



International Quality Review

Maqsut Narikbayev University

Review Report
December 2023

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About this review

This is a report of an International Quality Review conducted by the Quality Assurance Agency for Higher Education (QAA) at Maqsut Narikbayev University (MNU), also known as M. Narikbayev KAZGUU University. The review took place from 11 to 13 December 2023 and was conducted by a team of three reviewers, as follows:

- Dr Nadeem Khan
- Dr Allison Jones
- Ms Nina Cupric (student reviewer).

The QAA Officer for this review was Kevin Kendall.

International Quality Review (IQR) offers institutions outside the UK the opportunity to have a review by the UK's Quality Assurance Agency for Higher Education (QAA). The review benchmarks the institutions' quality assurance processes against international quality assurance standards set out in [Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#).

In International Quality Review, the QAA review team:

- makes conclusions against each of the 10 standards set out in Part 1 of the ESG
- makes conditions (if relevant)
- makes recommendations
- identifies features of good practice
- comes to an overall conclusion as to whether the institution meets the standards for International Quality Review.

A summary of the findings can be found in the section: [Key findings](#). The section [Explanations of the findings](#) provides the detailed commentary.

The QAA website gives more information [about QAA](#) and its mission. A dedicated section explains the method for [International Quality Review](#) and has links to other informative documents. For an explanation of terms see the [Glossary](#) at the end of this report.

Key findings

Executive summary

Maqsut Narikbayev University (MNU) was established in 1994 and is also known as M. Narikbayev KAZGUU University. It has a status of a Joint Stock Company in Kazakhstan and is regulated through its Charter that is aligned with the laws of Joint Stock Companies in Kazakhstan and other constitutional provisions and relevant laws and regulations that govern the higher education in the country.

The University is also affiliated with the European Network for Academic Integrity and the International Centre for Academic Integrity and pledges to ensure academic integrity and its commitment towards academic freedom. The University is also a member of the Kazakhstani Association of Higher Education Institutions, the Eurasian Association of Universities and co-founder and active member of the Academic Integrity League (Kazakhstan). The University has further signed the Magna Charta of the European Universities in Bologna and commits to the academic values of academic freedom, integrity and common good.

MNU delivers 40 higher education programmes from its campus in Astana. These programmes are delivered across four schools, namely the Law School, the International School of Economics, the School of Liberal Arts and the Business School. The University currently has 6,377 students studying at bachelor's, master's and doctoral level including a small number of non-degree students. Total teaching staff to deliver these programmes, including part-time instructors, numbers 380 in the 2023-24 academic year.

The University however considers that it is not only a provider of higher education, but an institution that is dedicated to the development of society, according to its vision and mission:

Vision: to contribute to the creation of an honest and just society, whose development is determined by science, education, social responsibility and moral values.

Mission: to serve people through providing high-quality and affordable education.

The University considers quality education to be education that corresponds to the level of International educational standards and satisfies labour market demand. Affordable education means a fair price for education determined by actual cost of educational services. This is reflected in the Strategic Plan which has the following five themes:

- lifelong learning
- innovation research activity
- innovation environment development
- internationalisation and regional Impact
- student, faculty and staff satisfaction.

The University has identified the following key challenges which it is currently addressing:

- the transformation from teaching to a teaching and research university model
- the favourable demographic trend has enabled the University to focus on development of resources with existing student numbers rather than expansion
- internationalisation and building a global reputation
- diversification of income streams rather than a reliance on student fees
- the integration of the use of artificial intelligence (AI) into the educational process.

In reaching conclusions about the extent to which Maqsut Narikbayev University meets the 10 ESG Standards, the QAA review team followed the evidence-based review procedure as outlined in the handbook for International Quality Review (June 2021). The University provided the review team with a self-evaluation and supporting evidence. During the review visit, which took place from 11 to 13 December 2023, the review team held a total of eight meetings with the Chief Executive Officer (CEO), senior management team, academic staff, professional support staff, students, alumni and external stakeholders. The review team also had the opportunity to observe the University's facilities and learning resources at the campus in Astana.

In summary, the team found eight examples of good practice and was able to make eight recommendations for improvement/enhancement. The recommendations are of a desirable rather than essential nature and are proposed to enable the University to build on existing practice which is operating satisfactorily but which could be improved or enhanced. The team did not set any conditions.

Overall, the team concluded that Maqsut Narikbayev University **meets** all standards for International Quality Review.

QAA's conclusions about Maqsut Narikbayev University

The QAA review team reached the following conclusions about the higher education provision at Maqsut Narikbayev University.

European Standards and Guidelines

Maqsut Narikbayev University meets all of the 10 ESG Standards and Guidelines.

Conditions

The team did not set any conditions.

Good practice

The QAA review team identified the following features of **good practice** at Maqsut Narikbayev University:

- the flexibility offered to students in choosing their own timetable and therefore being able to access a better range of internships (ESG Standard 1.3)
- the variation and real-world nature of assessments to support students' preparation for employment (ESG Standard 1.3)
- the connections the University has to relevant industries and professional bodies to inform learning, teaching and assessment (ESG Standard 1.3)
- the quality and security of certificates and transcripts and the use of multiple languages on certificates enabling alumni to use them internationally (ESG Standard 1.4)
- the provision of facilities to support the physical and mental health and wellbeing of staff (ESG Standard 1.5)
- when students self-declare an additional support need or have significant health barriers to engagement, the support is comprehensive and tailored (ESG Standard 1.6)
- the robust data analytics system employed for informed decision making (ESG Standard 1.7)
- the University's commitment to achieve international institutional and programme accreditations that has led to maturity in meeting international accreditation standards (ESG Standard 1.10).

Recommendations

The QAA review team makes the following **recommendations** to Maqsut Narikbayev University:

- develop and implement a formal policy and procedure for policy development and review that includes standardised templates, timelines for review and a record for the version control (ESG Standard 1.1)
- review and develop a policy to ensure a consistent approach to the format of programme and course specifications to make the level more explicit and to consider a standardised terminology and number of learning outcomes (ESG Standard 1.2)

- review and develop a consistent approach to the format of quality assurance documentation across the four faculties, for example Course Management Forms and Programme Structures (ESG Standard 1.2)
- investigate the impact of the use of the Bell Curve on year-on-year consistency of grades to ensure the grades are credible at the point of being awarded and when compared to those awarded to previous cohorts of students (ESG Standard 1.3)
- include clear and comprehensive information on the admissions process for disabled students and students with additional support needs within the Admissions Policy and the University website (ESG Standard 1.4)
- continue to develop and approve the Mitigating Circumstances Policy so students and staff are clear on the processes to follow when external factors impact students' studies (ESG Standard 1.4)
- ensure that staff who are recruited at times of the year other than the summer have timely access to the support and development provided during the 'Welcome Training Week' induction programme in August (ESG Standard 1.5)
- carefully manage the transition to the new website to ensure that there are no gaps in information for all stakeholders (ESG Standard 1.8)
- develop and implement a process for the internal periodic review of the full cycle of a programme (ESG Standard 1.9).

