited by the expert panel to control staff's efficiency and students' satisfaction with the services provided. This allows for continuous feedback and the results can be transferred into specific measures for further development.

The expert panel is convinced that the instruments and the methods within the quality assurance system are convenient and that the students get a very student-oriented service. Their opinion and their wishes are considered and taken seriously.

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)</b>				
(1) Services			X	
(2) Assessment of services			X	
(3) Further development of services			X	

## VI. Resources

The University's building is a single structural unit with 4 floors and a total space of 9,061 m<sup>2</sup>, out of which:

- Academic space occupies 6,178 m<sup>2</sup>;
- Computer classrooms occupy 676 m<sup>2</sup>;
- Sports facilities occupy 576 m<sup>2</sup>.

Within the building, students have access to:

- 10 large auditoriums (lecture halls for 60, 80, 120 and 140 students);

- Specific “laboratories” (classrooms dedicated to specific degrees or study programmes, e.g. the MES requires a laboratory for the study programme “Journalism”);
- 42 standard classrooms (for 15-40 listeners);
- 10 specialised classrooms (e.g. the MES requires a classroom presenting the fundamental tools needed for trekking, etc. in the study programme “Tourism”)
- 15 computer classrooms with standard PCs with flat-screen monitors and Microsoft software.

The IT infrastructure is comprised of:

- 18 servers, providing UIB with administrative and academic capabilities, internet access, databases and repositories;
- 6 Local Area Networks with varied functionalities and access rights;
- 500 computers, of which 400 are used for academic purposes;
- 35 accessible internet terminals (library, corridors);
- 400 MB/s Internet access;
- Wi-Fi system with 25 access routers;
- 74 cameras installed in classrooms

Library resources occupy 272 m<sup>2</sup> with three major reading rooms with a total of 106 reading places and 31 computers with access to digital repositories.

UIB holds 110,000 volumes, following the normative requirements of MES, with 50% of them published in the last 5 years. The annual textbook purchasing budget stands at 50-60,000 USD. Additionally, the library holds journals and magazines, (both local and foreign), purchased on annual subscriptions in English, Russian and Kazakh language with an average of 70 titles subscribed each year, and an average annual expenditure for them of 15,000 USD.

Following its digitalisation strategy, UIB is active in the provision of online resources. The University provides access to a variety of databases (either through individual agreements with publishers or through agreements between the MES and foreign providers:

- Inter-republican academic library (RIMEP);
- Elsevier Science Direct;
- Thomson Reuters;
- Springer Direct;
- Wiley Online;
- EBSCO.

UIB also utilises the MARC-SQL system (purchased in 2014) for its digital resources and holds 6,500 books in digital format, allowing students and staff access to them through the local area network.

Special rooms were organised to ensure research and create appropriate conditions for bachelor and postgraduate students. There are rooms that use online learning technologies and special equipment such as PolycomiPower 9,800 in classrooms. The presence of fiber-optic connection allows organising scientific conferences online with all regions of Kazakhstan, as well as with other cities abroad. In 2013, UIB has installed 8 high-quality color IP cameras in 8 stream auditoriums, which allowed online broadcasting of lectures to listeners throughout Kazakhstan (Livestream). In addition, there are educational and scientific laboratories in areas that are equipped with all necessary equipment and software, where students can engage in educational, scientific and creative work. Moreover, a language laboratory is set for improving foreign languages knowledge of students, which is equipped with the audio, video equipment and computer equipment with training programmes for Kazakh, Russian and English language. There is also a mobile application that includes various blocks: grammar, reading, listening and various tasks for writing. Content is prepared by the English teachers, and the system is able to collect data from sources and to form tasks. Additionally,

there are projectors of English-speaking content for learning of foreign language in halls of the University.

UIB has an internal IT team, which consists of three specialised groups:

- Software developers, tasked with the development of unique solutions to UIB needs, organised around a multi-year development strategy aimed at coding and implementing a unique software platform originally based on Moodle VLE;
- Daily system administrators, serving the needs of teachers, students, and taking care of operational issues on individual computers;
- Hardware/server administrators, working on the university network architecture.

Since 2013, an integrated system for the automation of the management of the educational process "Electronic Dean's Office" was developed based on the Moodle platform. The main function is the storage and processing of information about the course of the educational process and its participants, as well as the automation of interaction between the three participants of the educational process: Administration - Teacher - Student. In 2013, a corresponding mobile application has been launched for students on Android and iOS operating systems.

