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PRELIMINARY REPORT

INTERNATIONAL UNIVERSITY OF KYRGYZSTAN

ECONOMICS

ECONOMICS (BACHELOR OF ECONOMICS)

ECONOMICS (MASTER OF ECONOMICS)

BUSINESS ADMINISTRATION (BACHELOR OF BUSINESS ADMINISTRATION)

BUSINESS ADMINISTRATION (MASTER OF BUSINESS ADMINISTRATION)

March 2025



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- **ECONOMICS (BACHELOR OF ECONOMICS)**
- **ECONOMICS (MASTER OF ECONOMICS)**
- **BUSINESS ADMINISTRATION (BACHELOR OF BUSINESS ADMINISTRATION)**
- **BUSINESS ADMINISTRATION (MASTER OF BUSINESS ADMINISTRATION)**

OFFERED BY INTERNATIONAL UNIVERSITY OF KYRGYZSTAN (KYRGYZSTAN)

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 24th meeting on 24 February 2025, the AQAS Standing Commission decides:

1. The study programmes **“Economics” (Bachelor of Economics)**, **“Economics” (Master of Economics)**, **“Business Administration” (Bachelor of Business Administration)**, and **“Business Administration” (Master of Business Administration)** offered by **International University of Kyrgyzstan (Kyrgyzstan)** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 March 2026**.
3. The accreditation is given for the period of **six years** and is valid until **31 March 2031**, provided that the conditions listed below are fully met. Otherwise, the accreditation may be withdrawn.

Conditions:

1. The Bachelor's and Master's programmes must undergo a structured, ongoing review process to align course-level intended learning outcomes (ILOs) with programme-level goals and ILOs, including regular evaluations of course content, outcomes, and assessments to create a cohesive and progressive educational pathway.
2. The curricula for Bachelor's and Master's programmes in Economics and Business Administration must be updated to include contemporary Western textbooks and research, ensuring that students gain broader academic perspectives and align with international standards to assess rapid changes in global markets critically.
3. The curricula for Bachelor's and Master's programmes in Economics and Business Administration must consistently integrate sustainability topics within core courses. Topics such as environmental economics, resource management, and circular economy principles must be covered to align with international standards and prepare graduates to address contemporary challenges.

4. The programmes must clearly outline and effectively communicate specialisation pathways, ensuring students can understand and customise their studies to align with specific career goals in financial management, international business, and strategic leadership.
6. The university must update its quality assurance policy to emphasise continuous quality improvement, integrate responsibilities across all levels, and systematically use stakeholder feedback supported by staff training for consistent application.
7. The programmes have to implement a structured review process to align course-level learning outcomes with programme objectives and learning outcomes, ensuring regular evaluation of its content, learning outcomes, and assessments to create a cohesive educational and learning pathway and support skill development aligned with national and international standards.
8. The university must improve English proficiency among administrative, academic, and support staff through consistent and effective language training programmes to enhance access to global academic resources, improve teaching quality, support international student mobility, and strengthen partnerships and global outreach efforts.
9. The university must implement a centralised content management system and establish quality assurance processes to ensure uniformity and accuracy across its website's Russian, Kyrgyz, and English versions, reinforcing its credibility and accessibility for international students and stakeholders.

The following **recommendations** are given for further improvement of the programmes:

1. It is strongly recommended to integrate innovative methods, approaches, and fields of research (such as behavioural or ecological economics) in the curricula of the Bachelor's and Master's programmes in Economics and Business Administration to enhance competencies crucial for understanding and addressing modern economic and business complexities, with the perspective of sharpening the profile of those curricula.
2. The university should enhance its programme evaluation mechanisms by incorporating qualitative tools such as open-ended surveys, focus groups, and interviews to gain deeper insights into teaching and learning experiences and support targeted curriculum improvements.
3. The university should implement a structured review process with clear timelines and faculty responsibilities to consistently update course descriptions and learning outcomes to reflect the latest academic and industry developments.
4. The university should expand stakeholder engagement in quality assurance by systematically incorporating feedback from students, alumni, employers, and external experts into strategic planning and curriculum development while improving transparency through regular updates, such as annual QA reports and public discussions on the impact of feedback.
5. The university should formalise graduate career placement monitoring by developing a comprehensive tracking system to collect data on alumni outcomes and use these insights to shape academic offerings and ensure curricula remain career relevant.
6. The university should ensure greater rigour and consistency in assessing student workload in relation to ECTS credits by implementing regular evaluations and ensuring credit allocation reflects course complexity and learning outcomes to enhance the overall learning experience.
7. The university should enhance its internationalisation efforts by expanding field-specific courses taught in English, investing in advanced analytical tools for research, and incorporating global perspectives into

curricula to attract international students, prepare local students for global opportunities, and align academic offerings with international standards.