Explanation of the findings about Maqsut Narikbayev University

This section explains the review findings in more detail.

Terms that may be unfamiliar to some readers have been included in a [brief glossary](#) at the end of this report. A fuller [glossary of terms](#) is available on the QAA website, and formal definitions of certain terms may be found in the operational description and handbook for the [review method](#), also on the QAA website.

Standard 1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Findings

1.1 The University (MNU) has three corporate collegiate bodies; the upper layer in governance is the general meeting comprising shareholders with the authority for the formation, dissolution or restructuring of the University. This body also appoints the Board of Directors and endorses financial statements. The Board of Directors provides strategic direction and governance for the University. The Executive Board is responsible for day-to-day activities led by the Chairman. Other key officials include the provost for academic and research matters, the first deputy of the chairman responsible for commercial and legal affairs; the second deputy focuses on public and governmental relations; while the third deputy is responsible for strategic development and human resources.

1.2 The University's 2021-2023 Strategic Plan has five thematic areas namely: lifelong learning; innovation and research activity; innovative environment; internationalisation and regional impact; and stakeholders' satisfaction. Each of the themes has sub-themes and objectives with key performance indicators that are monitored and reported to the Executive Board. The University is currently in the final stages of launching its 2024-2027 Strategic Plan in the light of consultations with internal and external stakeholders.

1.3 MNU has checks and controls in place to detect and avoid any financial fraud and, as a Joint Stock Company, it undergoes rigorous annual financial audits. The resulting financial reports are developed by independent financial auditors of repute and held in the Financial Statements Repository of the Ministry of Finance of the Republic of Kazakhstan.

1.4 The University is committed to be a regional and global leader in higher education and aims to shift its focus from a teaching only university to a research-focused university. This has implications for resources and the University has committed to a gradual shift in this direction and has plans to channel resources for this initiative.

1.5 Quality assurance at MNU is institutionalised through the Quality Assurance Policy (QAP) that provides an over-arching framework for the quality assurance for programmes and services. The policy is detailed and provides mechanisms for internal and external quality assurance processes. The policy sets out the areas for quality assurance such as design, development and approval of new programmes; learning and assessment activities; monitoring and assessment of research activities; and capacity building and training in quality assurance.

1.6 In addition to the QAP, the University has developed supplemental policies to ensure quality in its various operations. These documents include the Academic Policy, the Handbook on Insuring Academic Integrity, the Inclusive Education Policy, The Educational Programme Development and Approval Policy and the Assessment Policy. The Quality Assurance Policy together with the quality assurance documents are publicly available on MNU's website for reference by students and staff. Meetings with senior leadership, students and staff further confirm that they have access to the policies and regulations, and these are implemented fairly across the University.

1.7 The University has developed policies and guidelines for essential functions, and these are widely available online and accessible by the stakeholders. It was clarified in the

meetings that the review of policies is conducted and examples from the minutes of meetings are available; however, it is not recorded in a standardised format as a version history in the policy document. Without the version control and history of the review(s) in a policy document, it is difficult to monitor the evolution of changes or improvements that have been made over time. The team, therefore, **recommends** that MNU should develop and implement a formal policy and procedure for policy development and review that includes standardised templates, timelines for review and a record for the version control.

1.8 Quality assurance processes at MNU are managed independently through three entities – the Academic and Research Council (ARC), the school committees, and the Quality Assurance Office. ARC is the highest decision-making body chaired by the provost and includes deans, chairpersons of the school committees, faculty, students, and the head of the Quality Assurance Office. ARC is authorised to approve, modify, or revoke policies, procedures, and other guidelines for academic processes in the University. It is also mandated to approve new academic programmes.

1.9 School committees are permanent statutory bodies at the level of each school and responsible for implementing the quality assurance processes, including processes for annual internal quality review of programmes. The composition and working of the school committees vary from school to school, but their remit is to ensure that they implement the Quality Assurance Policy in all processes of teaching, learning, assessment, programme review and external quality review as well as dedicated to addressing the three core aspects – academic quality, research and ethics.

1.10 The Quality Assurance Office is managed by a Head of Quality Assurance and reports directly to the Executive Board ensuring its independence. The Head of the Quality Assurance Office is also a non-voting member of the Academic Research Council. The main remit of the office is to advise, monitor and implement quality assurance policy and other mechanisms to ensure consistency of practice across all academic and administrative departments of the University. The Quality Assurance Office also monitors and suggests improvements for the institution's educational provision. It is also the responsibility of the Quality Assurance Office to conduct the institutional research function enabling the stakeholders to perform data-driven decision making.

1.11 The Quality Assurance Office employs regular surveys and shares the analysis of the responses with different stakeholders. Survey instruments are regularly reviewed and updated to ensure they are fit for purpose. The 2020-21 annual student satisfaction survey reported an overall 80% satisfaction rate. Response rate for the survey is found to be low (10%), but this is attributed to the implementation of a new lengthy annual survey like the UK National Student Survey that is piloted in 17 universities in Kazakhstan. The University has pledged to both increase the awareness of the survey as well as take measures to improve the response rates in the subsequent cycles of the survey. In addition to the annual survey, course evaluation surveys are conducted on a semester basis and results are compiled to prepare the programme reports.

1.12 ARC also reviews annual reports pertaining to academic programmes as well as reports from other committees/schools and monitors progress for continuous improvement. Review of sample annual programme review reports demonstrates that ARC actively monitors the annual programme reports from all schools.

1.13 The team concludes that governance structure, policies, and practices for quality assurance at MNU are robust and developed in consultation with external and internal stakeholders. The review team concludes, therefore, that Standard 1.1 Policy for quality assurance is **met**.

Standard 1.2 Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Findings

2.1 Programmes are designed with overall programme aims that are in line with the institutional strategy and that meet the needs of employers. All educational programmes at MNU are developed in accordance with the State Compulsory Educational Standards of the Ministry of Science and Higher Education of the Republic of Kazakhstan. The Quality Assurance Policy and the Educational Programme Development and Approval Policy specify the requirements and process for the design, development and approval of programmes. They define the elements that need to be considered when developing a new programme.

2.2 Programmes must comply with the national regulative documents (the Law of the Republic of Kazakhstan 'On Education', dated July 27, 2007, No. 319-III, National standards for higher and postgraduate education by the order of the Minister of Science and Higher Education of the Republic of Kazakhstan, dated July 20, 2022, No. 2. No. 28916, Rules for the organisation of the educational process using credit technology in higher and (or) postgraduate education institutions by the order of the Minister of Education and Science of the Republic of Kazakhstan, dated April 20, 2011, No. 152). All programmes must also be licensed by the Committee for Quality Assurance in the Sphere of Education of the Ministry of Education of the Republic of Kazakhstan.