To promote employment of graduates, the mobile application "AlmatyJumys" was developed for graduates and employers. Graduates and students can find internship, training and work places through the application.

The full-time academic staff at UIB consists of 128 persons in total. The number includes 4 lecturers, 47 senior lecturers, 62 associated professors and 15 professors. The part-time academic staff consists of 94 persons.

All candidates applying for a faculty position at UIB must be able to show teaching effectiveness focused on student engagement and demonstrate research potential through such evidence as an ongoing research programme, professional conference presentations and proceedings, and peer-reviewed publications.

Minimum requirement for applying for a faculty position at UIB is an obtained doctoral or Master's degree in the teaching area and relevant teaching experience at the university level at time of appointment is preferred.

Position-specific requirements are as follows:

- Professors must have a doctoral degree, a scientific title of a Professor, at least 5 years of teaching experience and extensive research work and publications.
- Associate Professor must have an earned doctoral degree, a scientific title of an Associated Professor, at least 5 years of teaching experience, extensive research work and publications.
- Senior Lecturer must have a University degree (Master's preferable), at least 3 years of teaching experience (not less than 1 year at a Lecturer position) or a 3-year professional experience relevant to the courses to be taught.
- Lecturer must have a University degree (Master's preferable), a 3-year professional experience relevant to the courses to be taught, including at least 1 year of teaching experience.

In addition, the candidates minimally must be fluent in the language they are going to teach, be able to communicate well, demonstrate outstanding potential for excellence in teaching through a successful interview and classroom demonstration and be experienced in the use of innovative curricular approaches that are student-centered, inquiry-based, and hands-on oriented.

According to UIB, the University provides equal employment opportunities to highly qualified professionals regardless of origin, nationality, religion, age and gender. UIB teaching vacancies are always open to external and internal candidates. All vacancies are advertised in accordance with Kazakhstan law: on the University website, in national HR portals and in the state newspaper “Kazakhstanskaya Pravda”. Not less than 30 days must pass between advertisement and start of recruitment. In case of non-Kazakhstani resident to be employed for managerial or administrative positions, UIB must first advertise the vacancy to citizens of Kazakhstan and then, once no one qualified can be found, has the right to offer the place to a non-resident. International lecturers can visit based on shorter visa with simplified documentation and review processes, but then they are banned from having any administrative/managerial positions.

The UIB academic recruitment system requires an applicant to fill out an extensive questionnaire, with sections dedicated to areas deemed important to the teaching quality at UIB. The electronic application process is followed by an interview with the Department Head who may reject a candidate finding him/her unsuitable. Then, the candidate is interviewed by the Recruitment Commission, with the Head participating as an observer/adviser. The Department Head attending the panel interview is required to already have discussed and planned (indicatively), the teaching workload and subject combination of the candidate, so that the Panel can seek a correlation between education, experience and competencies. After a discussion of the candidate’s biography and experience, he/she is asked to present a sample lecture, so that the Commission can evaluate the language of intended instruction, experience with ICT, knowledge in the discipline(s), interactivity of lecturer (with Commission as “students”). Additional questions may be asked by the Commission members related to the candidate’s presented information: real-life experience (teaching, research, business, etc.) and ways to fit UIB’s needs and plans. Successful candidates are recommended for employment, with contracts signed prior to the start of the semester.

Part-time staff falls into two categories:

- UIB administration, who take an additional teaching load (so-called “internal part-timers”);
- External lecturers, unable or unwilling to take a full-time position at UIB.

Part-time teaching staff fills out the same form as full-time teaching candidates and undergo the same check and interview process. According to UIB, there is now an increasing group of part-time staff who are e.g. highly experienced professionals sharing their knowledge with UIB students. The University selects such staff to enhance the practical content of its study programmes.

Academic Departments of each faculty evaluate teachers each semester through:

- In-class visits by the Departmental Head, Dean, Vice Rector (Academic);
- In-class visits by colleagues (peer review);
- Analysis of prepared teaching materials prior to the start of each semester;
- Analysis of awarded grades at each stage (midterms, final exams);
- Developmental seminars;
- Monitoring of student feedback;
- Monitoring of completion of assigned supplementary duties.

Lecturers are given feedback and time to modify their methods or approaches. Once the next Staff Recruitment Commission comes, the Head of Department uses his/her perspective on a given lecturer to recommend/reject him/her for teaching in next academic year.