8. The university should implement the ECTS grading system in diploma supplements to enhance its academic qualifications' transparency and international comparability, aligning with global standards.
9. The university should enhance the clarity and accessibility of programme information to better inform students and strengthen industry partnerships.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

EXPERTS' REPORT**ON THE STUDY PROGRAMMES**

- **ECONOMICS (BACHELOR OF ECONOMICS)**
- **ECONOMICS (MASTER OF ECONOMICS)**
- **BUSINESS ADMINISTRATION (BACHELOR OF BUSINESS ADMINISTRATION)**
- **BUSINESS ADMINISTRATION (MASTER OF BUSINESS ADMINISTRATION)**

OFFERED BY INTERNATIONAL UNIVERSITY OF KYRGYZSTAN (KYRGYZSTAN)

Visit to the university: 16 – 18 October 2024

Panel of experts:

Prof. Dr. Andreas Knorr

German University of Administrative Sciences Speyer
(Germany), Chair of Economics: Economic and
Transport Policy

Prof. Dr. Tatjana Volkova

BA School of Business and Finance (BASBF) (Latvia),
Professor of Strategic Management and Innovation Man-
agement

Iskender Sharsheev

Business Development Manager (Bishkek, Kyrgyzstan)
(representative of the labour market)

John F. Brüne

Student at University of Göttingen (Germany) (student
expert)

Coordinator:

Patrick Heinzer / Ronny Heintze

AQAS, Cologne, Germany

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by nearly 90 universities, universities of applied sciences, and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the degree programmes “Economics” (Bachelor of Economics), “Economics” (Master of Economics), “Business Administration” (Bachelor of Business Administration), and “Business Administration” (Master of Business Administration) offered by International University of Kyrgyzstan (Kyrgyzstan).

1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators can necessarily be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in September 2019. Due to the Covid-19 pandemic, the procedure was then postponed until 2024. The university produced a Self-Evaluation Report (SER). In November 2023, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix and statistical data on the programmes. The appendix included e.g.:

- an overview of statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 26 February 2024. The final version of the SER was handed in in June 2024.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in July 2024. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place from 16 – 18 October 2024. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management, of teaching and of other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 24 February 2025. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In April 2025, AQAS published the report, the result of the accreditation as well as the names of the panel members.

III. General information on the university

1. International University of the Kyrgyz Republic

According to the self-evaluation report (SER), the International University of Kyrgyzstan (IUKR) was established in 1993 and later transformed into the "International University of the Kyrgyz Republic" in 2012. It operates under the guidance of Kyrgyz Republic's legal framework and regulatory bodies, with a management structure comprising various bodies including the General Meeting of Founders, the Board of Trustees, and the Academic Council. IUKR conducts educational activities based on state licenses and implements programmes accredited by the Ministry of Education and Science. The university aims to prepare competitive graduates and contribute to the socio-economic development of Kyrgyz Republic. Its organizational structure includes faculties, departments, research institutes, and colleges, all operating within the framework of the Strategic Development Plan. As of 2024, the university offers educational programmes in nine bachelor's degree fields and nine master's degree fields. There are currently 2,266 students enrolled at IUKR.

Following the documentation, international educational and scientific programmes and projects play a significant role in the internationalization of the university's educational and scientific endeavours. These programmes include joint initiatives with foreign institutions resulting in the award of multiple degrees, as well as programmes delivered in foreign languages. Since 2015, the International University of Kyrgyzstan (IUKR) has introduced "Double Degrees" programmes, collaborating with foreign universities on eight such programmes from 2015 to 2021. Additionally, IUKR facilitates international academic mobility programmes encompassing academic exchanges, scientific internships, and inclusive education programmes. Collaborating with institutions in 15 countries, including Germany, Bulgaria, Italy, and the USA, enables joint educational programmes and academic mobility. Memorandums of Understanding and Cooperation have been signed with various foreign academic partners, fostering collaboration in education and research. Moreover, IUKR participates in European Union projects such as ERASMUS + DERECKA and implements academic mobility within the "MEVLANA" program with universities in Turkey.

It is stated that the IUKR prioritizes financial support for educational activities, including educational research development and enhancing scientific research effectiveness. This involves strengthening the scientific base, establishing new scientific and scientific-production laboratories, and providing financial assistance to socially vulnerable students and gifted young individuals.