2.3 Students, employers and key partners are engaged in the design and approval phases of new programmes and revisions to existing programmes through course satisfaction surveys and direct interviews, and Business Council meetings. A programme description is produced that defines: the name of the programme; any professional body accreditations; the mode and language of study; credits; a summary of the programme; programme aims; programme structure of core and elective modules; study loads; assessment criteria; and the requirements for awards.

2.4 The development of a programme involves creating a curriculum with learning outcomes, a learning plan for students, and a syllabus for each course that forms part of the programme. The curriculum outlines a comprehensive list of courses divided into General Education Disciplines, Basic Disciplines, Major Disciplines, their distribution by semester, the forms of assessments, the number of credits, the number of academic hours of classroom studies and the independent work of students.

2.5 In addition to the programme description, a catalogue for the educational programme is developed, which is a systematised annotated list of all courses. The catalogue provides students with a choice of elective academic disciplines. The catalogue contains:

- name of the course
- course code
- type of course (compulsory or optional)
- the semester in which it is taught
- the number of academic credits

- learning outcomes of the course
- pre and post-requisites.

2.6 Departments are responsible for developing educational programmes and providing courses on the programmes. Programmes are developed under the leadership of a Programme Director, who ensures that input and recommendations from all relevant internal and external stakeholders are considered, including employers and alumni. Development of educational programmes is carried out in the following stages:

- development of a draft programme by the Office of the Programme Manager
- consideration of the draft programme by the school-level Academic Quality Committee that analyses the programme's content and makes a recommendation for the programme to be approved by the university-level Academic and Research Council (ARC)
- consideration of the educational programme by employer representatives
- approval by ARC.

2.7 Following approval by ARC, the programme is submitted to the Unified System of Management of Higher Education (ESUVO) for inclusion in the Registry of Educational Programmes. An expert panel reviews the programme for adherence to the National Qualification Framework (NQF), industry qualifications, and professional standards. It also assesses whether the programme title aligns with its content and specified field of education. Successfully reviewed programmes are then officially included in the Registry of Educational Programmes.

2.8 A course syllabus is developed by a course instructor, who is guided by the learning outcomes of the programme and the Academic Policy and Assessment Policy (Examination Regulations). The syllabus of the course is reviewed by the relevant school-level Academic Quality Committees in order to ensure that it adheres to the rules and regulations.

2.9 Evidence provided to demonstrate compliance with these processes includes example programme descriptions and catalogues, minutes of Business Council meetings, meetings with alumni, and minutes of school-level Academic Quality Committee.

2.10 Students met by the team confirm that their opinion has contributed to the development of new courses and changes to courses through assessment, working with faculty members and through surveys. Staff and external stakeholders met by the team also confirm that their opinion is sought during the development of new programmes and courses. Programmes therefore benefit from external expertise and reference points and are designed to align with the requirements of relevant, internationally recognised, professional bodies.

2.11 Many programmes include exposure to industry through internships. The effectiveness of these activities is confirmed by students, alumni and employers. Students confirm that their programmes are designed so that they enable smooth progression and that in later years they can choose from more subjects that are more challenging. The academic transfer arrangements are clearly defined, ensuring that each transition is smooth and progressive in terms of subject matter and level. The programme catalogues and the scheme of prerequisites clearly set out the how subjects are developed throughout the programmes.

2.12 Programmes define the expected student workload using the European Credit Transfer and Accumulation System (ECTS) and provide the basis for student workload for credit hours, minimum credits required for the completion of the programme, and course types which are offered in the programme.

2.13 Programmes are subject to a formal institutional approval process through the school-level Academic Quality Committees, Business Councils and university-level Academic and Research Council. Each stage of the programme-approval process prompts consideration of the academic proposal, alignment with PSRB requirements and the needs of employers. However, while there is a university-wide process and policy for the design, development and approval of new programmes, there is no standardised format for programme and course specifications, and no standardised terminology or approach to the number of learning outcomes. The team therefore **recommends** that MNU review and develop a policy to ensure a consistent approach to the format of programme and course specifications to make the level more explicit and to consider a standardised terminology and number of learning outcomes.

2.14 In reviewing the evidence submitted, the team noted that there was not an MNU-wide approach to the format of key documentation and faculties were presenting key documents in different ways. The team therefore **recommends** that MNU review and develop a consistent approach to the format of quality assurance documentation across the four faculties, for example Course Management Forms and Programme Structures.

2.15 Programmes reflect the four purposes of higher education of the Council of Europe. While there appears to be no deliberate explicit alignment, the University's educational model, and its focus on being employer and professional body informed, implicitly align with the Council of Europe purposes, namely preparing students for active citizenship, for their future careers, supporting their personal development, and creating a broad advanced knowledge base and stimulating research and innovation.

2.16 In summary, the University has processes for the design and approval of its programmes that ensure that they are designed to meet the objectives set for them, including the intended learning outcomes. The qualification resulting from each programme is clearly specified and communicated with reference to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The team concludes, therefore, that Standard 1.2 is **met**.

Standard 1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Findings

3.1 The University has four primary objectives in relation to student-centred learning, teaching and assessment - to ensure equal rights and opportunities for all university stakeholders, to offer comprehensive academic support throughout a student's life, to provide access to a wide array of learning resources and to create an inclusive campus, fully equipped with essential learning facilities. The University's teaching methodology is rooted in the philosophy of student-centred learning. This approach promotes autonomous learning, problem-solving skills, critical and analytical thinking, creativity, and leadership abilities among students.

3.2 Each programme has a defined programme structure specifying the teaching plan, credits and compulsory and elective courses. The choice of elective courses allows students to choose an individual educational trajectory within a programme structure. This enables students to tailor their educational path to best fit their personal needs and professional aspirations. Courses may be delivered face-to-face, online or in a blended format using the Canvas learning management system (LMS).

3.3 In addition to guidance from faculty, advisors support students during the course registration process, helping to tailor their educational paths in alignment with their interests and objectives. Students select their core, elective, and minor courses using an online registration system (AIS Platonus). Students who met the review team speak positively of the support they have received from advisors.

3.4 Students have the flexibility of choosing their class schedules to suit their personal needs and preferences. This enables students to take advantage of an increase in the availability of paid internships with reputable companies aligned with their area of study. MNU believes this opportunity in schedule management positively impacts students' early employment rates and enhances their career prospects, due to better internship opportunities. The team therefore considers the flexibility offered to students in choosing their own timetable and therefore being able to access a better range of internships to be **good practice**.

3.5 During the orientation period, first-year students can acquaint themselves with the University's academic procedures, the registration process, and meet members of the academic support staff. A mandatory 'Learning How to Learn' course is taken by first-year students to develop essential academic skills, including LMS usage and time management. The University also provides career preparation through the 'A-Step to Graduate' programme which covers job search skills and includes a certificate and diploma notation upon completion.