Each year, teaching staff is able to modify their subject make-up, depending on personal interests, acquisition of new skills/knowledge, desire to undertake more research or commercial activities.

According to UIB, the University motivates faculty, administrative and managing staff to undertake professional development both at the University level and internationally.

Administrative staff undertakes professional development activities within their spheres of competency. Such procedures are discussed and approved by the Head of appropriate division. Participation in conferences is also encouraged, in order to build networks with specialists in the given field and the acquisition of new knowledge and skills.

The University Administration has developed an employee motivation system to intensify scientific research and to build strong corporate culture. In addition, the Human Resources department has organised an inter-university competition among academic faculty staff called "UIB's Best Teacher".

UIB is a tuition-based institution. The average division of revenues consists of:

- Tuition payments from students or their sponsors (83%);
- Payments from the state budget: grants, scholarships (8%);
- Other revenues: interest on deposits, infrastructure rental, etc., (9%).

Every year, the level of tuition is decided upon during a meeting of the Student Recruitment Commission, which bases its decisions on current economic factors (inflation, economic growth, predictions for the coming year, etc.), competitive environment (price levels of main competitors), exchange rates, development plans and decisions of UIB shareholders.

UIB also stated that the University has planned to build a new dormitory with 665 rooms (2 students for one room). The project is to be financed by a credit, whereas the areas of research as well as studies and teaching are funded by UIB's own budget. According to the University, the financial status of UIB is stable and due to internal forecasted calculations, the credit will not threaten the education process.

## **Appraisal „Resources“:**

During the on-site visit, the expert panel had the opportunity to visit the university's building. With regard to the capacities for research, studies, teaching and administration, the available rooms and facilities enable a smooth running of the University. Particularly, the expert team was impressed by the wide supply of UIB's IT infrastructure. They observe the internal IT team as very competent and helpful for promoting University's digitalisation strategy. The extent of the platform Moodle was considered as very impressive, and effective for all performance areas of the University.

The expert panel is convinced that the qualifications of the full-time and the part-time academic staff correspond clearly to the requirements of study, teaching and research. The faculty members have the opportunity to accelerate their research, learn innovative teaching concepts or methods and extend professional networks. The number of full-time professors matches the scope of tasks in teaching and research.

The part-time teaching staff is involved in the organisation of UIB's teaching operations in a suitable manner. It has the same rights and duties and is subject to the same requirements in application and hiring processes.

The human resources in the different areas of performance allow for an adequate fulfilment of tasks. Staff professional development takes place for all staff groups and contributes to their qualification.

The expert team welcomes UIB's plans for the building of new dormitories, as during the on-site visit, the student body expressed the need for more accommodation places. UIB's ex-

planation regarding the necessary credit and its repayment was convincing. The expert panel is convinced that for the accreditation period the financing of the different fields of performance to the necessary extent is ensured.

Quality Requirements	Exceptional	Exceeds the Quality Re-quirements	Meets the Quality Re-quirements	Fails to Meet the Quality Requirements
<b>VI. RESOURCES</b>				
(1) Rooms and facilities			X	
(2) Full-time teaching staff			X	
(3) Part-time teaching staff			X	
(4) Human resources			X	
(5) Financing			X	

## VII. Publication / Public

The UIB website (hereafter website) contains a wide variety of institutional data. Official announcements and updates are published on the website for prospective and current students, faculty, staff, parents, alumni, partners as well as the general audience. The website contains, amongst others, information on admission requirements, financial aid, the academic calendar, UIB's strategic plan including its mission and vision as well as national and international cooperation programmes. It also posts updates on institutional or departmental accreditations and other recognition by external organisations. Student support and career development services are also published on the website. The University also uses mass and social media as well as the platform Moodle to inform the UIB community about the university major decisions and important events.

All enrolled students can find information about academic policies, credit points technology, regulations on academic mobility, examination regulations, programme requirements and curriculum in the handbook "Students Guidelines", which is revised on annual basis. Additionally, this information is placed in the "Electronic Dean's office", based on the platform Moodle, and on UIB's website. Moodle is also used by the University to send out all notifications, including academic, registration processes and campus life. For the University management, faculty and advisory staff, the platform contains a number of statistics on enrolment, retention, attrition, academic performance and class standing. The University also has information boards around the building, where important information, including new announcements or policies is posted.

The Registry Office provides advice to students concerning late registration, credit transfer, academic leave, course withdrawal, course reinstatement, and graduation qualification. It also issues diplomas and transcripts for graduates. Alumni can request transcripts, copies of diplomas, and diploma supplements.