Financial support is also extended to all employees and Teaching and Professorial Staff based on regulations governing the financial support of scientific research activities. The university maintains transparency in financial reporting and resource allocation, providing quarterly updates to the Scientific Council.

For the 2021-2022 academic year, the budget allocates funds for various purposes including payroll, development of the material and technical base, acquisition of assets and teaching aids, and other operational expenses. Financial activities undergo quarterly analysis, overseen by the planning and financial department, with scrutiny from the founders to ensure efficient resource utilization.

2. Faculty: Higher School of Bachelor's and Master's Programmes (HSBMP)

The university's organizational structure comprises two faculties and nine departments, with a total of 1,177 graduates across various fields. Additionally, agreements with partner universities and franchise arrangements have facilitated the training of 869 students since the 2018-2019 academic year. Currently, IUKR hosts 252 foreign students from neighbouring countries.

It is stated that the educational programmes align with the university's vision, mission, and goals, focusing on intellectual, cultural, and moral development. The Higher School of Bachelor's and Master's Programmes (HSBMP) oversees the educational process and extracurricular activities, emphasizing professionalism,

quality, and continuous improvement. HSBMP comprises nine departments, including both graduating and interdisciplinary departments, covering a wide range of disciplines.

The HSBMP comprises nine departments, categorized into seven graduating departments and two interdisciplinary departments. The graduating departments include Psychology, Economics and Management, Oriental Studies, International Business, International Business Law, Software Engineering, and Philology and Communication.

Resource distribution encompasses initiatives such as strengthening electronic networks and security measures, creating funds for scientific research support, providing infrastructure for students with special needs, upgrading the material and technical base, and conducting building repairs. Additionally, provisions are made for salary adjustments, library fund replenishment, printing expenses, promotional events, and student discounts on tuition fees.

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor's/Master's degree

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

1.1 General aspects of the Bachelor's and Master's degrees

a) Structure

Bachelor's programmes

The self-evaluation report outlines that all Kyrgyz higher education programmes are based on the Kyrgyz State Educational Standard of Higher Professional Education (SES HPE). The SES HPE provides the structural framework for Bachelor's programmes consisting of three blocks, and which can be seen in the following overview:

Structure of the Bachelor's programme			Credit units
Block 1	I. Humanities, Social and Economic Cycle (30 CP) II. Mathematics and Science Cycle (30 CP) III. Professional Cycle (105-155 CP)		165 – 215 CP
Block 2	Practical training		15-25 CP
Block 3	Final State Examination		10-15 CP
Total			240 CP

While within Block 1 the two cycles for “Humanities, Social and Economics” and “Mathematics and Science” are harmonised for all Bachelor’s programmes, the professional cycle includes mostly discipline-specific components (except for the courses in “Business English” and “Political Studies”).

The first two cycles are outlined in the annex as follows:

Course name	Mandatory / Elective	Credit Points
First and second semester		
<u>Humanities, Social and Economic Cycle</u>		
Kyrgyz language and literature	Mandatory	8 CP (4 per semester)
Russian language	Mandatory	4 CP (2 per semester)
Foreign language	Mandatory	4 CP (2 per semester)
Philosophy	Mandatory	8 CP (4 per semester)
Manas Studies	Mandatory	4 CP (2 per semester)
Physical education	Mandatory	0 per semester
<u>Mathematics and Science Cycle</u>		
Mathematics	Mandatory	10 CP (5 per semester)
Computer Studies	Mandatory	10 CP (5 per semester)
Ecology	Mandatory	2 CP
Probability Theory and Mathematical Statistics	Elective	4 CP
Mathematical methods and models in economics	Elective	4 CP
<u>Professional Cycle</u>		
Business English	Elective	4 CP (2 per semester)
Political Studies	Elective	4 CP (2 per semester)
Total for the first and second semester		60 CP

Master's programmes

The SER outlines that the overall structure for all Masters programmes consists of a:

- General scientific cycle (26 CP),
- Professional cycle (47 CP),
- Scientific Research Activities (12 CP),
- Scientific Research Practice (10 CP),
- Scientific and Pedagogical Practice (4 CP), and a
- Master's thesis (20 CP).

b) Labour market orientation

Following the documentation, it is said that the labour market orientation for the Bachelor's and Master's programmes is carried out by including representatives from various sectors including the business community, employers, and academia which are involved in the state certification commission for assessing intended learning outcomes on the programme level.