3.6 To assist students in understanding and adhering to good academic practice, the Academic Writing Centre was established in 2022. The centre holds monthly online and offline seminars and workshops aimed at enhancing the writing and research skills of both undergraduate and graduate students.

3.7 Advisors identify student representatives based on their GPA, and their engagement with school life. The Student President is elected by the students. Students have opportunities to give feedback through multiple surveys, membership of committees and

directly to teaching staff. The review team heard of multiple examples of action taken in response to student feedback.

3.8 Teaching staff receive professional development on teaching, learning and assessment through a 'Welcome Training Week' and throughout the year. Teaching staff participation in professional development activities is defined in the Regulation on Continuous Professional Development. This supports the use of innovative teaching methods, such as case studies, business games, project-based learning, and flipped classrooms to enhance student engagement and effective learning.

3.9 The University has a clear attendance policy and students are required to attend all types of classes. A record of class attendance is kept and in cases where a student misses more than 20% of the total number of classes over the academic period, they are not able to complete the course or attend the final examination.

3.10 The assessment procedures for student performance are guided by the Academic Policy and Assessment Policy. Programme learning outcomes are assessed through a range of methods, and assignments and assessments focus on real-world skills such as undertaking projects, creating videos, moot courts and conducting research. The team therefore considers the variation and real-world nature of assessments to support students' preparation for employment to be **good practice**.

3.11 The University has clear links with employers and other key stakeholders who inform and contribute to the curriculum. Many programmes include exposure to industry through internships. The effectiveness of these activities is confirmed by students, alumni and employers. The team therefore considers the connections the University has to relevant industries and professional bodies to inform learning, teaching and assessment to be **good practice**.

3.12 Grading follows a criterial approach, and students are clear about what is required to achieve a specific grade. Grading using a Bell Curve distribution is used to allow for a differentiated assessment of students. The policy mandates that the percentage of 'excellent' grades (A, A-) is expected to be no more than 10%, with a permissible deviation from the norm for other grades being no more than 5%. While staff and students understand that the Bell Curve is not used in all circumstances, its use may hinder the year-on-year consistency of grades with grading tending to be relative rather than absolute. The team therefore **recommends** that MNU investigate the impact of the use of the Bell Curve on year-on-year consistency of grades to ensure the grades are credible at the point of being awarded and when compared to those awarded to previous cohorts of students.

3.13 For written assignments submitted through the Canvas LMS, instructors provide detailed feedback, helping students recognise their strengths and areas needing improvement. All faculty conduct office hours and students can seek 1:1 meetings for additional feedback and support. Students are clear about the processes to follow in cases where they disagree with the grade received on an assignment or exam.

3.14 In cases of exceptional circumstances, students can apply to the Academic Quality Committee to retake exams or assignments. Students are clear on the ways that they can access support should external factors affect their studies; however, as noted in the section on Standard 1.4, the University is in the process of developing a comprehensive Mitigating Circumstances Policy.

3.15 The University is committed to offering equal educational opportunities to all students, irrespective of their race, ethnicity, religion, gender, social status, or special educational needs. The University has streamlined the application process for special needs students and faculty members have undergone training in inclusive education.

3.16 The University has a clear commitment to academic integrity, with clear guidelines and penalties outlined in the Handbook on Ensuring Academic Integrity. Assignments are submitted through the Canvas LMS and scanned by Turnitin (a plagiarism-detection software) to detect academic misconduct. The University is leading a multi-university project 'Academic Integrity Awareness' to develop a free, scalable educational course on academic integrity and research ethics.

3.17 The team concludes that, overall, the University delivers programmes in a way that supports and encourages students to take an active role in creating the learning process and has an effective approach to the assessment of students. The team, therefore, concludes that Standard 1.3 Student-centred learning, teaching and assessment is **met**.

Standard 1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle' - for example student admission, progression, recognition and certification.

Findings

4.1 The admissions process is governed by the Admission Policy, while readmission of students in cases of expulsion and academic leave, as well as student transfers are covered by the Academic Policy. Admission records are maintained by admission managers and integrated into the Platonus administrative system, which synchronises with the National Educational Database.

4.2 The Admission Policy complies with state and local regulatory frameworks set forth by the Ministry of Science and Higher Education (MSHE). In order to enrol at university, students must complete a Unified National Test (UNT). The minimum test score for admission is defined by state centralised regulations and varies with the programme. In addition to the general state and university requirements, schools may have entry requirements that exceed the minimum criteria of the MSHE. At MNU, the International School of Economics (ISE) has a higher UNT Maths requirement than the national minimum.

4.3 In order to maintain quality of the student experience, the University is currently increasing its entry requirements. This is being introduced as a phased approach, to manage the cost of running a university while preserving the student experience. The University, in line with this new direction, is also changing its approach to student retention and progression, focusing on attracting, admitting and retaining applicants with higher entry credentials. Entry requirements may vary for different parts of the University, but these are clearly stated both in the policy and on the website.

4.4 For those who have not taken the UNT, such as international students, the ISE conducts its own Maths test developed by its faculty. For applicants who fall short of meeting the Maths requirements, the University offers a three-week intensive pre-calculus course during the summer period. After completing the course and the final test in August, successful applicants can reapply for admission.

4.5 The English language level of applicants is determined by the KEPT entry score (KAZGUU English Placement test). The self-evaluation document details that the language level requirement is not high, in order to accommodate the lower levels of English language that students may have. To address this, all English-taught programmes include intensive English preparation courses during the first academic year, accounting for 20 ECTS credits. However, applicants with proven English proficiency, such as an IELTS score of 6.0 or above, can be exempted from some or all of these courses depending on their scores. The applicant has the right to take the KEPT three times on a paid basis. The Admission Committee is responsible for organising the registration for the KEPT and recording the number of attempts to pass the KEPT. The KEPT can be taken online. The Admission Committee has paid student representatives as committee members.

4.6 The Admission Policy also contains information on recognised prior learning, taking into account students who may have had vocational or technical training as part of their secondary education.

4.7 As a result of the COVID-19 pandemic, the admissions process moved from in-person to online and has remained as such due to the flexibility it offers students. Students confirm that the admission process ran smoothly for them despite the impact of COVID-19.

4.8 Applicants can find comprehensive information related to the admissions process on the official website of the University. The website details a step-by-step process on the admissions process. This information is accessible to students, clear and interactive, with English, Kazakh and Russian language options available. Entrants can book a consultation with the University should they want one. There is also comprehensive information on potential scholarships students would be eligible for on the website. Additionally on the website, there is a comprehensive list of FAQs, and specific admissions information for each school, as well as how these apply for international students. The information on the website is consistent with the policy.