During the orientation process, the University provides multiple academic support activities for freshmen and exchange students. For example, the course "Introduction to the academic policy of the University" has been introduced in the academic year 2015/16. As part of this course, first-year students meet with the heads of departments. Students are introduced to the mission, objectives of the University, educational programmes, library fund, information resources, and student life.

The UIB Marketing Department and the Student Recruitment Commission organise recruitment activities domestically and internationally and conduct e-mail and calling campaigns to inform applicants regarding upcoming events and admission schedules.

Student Recruitment Commission is responsible for yearly preparation of internal documentation and contracts for study, for approving entry conditions and prices, and setting scholarships and discounts.

The UIB Marketing Department has developed and implemented various professional orientation events such as Open Days, where the University and its study offer are presented to interested prospective students and their parents. During the Open days, interested students can receive information about living quarters (hostels, hotels, flats for rent) as well as about scholarships, financial assistance and apply for them directly on-site.

Prospective students are also reached through social media, including Facebook, YouTube, Instagram, and VKontakte. The UIB Marketing Department also maintains links with high school directors and visits high schools in order to present UIB to potential prospective students. Information is provided in various forms: printed leaflets, multimedia and oral presentations.

External stakeholders (i.e. corporate partners, employers, sponsors, donors) are informed about the University news and achievements through the website or corresponding meetings. For example, there are UIB Employer Associations and UIB Alumni Associations, where regular information exchange takes place. During meetings with top managers of UIB, e.g. annual plans, current University activities, and development strategies are presented.

Regarding quality managements' results and measures, UIB's Academic Council holds yearly official meetings with the UIB community where issues of quality development are presented. Furthermore, the UIB Student President and Student Government as members of the Academic Council are expected to share gained information with the student body on a monthly basis. In case of major achievements (e.g. obtaining of accreditation), SMS campaigns take place. Faculty members and staff are given opportunities to meet with the President of the University to discuss management-related issues.

During the on-site visit, the University provided its draft on Policy for Quality Assurance in Education, which is not officially approved by the Academic Council yet. The draft contained all the decision-making responsibilities and competencies in the control and quality assurance system.

### **Appraisal „Publication / Public“:**

During the on-site visit the panel could get a good overview of the publication and documentation of the offered services and information tools for different target groups. The panel is convinced that the members of UIB as well as external stakeholders and the public are informed on UIB's activities on a regular basis and through diverse channels. The announcements on the website as well as the use of social media ensure that the prospective and current students, faculty, staff, parents, alumni, partners as well as the general audience are provided with information on University activities and services.

Regulations regarding the “student life cycle” are defined and published. The publication of the policies regarding admission and examinations as well as the organisation of studies on the website and on Moodle, make it transparent and easily accessible for students. Additionally, students and Alumni can get a personnel advice in all service departments of UIB.



The expert panel came to the conclusion that UIB ensures consulting for prospective students, their parents and potential cooperation partners. The different consulting formats such as events, social media channels, broad and up-to-date information on the website follow the needs of the target groups.

The internal communication works well regarding the quality management's measures and results and the university members are informed in a suitable manner.

During the on-site visit, the expert team checked the University's Policy for Quality Assurance in Education and talked to the responsible staff for Quality Management. The panel came to the conclusion that the competencies and responsibilities within the control and quality assurance system are internally well known. UIB's implemented document "Quality Assurance Policy and Standards" contains the description of quality assurance tools and the corresponding competencies and responsibilities within the system. The document is available on the official website of the University and on the learning platform in the public domain. The expert team appreciates the free access to the regulations on quality assurance to the University community.

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>VII. PUBLICATION / PUBLIC</b>				
(1) Competencies and responsibilities			X	
(2) documentation "student life cycle"			X	
(3) Advice and information			X	
(4) Public relations			X	
(5) Results of quality management			X	