1.2 Economics (Bachelor of Economics)

Description

Graduation profile

The graduation profile of the programme is based on three objectives which are in line with the university's mission, as outlined in the annex. These objectives include:

1. To cultivate future specialists equipped with expertise in servicing foreign economic, monetary, and financial-entrepreneurial activities, thus preparing them to navigate the complexities of the global economy with proficiency and confidence.
2. To provide students with a foundational understanding of economic principles, including the branch structure of regional economies, available resources, environmental conditions, and the unique dynamics shaping their development. This knowledge empowers graduates to analyze and contribute to the sustainable growth and prosperity of regional economies.
3. To foster the development of socio-personal qualities among students, including purposefulness, organization, industriousness, responsibility, citizenship, communicativeness, tolerance, and a commitment to continuous improvement. By enhancing their general culture and interpersonal skills, graduates emerge not only as competent professionals but also as ethical and empathetic members of society poised to contribute positively to their communities and beyond.

Based on these statements, the Bachelor's programme "Economics" is structured in a way that graduates of the Bachelor's programme in Economics possess a skill set that prepares them for a wide range of professional roles in the field. It is stated that the programme equips students with expertise in economic, financial, marketing, industrial-economic, and analytical services across diverse organizations, spanning various industries, sectors, and ownership structures. They are proficient in navigating the complexities of financial, credit, and insurance institutions, contributing to their effective functioning and strategic decision-making.

Furthermore, the curriculum strives to prepare graduates to engage with governmental bodies at the state and municipal levels, where their understanding of economic principles and financial dynamics enables them to offer valuable insights and support in policy formulation and implementation. Their analytical skills also might lead to position in academic and departmental research organisations, where they can contribute to the advancement of economic theory and practice through rigorous inquiry and analysis.

Moreover, it is stated that graduates are equipped to take on roles within educational institutions at all levels, including general educational institutions, primary vocational education, secondary vocational education, higher vocational education, and further professional education. They are capable of imparting their knowledge and skills effectively, nurturing the next generation of economists and finance professionals.

Beyond these specified areas, the annex outlines that graduates may pursue opportunities in other sectors and spheres of professional activity, provided their educational level and acquired competencies align with the

requirements of the desired roles. Their comprehensive understanding of economics and finance, coupled with their analytical prowess and adaptability, positions them to thrive in a dynamic and evolving professional landscape. Graduates of the programme emerge as versatile professionals ready to make meaningful contributions to the global economy and society at large.

Intended learning outcomes on the programme level

The annex states that the programme has a total of nine intended learning outcomes on the programme level, which are as follows:

Learning outcome 1: the student is able to use the fundamentals of mathematics, natural sciences, humanities and economics in professional work and to acquire new knowledge independently.

Learning outcome 2: the student has cultural and moral values, professional and ethical responsibility, and critical thinking skills.

Learning outcome 3: the student is able to work in an international team, speak foreign languages and computer technology.

Learning outcome 4: the student is able to analyze economic phenomena, processes and institutions at the micro-level, meso-level and macro level in an interconnected way.

Learning outcome 5: the student has knowledge of world economics and international economic relations, finance and banking, accounting, taxation, business analysis and auditing, statistics, international marketing and management, corporate finance and capital movements.

Learning Outcome 6: the student is able to solve professional problems in order to achieve financial sustainability and strategic efficiency of enterprises and organizations of any form of ownership, carrying out their activities both regionally and nationally.

Learning Outcome 7: the student has knowledge and skills in business activities, which include the protection of economic interests of the organization in international transactions, the choice of methods and tools of foreign economic transactions, the implementation of business interaction with public authorities in the field of foreign economic activity, including customs control.

Learning Outcome 8: the student is able to develop a system of budgeting under international projects, and monitor the implementation of the budget.

Learning Outcome 9: the student is able to plan and solve professional problems to achieve economic stability and development of enterprises and organizations of any form of ownership, carrying out their activities at the regional level.

Curriculum

The professional cycle (discipline-specific) includes the following mandatory courses:

- Microeconomics (5 CP; Third semester)
- Macroeconomics (5 CP; Fourth semester)
- Accounting (5 CP; Fourth semester)
- Finances (5 CP; Third semester)
- Management (10 CP; Third semester (5 CP) and Fourth semester (5 CP))
- Marketing (10 CP; Fifth semester (5 CP) and sixth semester (5 CP))
- Organisational behaviour (5 CP; Fifth semester)
- Business organisation (5 CP; Third semester)
- Business Administration (10 CP; Fifth semester (5 CP) and sixth semester (5 CP))

- Personnel Management
- Logistics
- Business Administration (5 CP; Seventh semester)

In addition to this, students can choose out of a variety of discipline-related elective courses, including e.g., courses on international management, financial management, investment analysis, or production management.