4.9 For international applicants, personalised consultation is available with the admission managers and International Officer either online or in person, depending on the applicant's location. International students also receive brochures with specific information around the programmes and entry requirements.

4.10 Disabled students can indicate that they require additional support through the admissions process. Staff are able to give examples of adjustments made in order to facilitate easier access for students, as well as how they work with students and identify their additional needs. Students require a formal diagnosis to access support.

4.11 However, there is no explicit information on the website or the Admission Policy on the admission process for disabled students. The Inclusive Education Policy details that following declaration, the students work with the Department of Student Affairs. While the Inclusive Education Policy is publicly available on the website in three languages on the University's official website, there is no clear link between the Admission Policy and the Inclusive Education Policy. The review team acknowledges that while there is some ambiguity around the admission process information for disabled students, there is sufficient evidence evaluated during both the desk-based review and the visit to indicate that the University accommodates students with additional support needs in a considered and tailored way during the admission process and within their studies. The team therefore **recommends** that the University includes clear and comprehensive information on the admissions process for disabled students and students with additional support needs within the Admission Policy and University website's admissions landing page.

4.12 The team concludes that, overall, the University has a fit-for-purpose admission process that is transparent, robust, and credible. Information provided is consistent across all available platforms, and there is evidence through staff and student meetings of a consistent approach in implementation.

4.13 Students can find all information regarding progression in the Academic Policy, which is available on Canvas, as well as the University website. The policy details information on assessment, attendance and academic leave. Maintenance of the policy is the responsibility of the Academic and Research Council.

4.14 Students are supported through the Learning How to Learn Module to understand essential academic skills, academic integrity and the use of the LMS. The completion of the module is mandatory.

4.15 The Attendance Policy states that students are required to attend all types of classes, with a minimum of 80% attendance rate. Attendance is monitored through the attendance module of the Canvas LMS. In cases where students miss more than 20% of classes, they

are not able to complete the course or attend the final exam. Students are then required to re-take the course on a paid basis.

4.16 Student progress is monitored through the LMS and through AIS Platonus. In line with the shift of the University's strategy to recruit higher level applicants, it will be shifting its focus more on retention, using its existing support systems.

4.17 In cases of exceptional circumstances, students can apply to the Academic Quality Committee to retake exams or assignments. In both student meetings students were clear on ways they can access support should external factors affect their studies. The University is currently in the process of developing a comprehensive Mitigating Circumstances Policy. Examples given by staff and within documentation provide evidence of a student-focused and empathetic approach to students who have so far had their studies disrupted. The team recognises that the University has begun the process and **recommends** that it continues to develop and approve the Mitigating Circumstances Policy, so students and staff are clear on the processes to follow when external factors impact students' studies.

4.18 Students are assigned academic advisors, at a ratio of 350 students to one advisor. The advisors' full-time role is providing personalised support for students. They act as a link between students and the University administration and have a role in monitoring students' academic performance. They can also support students in registering on courses. All students who met the review team are aware of their assigned advisor. While the ratio of advisor to student is high, in the meeting with Heads of Advisor Offices, it was confirmed that the workload was manageable and that student ratios were considered in workload planning. Together with the assurance provided by the student meeting, the team is satisfied that the provision is manageable.

4.19 Suspected academic offences are considered by schools' Ethics Committees, which have both academic staff and student members. Detailed minutes of meetings were provided. Depending on severity of the transgression, students can be given a warning, requested to submit an apology, failed on the assignment, placed on probation or expelled.

4.20 The Registry is responsible for production of all academic transcripts and diploma certificates. Students are required to undertake final exams to complete their degree, as well as a defined number of academic credits, achievement of the Physical Education Module and completion of the 'Creativity, Service, and Intelligence' project and the non-credit bearing module 'Learning How to Learn'. Upon achieving their assessment and passing their programme requirements, students are awarded a diploma, a supplemental transcript and a European Standard Diploma Supplement.

4.21 For students who excel in their academic subjects, there is the opportunity to graduate with honours. Those with an average grade point achievement (GPA) of not less than 3.5 and excellent performance in comprehensive exams or thesis projects will receive a diploma adorned with one of three honours designations: Cum laude, Magna cum laude, or Summa cum laude.

4.22 Academic integrity and any other violations are recorded on student transcripts, as well as a comprehensive view of the student's academic progress, featuring grades for all courses, completed thesis or research projects, types of professional internships, and final exams, along with the corresponding academic credits. Students receive diplomas in three languages - English, Russian and Kazakh. Each diploma is issued with two QR codes and a corresponding series number is issued by the Ministry of Science and Higher Education via the National Educational Data Base (NOBD). The QR codes link to the NOBD and the University's own internal database. These codes can be used to verify the authenticity of the documents, providing additional assurance.

4.23 Alumni confirm that the documents they received upon graduation are helpful and relevant. The team recognises the quality and security of certificates and transcripts and the use of multiple languages on certificates enabling alumni to use them internationally as **good practice**.

4.24 The team concludes that the University consistently applies predefined and published regulations covering student admission, progression, recognition and certification and therefore concludes that Standard 1.4 is **met**.

Standard 1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Findings

5.1 The University has a clear policy for the competitive selection of candidates for academic personnel positions. The Department of Strategy and Human Resources is responsible for organising and coordinating the activities relating to the recruitment of teaching staff. Each school creates a staffing plan based on the academic workload and the requests are consolidated into one general vacancy coordinated by the Provost and the First Deputy Chairman of the Board.

5.2 Each school has a hiring committee which reviews CVs, conducts interviews, observes a teaching demonstration and evaluates candidates based on a set of predetermined criteria. Depending on the specifics of the vacancy, the selection process focuses on criteria such as qualifications, previous teaching experience, language proficiency, research activity and international certifications. This process leads to a university-wide final competition final round. Recruitment of teaching staff typically occurs twice a year, in readiness for each semester. Vacancies are posted on the University website, social networks and recruitment platforms.

5.3 Approximately 34% of the full-time teaching staff have a PhD or equivalent, and 60% have a master's with 4% pursuing additional qualifications. Approximately 20% of the part-time teaching staff have a PhD or equivalent, and 65% have a master's with 10% pursuing additional qualifications.

5.4 The University has regulations on Continuous Professional Development (CPD) in line with the requirements of the Minister of Science and Higher Education of the Republic of Kazakhstan. This sets out the requirements for CPD for Faculty and Administrative and Managerial Personnel. The Professional Development Programme is designed to develop competencies in professional values, professional knowledge and research activities, teaching/learning and educational practices, and professional development. These cover a range of topics, including techniques for student engagement, fostering inclusivity, integrating technology, and best practices in assessment. Professional development is also required by the Ministry of Science and Higher Education of the Republic of Kazakhstan including not less than 72 hours 'off-the-job' at least every five years.

5.5 Beyond the professional development opportunities offered by the University, faculty members can enhance their qualifications at their own expense or through international scholarship programmes like Bolashak or Erasmus.