## Quality Profile

University of International Business, Almaty, Kazakhstan

Quality Requirements	Exceptional	Exceeds the Quality Re-quirements	Meets the Quality Re-quirements	Fails to Meet the Quality Requirements
<b>I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES</b>				
(1) Mission Statement			X	
(2) Profile			X	
(3) Target Groups			X	
(4) Academic Freedom			X	
(5) Strategic Objectives			X	
<b>II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT</b>				
(1) Management Structure			X	
(2) Organisation of Localities	not relevant			
(3) Quality Management Strategy			X	
(4) Quality Management System			X	
(5) Quality Management Instru-ments			X	
(6) Escalation Management			X	
(7) Participation			X	
<b>III. STUDIES AND TEACHING</b>				
(1) Study offer and qualification objectives			X	
(2) Study programmes' quality			X	
(3) Research transfer to the areas of studies and teaching		X		
(4) Quality assurance			X	
(5) Cooperation			X	
<b>IV. RESEARCH</b>				
(1) Research strategy			X	
(2) Research activities			X	
(3) Promotion of research			X	
(4) Good scientific practice			X	
(5) Quality assurance in research			X	
(6) Research cooperation			X	
<b>V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)</b>				
(1) Services			X	
(2) Assessment of services			X	
(3) Further development of ser- vices			X	
Quality Requirements	Exceptional	Exceeds the Quality Re-quirements	Meets the Quality Re-quirements	Fails to Meet the Quality Requirements

<b>VI. RESOURCES</b>				
(1) Rooms and facilities			X	
(2) Full-time teaching staff			X	
(3) Part-time teaching staff			X	
(4) Human resources			X	
(5) Financing			X	
<b>VII. PUBLICATION / PUBLIC</b>				
(1) Competencies and responsibilities			X	
(2) documentation "student life cycle"			X	
(3) Advise and information			X	
(4) Public relations			X	
(5) Results of quality management			X	

## Annex

### UIB's Bachelor programmes:

Social sciences, Journalism and Information	Business, Management and Law	Information and Communication Technologies	Health care and Social welfare	Services
International Relations	Economics	Information Systems	Social Health Care	Tourism
Sociology	Management	Computing and software	Health Management	Restaurant and Hotel Business
Psychology	Accounting and Auditing	Digital Marketing		Logistics
Journalism	Finance	Big Data Analysis		Service Management
International Trade	State and local government	Smart Technologies		Hospitality management
International Security and Geopolitics	Marketing			Housing and Utilities Management
International Analytics	Valuation			Tourism Management in the field of entertainment
International Regionalism	Jurisprudence			Tourism and hotel business
Management of Social and Psychological Processes	International Law			Sustainable Tourism
Psychological features of personality development	Economics and Law			International Hotel and Event Management
Journalist and media analyst business	Economics and Management			Event Management
Journalism and Communication Management	Business Administration			Catering and guest accommodation
Convergent Journalism	Innovation and Entrepreneurship			Logistics and Business
PR and Advertising	Regional and Local Government			Logistics and Management
	Civil Society			
	Public Administration			
	State Service			
	Marketing and Sales Management			
	Marketing in Digital Economics			
	Marketing and E-business			
	Marketing research and analysis			
	Business Management			
	HR-Management			
	Accounting and Audit of the economy real sector			
	Accounting and Audit in financial institutions			
	ACCA Accounting and Auditing			
	Financial Markets and Financial Institutions			
	Corporate Finance			
	Government Finance			
	International Law and Intellectual Property			
	International Law and World Justice			
	Basics of International Economic Law			
	Legal Support of goods movement			
	Counteraction to Criminal Offenses in the field of Informatization			
	Legal Support of Economic Activity			

### UIB's Master programmes:

Pedagogical sciences	Social sciences, journalism and information	Business, management and law,	Information and communication technologies	Services
Mathematics	International relations	Economics	Information Systems	Tourism
Physics	International Processes and Geopolitics	Management	Digital Marketing and information systems of e-commerce	Tourism Management
Informatics		Accounting and Auditing		
Kazakh language and literature in schools with non-Kazakh language of education		Finance		
Foreign language: two foreign languages		State and Local Government		
Physics with English language teaching		Marketing		
Informatics with English language teaching		Business Administration		
Mathematics with English language teaching		Valuation		
Foreign language and Business education		Jurisprudence		
Kazakh language in professional business relations		International Law		
		Economics and International Trade Policy		
		Behavioral Economics		
		HR Management		
		State Audit and Financial Control		
		Accounting and Control in financial and non-financial corporations		
		Banking Management		
	Financial Management			
	Local Management of Education			
	Modern Marketing and Sales Management			
	Strategic Management			
	Enterprise Valuation			

### UIB's PhD programmes:

<b>Business, Management and Law</b>
Economics
Management
Finance
Business Administration
Management of Industries
Macroeconomics
Government and Corporate Finance
Dental Business Management