5.6 Every year, new teaching staff participate in a 'Welcome Training Week' which includes input on modern teaching methods, syllabus development, and university standards and regulations. The programme also covers inclusive education, academic integrity, corporate culture, and the use of information systems. This intensive training ensures that the teaching staff are well equipped to meet the educational and institutional standards set by the University. Teaching staff provide positive feedback about their experiences of this week. However, the team noted that teaching staff recruitment took place twice a year and new teaching staff starting ahead of teaching in the Spring term have to wait to take advantage of the training. The team, therefore, **recommends** that the University ensure that staff who are recruited at times of the year other than the summer have timely access to the

support and development provided during the Welcome Training Week induction programme in August.

5.7 The University has regulations on the performance evaluation of teaching staff which assesses the quality of scientific, pedagogic, organisational and image-building activities based on their work each month and across each term. The monthly evaluation provides for close monitoring of teaching staff performance in the classroom including lateness, absence from the classroom, finishing classes earlier, disruption of a class and substance abuse. The termly evaluation provides for close monitoring of teaching staff performance in scientific activity, teaching activity (including through classroom observations, peer evaluations and student feedback), organisational activity and image-building activity.

5.8 There are procedures for staff promotion based on a gradation system, and a KPI system rewards innovative teaching methods and alignment with professors' interests. This is evidenced by a list of over 30 teaching staff who had been promoted between August 2022 and September 2023.

5.9 The University supports teaching staff through investment in projectors, interactive multimedia boards, and specialised software like learning management systems, for example Canvas and Platonus, virtual classrooms, and interactive platforms such as Bloomberg to aid the delivery of a good student experience. Access to a well-stocked library, academic databases, and research support services ensures that teaching staff have the resources to remain current in their field. The team also noted the provision of facilities to support the physical and mental health and wellbeing of staff as **good practice**.

5.10 The team considers that the University assures itself of the competence of its teachers and that it applies fair and transparent processes for the recruitment and development of the staff. The team therefore concludes that Standard 1.5 Teaching staff is **met**.

Standard 1.6 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Findings

6.1 The University adopts a strategic approach to managing learning resources and student support and maintains an open dialogue with students and staff. The Quality Assurance Office regularly conducts surveys of university staff and students regarding their satisfaction with material and technical resources. Anonymous surveys are sent out to students at the end of each course and semester covering learning resources and support.

6.2 Students and staff are also able to use the KAIZEN Wall, a poster board in accessible hallways where every staff member or student has the right to leave their suggestion, remark, or comments for the improvement of the University's business processes, be it academic, administrative, social, or the development of the material and technical base. The notes are then processed by the Department of Student Affairs and Quality Assurance Office.

6.3 Academic Advisors (Advisors' office) are a key part of the student support structure at the University. Academic Advisors assist students during the course registration process, help tailor educational paths in alignment with student interests and objectives, and offer insights into the academic process, curriculum content, course catalogues, diploma requirements, and academic opportunities. Each student is paired with an advisor who is responsible for introducing them to course requirements and university regulations. Additionally, the advisor assists students in setting realistic career goals and provides actionable steps for achieving them. Students are able to book a meeting both online and in person. Each school has its own Advisors' office, and all students are assigned an Advisor. Students met during the visit all confirm they know who their advisor is and what they could assist them with.

6.4 To facilitate a positive start for all, students are required to complete the 'Learning How to Learn' course which teaches first-year students essential academic skills, including Learning Management System (LMS) usage and time management. Completion of this module is required to complete a final degree. The module is offered during each fall semester. Students are also supported by the Academic Advisors during this period, as well as the student 'Greeters' organisation that consists of second, third and fourth-year students who work as peer support for new students. The University also facilitates a Buddy system for new students.

6.5 The Canvas LMS is used as the main point of communication for students, as well as the course material repository, attendance monitoring and space for grading and feedback. Students are also able to access all their courses, as well as their timetable. Students receive training on use of the LMS during the first few weeks of their study at the University. The LMS integrates seamlessly with other systems such as Platonus, Turnitin and the mobile app. The University introduced the mobile app in 2019, which consolidates multiple services onto a single platform. The review team concludes that the use of the virtual learning support platforms is well thought out and supportive of student learning.

6.6 The Academic Writing Centre was established in 2022 to help students understand and adhere to good academic practice. The Centre holds monthly online and offline seminars and workshops aimed at enhancing the writing and research skills of both undergraduate and graduate students. To address any challenges in English, all English-

taught programmes include intensive English preparation courses during the first academic year, accounting for 20 ECTS credits. However, applicants with proven English proficiency, such as an IELTS score of 6.0 or above, can be exempted from some or all of these courses depending on their scores.

6.7 The University offers comprehensive financial support for students through state scholarships and internal scholarships, as well as an endowment fund and partial aid based on social status and academic achievement. The endowment fund was established in 2016 to support socially vulnerable groups. Students and staff are able to provide examples of the fund being used to support students. Students are signposted through the Advisors' Office.

6.8 Students have free access to the equipment, laboratories, and resources of the University, including audiovisual equipment, computer resources, library materials, studio resources, and other material resources. Care is taken to support student physical health with extensive gymnastic equipment, as well as a range of ergonomic study support such as different ergonomic chairs and standing desks. Students are able to study in both group and individual settings.

6.9 The library resources are extensive and include a modern library open to the public, as well as student-only facilities. The library has a range of both physical and digital resources in English, Russian and Kazakh. Students are provided with institutional access to some academic databases. Online Public Access Catalogue (OPAC) facilitates user-friendly searches and high-quality indexing. While currently satisfied with the range of academic databases, students and staff were keen to be given access to more in the future. Student interactions with the library are tracked and usage of books is monitored to inform further acquisitions. The team concluded that these arrangements are appropriate and well communicated to students.

6.10 The Internship, Career and Employment Centre (ICEC) is established in each school. Students go on internships two or three times a year related to their studies. The University fully uses its local and international connections to provide students with internship opportunities. Students are also able to gain work experience through the KAZGUU Tourism and Translation centre and the Legal Clinic.

6.11 International students are supported by the International Office. The office also assists faculty members in accessing exchange programmes and organising guest lectures and helps students with visa and migration issues. The office is located near the main entrance to be visible and accessible to students. International students are also able to access help through the legal department.

6.12 In addition to academic support, students have access to healthcare support on campus through the Fitness Centre and the Psychological Support Services. The Fitness Centre includes specialised fitness programmes for disabled students. The Psychological Support Services provide mental health support through group sessions for stress management and interpersonal skills development. Students met by the team were aware of ways they can access non-academic support. Disabled students are supported to access any support that they may need. The Inclusive Education Policy defines the ways that the University adapts to the needs of disabled students and provides general information on the University's commitments and some guidelines.

6.13 Staff are able to give numerous examples of support given from the point of admissions onwards and how the support provided was tailored to each student's individual needs. The team recognises the University's **good practice** that when students self-declare an additional support need or have significant health barriers to engagement, the support is comprehensive and tailored.

6.14 The review team concludes that the University maintains appropriate funding for learning and teaching activities and ensures that students are provided with adequate and readily accessible learning resources and student support. The team therefore concludes that Standard 1.6 Learning resources and student support is **met**.

Standard 1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Findings

7.1 MNU employs various information technology tools and applications for systematic data gathering, analysing, disseminating, and storing. Data management at the University is regulated through the Law of the Republic of Kazakhstan on Personal Data and its Protection. The University adheres to national and international standards for data protection and security. Each member of the staff has to sign a non-disclosure agreement before they are granted access to the University's information technology systems.

7.2 An Automated Information System AIS named 'Platonus' - a local online solution for student data and information - is used for student registration, records, timetabling and other needs. In addition, MNU has employed the CANVAS Learning Management System (LMS) to support teaching and learning. Together with AIS and LMS, the University provides a comprehensive suite of online tools to support students and staff. Students and staff are found to be familiar with the use of AIS and LMS on a day-to-day basis.

7.3 MNU employs various software to ensure academic integrity of assessments. CANVAS LMS is integrated with the plagiarism detection software Turnitin. In addition, an online proctoring software Proctorio is also available for online assessments.

7.4 The University has enhanced its data analysis and reporting function through an advanced in-house data analytics tool. This tool provides visuals as well as summary reports to the management resulting in timely and informed actions. The team concludes that the robust data analytics system employed for informed decision making is **good practice**.

7.5 The University has developed an in-house application that serves as one-stop-shop for all matters related to student needs and complaints. The students widely use this application, and it is also integrated with Platonus which makes it easier for students to monitor their grades and timetables, as well as raise any issues with the instructors or the management.

7.6 The information gathered supports the measurement of key performance indicators at regular intervals and reports are prepared to ensure that the data supports strategic and data-driven governance. Data and analytics form the key tool for decision making by all academic and administrative departments. Necessary analyses are carried out and reports are produced to track employment statistics, employer satisfaction and other indicators to monitor the success of graduates and the programmes.

7.7 The University uses Office 365 for Education as its information communication system with students and staff. Documentation is stored by staff and properly backed up on the cloud using the One Drive and SharePoint applications. Surveys are set and disseminated to students and staff using the Office 365 survey tool.

7.8 The team concludes that the University collects, analyses and shares relevant data and information with the key stakeholders resulting in continuous improvement of programmes and services. Therefore, Standard 1.7 Information management is **met**.

Standard 1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Findings

8.1 The University publishes a wide range of information, including through the website, social media and the Canvas Learning Management System. Data management at the University is regulated through the Law of the Republic of Kazakhstan on Personal Data and its Protection. The two primary departments responsible for managing public information, including social media and the website are the Public Relations Office and the Marketing and Sales Department. Both departments work under a coordinated media plan to ensure consistency and accuracy of information dissemination. The media plans includes a breakdown of the entire academic year's communication plan, and details what communication platforms will be used to disseminate information. University schools and other administrative units also have their own social media accounts. These platforms are used to disseminate information specific to their audiences, such as promoting events, academic initiatives, and services tailored to their stakeholders.

8.2 Despite the availability of multiple channels for communication, the University's official website serves as the primary platform for publishing institutional information. The information is made available in three languages: Kazakh, English, and Russian. Students are directed from the LMS to the website as the definitive source of information. All major policies including the Academic Policy, Student Charter and Tuition fee information are easily accessible on the website to potential and current students, as well as the general public.

8.3 Applicants can find comprehensive information related to the admissions process on the website. The website details a step-by-step process on the admissions process, including any deviations from base-line entry requirements. There is sufficient information available about each programme individually. All information is accessible to students, clear and interactive, with clear signposting for students to contact the University if necessary.

8.4 The University introduced a mobile app in 2019, which consolidates multiple services onto a single platform. The app flows seamlessly into the Canvas LMS. Students are comprehensively aware of where to find any information they require and can provide examples of how they would use the app or the Canvas LMS to contact relevant parts of the University.

8.5 The University is currently transitioning to a new website due to challenges with the current official website's infrastructure. The implementation phase of the new website development is being estimated to take three to four months. While the plan to transition to a new website is clear and there is no outward impact on stakeholders at present, the review team **recommends** that the University carefully manage transition to the new website to ensure that there are no gaps in information access for all stakeholders.

8.6 Information provided to the team demonstrates that the University has effective approaches to public information in place that are well understood by staff and implemented consistently. Consequently, published information is clear, accurate, objective, up to date and readily accessible. The team therefore concludes that Standard 1.8 is **met**.

Standard 1.9 Ongoing monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Findings

9.1 MNU has developed mechanisms for the review of its programmes. Each educational programme at the University undergoes internal monitoring and evaluation. The review process involves various stakeholders, including faculty, academic administrators, students and industry partners.

9.2 At the end of each semester, each school's Academic Quality Committee comprising of select faculty from the school conducts review of course syllabi, assessment strategies, grading criteria, course timetables and educational resources. Review of samples of minutes of meetings of Academic Quality Committee affirm that matters pertaining to programme review and improvement are discussed and actions are taken at the end of each semester. The Quality Assurance Office submits annual activity reports to the Academic and Research Council (ARC) that summarises all changes and/or improvement actions taken across all programmes in the University.

9.3 MNU takes into consideration student feedback from the teaching effectiveness surveys and course content satisfaction surveys. Faculty's inputs are gathered from self-reflective course management forms and through their feedback recorded in the LMS. Together this feedback is considered in the review of courses by the Academic Quality Committees of the schools.

9.4 The faculty are required to ensure that all course materials are held electronically in the CANVAS Learning Management System and the Office of Quality Assurance conducts audits to ensure that University's guidelines for electronic course management and review are adhered to.

9.5 The University also organises periodical meetings of Business Councils consisting of experts from industry who provide valuable feedback on relevance and currency of the academic programmes. The feedback from the Business Councils is taken to the Academic Quality Committee of the schools to implement the changes.

9.6 The faculty also monitors the extent to which course learning outcomes are met through direct measures. Assessments are mapped with the course learning outcomes and if students attain 50% marks in an assignment, it is deemed that the students have met the learning outcome for a specific course.

9.7 An example of improvement resulting from the periodic review relates to the review of the Assessment Policy. The policy was revised to limit the weighting of the final grade for home-based assignments to be capped at 20%. The measure was taken due to high academic expulsion cases arising from copying other students' work across all programmes.

9.8 Modifications to programmes can also be triggered by external factors such as a recommendation from the professional bodies such as the Chartered Institute of Management Accountants (CIMA) and the Association of Chartered Certified Accountants (ACCA) when they update their curricula or review the curriculum of a programme. These

changes are proposed to the Academic Quality Committee by the respective heads for approval. The changes are implemented and notified to the relevant stakeholders.

9.9 The self-evaluation document does not explain the internal process of review of programme for a complete cycle nor does it explain how student attainment of programme learning outcomes is measured. A sample of programme review document reveals that the University prepares a full report for an internal review of programme for a specific cohort that includes information on student workload, progression, retention completion rates. The report is detailed and comprehensive, but it is not available for every programme. The team therefore **recommends** MNU to develop and implement a process for the internal periodic review of the full cycle of a programme.

9.10 In summary, MNU conducts regular monitoring and revision of programmes to ensure that they are fit for purpose and achieve the objectives set for them and respond to the needs of students and society. Therefore, Standard 1.9 Ongoing monitoring and periodic review of programmes is **met**.

Standard 1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Findings

10.1 Kazakhstan's Law on Education mandates that a university can voluntarily opt for external accreditation institutionally and for its programmes from either national or international agencies listed in a registry maintained by the Ministry of Science and Higher Education of Kazakhstan. MNU has selected Foundation for International Business Administration Accreditation (FIBAA) as its main external international accreditation agency. In addition to FIBAA some of the programmes of the University hold accreditation from an independent national accrediting body named Independent Agency for Quality Assurance in Education IQAA.

10.2 The selection of accreditation agencies by the University is aligned with its strategic direction to identify a reputable accreditation body that contributes to enhancements of its programmes and services.

10.3 MNU has successfully achieved institutional accreditation from FIBAA in 2021 without any conditions. The University has also achieved international programme accreditation from FIBAA for 22 programmes. In addition, University programmes are also externally reviewed by the professional bodies such as ACCA and CIMA.

10.4 The Ministry of Science and Higher Education in Kazakhstan has developed an external risk assessment mechanism to determine the level of risk the University poses and depending upon the risk, the term for review is determined which is classified into three categories: after one year (high risk); after three years (medium risk); and after five years (low risk). Results of the risk assessment for MNU are due in January 2024.

10.5 The rigorous oversight by both national and international accreditation and professional bodies has contributed to improvements in its programmes and services. The external review has enabled the University to align its processes and systems with international standards, resulting in improvements over time.

10.6 The recommendations made by the external accreditation bodies and subsequent corrective action plans has resulted in continuous improvement of the programmes and services. The review team concludes that the University's commitment to achieve international institutional and programme accreditations that has led to maturity in meeting international accreditation standards is **good practice**.

10.7 MNU has extensive oversight of external quality assurance bodies both nationally and internationally. Programmes are cyclically reviewed by these agencies to ensure they meet the international standards for programme review. Follow-up reports are submitted, and action plans are implemented. In summary, the University acts on the external feedback and documents its journey of continuous improvement. The team therefore concludes that the University complies with the ESG standards and guidelines for cyclical external review and that Standard 1.10 is **met**.

Glossary

Action plan

A plan developed by the institution after the QAA review report has been published, which is signed off by the head of the institution. It responds to the recommendations in the report and gives any plans to capitalise on the identified good practice.

Annual monitoring

Checking a process or activity every year to see whether it meets expectations for standards and quality. Annual reports normally include information about student achievements and may comment on the evaluation of courses and modules.

Collaborative arrangement

A formal arrangement between a degree-awarding body and another higher education provider. These may be degree-awarding bodies with which the institution collaborates to deliver higher education qualifications on behalf of the degree-awarding bodies. Alternatively, they may be other delivery organisations who deliver part or all of a proportion of the institution's higher education programmes.

Condition

Conditions set out action that is required. Conditions are only used with unsatisfactory judgements where the quality cannot be approved. Conditions may be used where quality or standards are at risk/continuing risk if action is not taken or if a required standard is not met and action is needed for it to be met.

Degree-awarding body

Institutions that have authority, for example from a national agency, to issue their own awards. Institutions applying to IQR may be degree-awarding bodies themselves or may collaborate to deliver higher education qualifications on behalf of degree-awarding bodies.

Desk-based analysis

An analysis by the review team of evidence, submitted by the institution, that enables the review team to identify its initial findings and subsequently supports the review team as it develops its review findings.

Enhancement

See **quality enhancement**.

European Standards and Guidelines

For details, including the full text on each standard, see www.enqa.eu/index.php/home/esg

Examples of practice

A list of policies and practices that a review team may use when considering the extent to which an institution meets the standards for review. The examples should be considered as a guide only, in acknowledgment that not all of them will be appropriate for all institutions.

Externality

The use of experts from outside a higher education provider, such as external examiners or external advisers, to assist in quality assurance procedures.

Facilitator

The member of staff identified by the institution to act as the principal point of contact for the QAA officer and who will be available during the review visit, to assist with any questions or requests for additional documentation.

Good practice

A feature of good practice is a process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to the institution's higher education provision.

Lead student representative

An optional voluntary role that is designed to allow students at the institution applying for IQR to play a central part in the organisation of the review.

Oversight

Objective scrutiny, monitoring and quality assurance of educational provision.

Peer reviewers

Members of the review team who make the decisions in relation to the review of the institution. Peer reviewers have experience of managing quality and academic standards in higher education or have recent experience of being a student in higher education.

Periodic review

An internal review of one or more programmes of study, undertaken by institutions periodically (typically once every five years), using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves experts from other higher education providers. It covers areas such as the continuing relevance of the programme, the currency of the curriculum and reference materials, the employability of graduates and the overall performance of students. Periodic review is one of the main processes whereby institutions can continue to assure themselves about the academic quality and standards of their awards.

Programme of study

An approved course of study that provides a coherent learning experience and normally leads to a qualification. UK higher education programmes must be approved and validated by UK degree-awarding bodies.

Quality enhancement

The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported.

QAA officer

The person appointed by QAA to manage the review programme and to act as the liaison between the review team and the institution.

Quality assurance

The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet the necessary standards, and that the quality of the student learning experience is being safeguarded and improved.

Recognition of prior learning

Assessing previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences.

Recommendation

Review teams make recommendations where they agree that an institution should consider developing or changing a process or a procedure in order to improve the institution's higher education provision.

Reference points

Statements and other publications that establish criteria against which performance can be measured.

Self-evaluation document

A self-evaluation report by an institution. The submission should include information about the institution as well as an assessment of the effectiveness of its quality systems.

Student submission

A document representing student views that describes what it is like to be a student at the institution, and how students' views are considered in the institution's decision-making and quality assurance processes.

Validation

The process by which an institution ensures that its academic programmes meet expected academic standards and that students will be provided with appropriate learning opportunities. It may also be applied to circumstances where a degree-awarding institution gives approval for its awards to be offered by a partner institution or organisation.

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