The practical training includes one practical training (2 CP; fourth semester), one productive practice (5 CP; sixth semester), and one pre-diploma internship (5 CP; eighth semester).

The final state certification cycle includes a comprehensive exam in Kyrgyz language and literature, history of Kyrgyzstan, geography of Kyrgyzstan (2 CP; fourth semester), an interdisciplinary examination (3 CP; eighth semester) and the graduation thesis (5 CP; eighth semester).

Documentation

The annexes include course syllabi for the courses outlining the course type, the contact hours, the individual study hours, the intended learning outcomes on the course level, the course content, teaching and examination methods, and the literature used in the course.

Experts' evaluation

Following a detailed review of the provided documentation and subsequent discussions, experts report that the Bachelor's programme in Economics is designed to equip students with foundational knowledge and skills relevant to careers across various economic sectors. During a site visit, which included interviews with faculty and management as well as a review of programme materials, the expert panel identified areas where the programme could be enhanced to better meet both national expectations and international standards.

The experts confirm that the Economics programme complies with formal higher education requirements in Kyrgyzstan and aligns with the National Qualifications Framework (NQF) at the appropriate level. The programme's national accreditation demonstrates its adherence to key standards for teaching, learning, and assessment. However, while the course descriptions outline intended learning outcomes (ILOs), the panel noted that these outcomes are often generic, referring broadly to programme-level goals rather than course-specific competencies. The Bachelor's programme has nine programme-level ILOs, aimed at providing a foundational understanding of economic theory and its applications. Yet, there is a lack of clarity on how individual courses are designed to support these outcomes, suggesting that the concept of learning outcomes has not been fully integrated into course design. To foster a more cohesive learning experience, the experts recommend that the faculty implement a structured, ongoing review process to align course-level ILOs with programme-level goals. Regular evaluations of course content, outcomes, and assessments will ensure that each course contributes progressively to overarching programme objectives, creating a structured educational pathway. This systematic approach would enhance academic coherence and support the programme's alignment with national and international quality standards, furthering IUKR's objectives for continuous improvement (**Finding 1**).

The curriculum provides a solid foundation in economic theory but is predominantly focused on traditional neoclassical-Keynesian perspectives, with limited incorporation of contemporary economic theories, such as institutional economics, behavioural economics, and ecological economics. This narrow focus may limit students' exposure to diverse economic models and methodologies, which are essential for understanding modern economies' complexities (**Finding 2**).

Moreover, the curriculum's reliance on Russian textbooks and monographs, some of which are outdated, restricts the theoretical breadth presented to students. While these resources cover classical economic models effectively, they may not reflect the latest developments and debates in the field. For instance, institutional

economics, which examines the role of institutions and social factors in economic behaviour, is increasingly relevant for analysing issues like economic inequality and governance. Similarly, behavioural economics, which incorporates psychological insights into economic decision-making, has redefined perspectives on consumer behaviour and policy design. Expanding the curriculum to include contemporary Western textbooks and research would provide students with broader academic perspectives and align the programme with international standards, enabling them to critically assess rapid changes in global markets (**Finding 3**).

During the site visit, discussions with teaching staff, students, and labour market representatives highlighted a strong interest in integrating sustainability topics into the Economics programme. Although there is enthusiasm for this inclusion, the expert panel observed that a structured approach has yet to be established. Sustainability has become increasingly relevant to economics, where graduates are expected to address pressing issues such as resource management, climate change, and sustainable economic growth.

Integrating sustainability themes consistently within core courses would enhance the programme's alignment with international standards, equipping students to tackle contemporary challenges. For example, incorporating topics such as environmental economics—which covers pollution control and carbon pricing—and resource economics, which addresses the sustainable management of resources, would provide essential insights. Similarly, exploring circular economy principles, like closed-loop production and green innovation, would prepare students for roles requiring an understanding of sustainable economic development (**Finding 4**).

The expert panel noted that the pathways are not clearly outlined or effectively communicated. The programme offers various courses and thematic areas that could support specialised knowledge in fields like financial management, international business, and strategic leadership. However, the current structure does not clearly present these options, making it difficult for students to understand the specific pathways available or how to customise their studies to align with particular career goals (**Finding 5**).

Conclusion

The criterion is partially fulfilled.

1.3 Business Administration (Bachelor of Business Administration)

Description

Graduation profile

The graduation profile for the Bachelor's programme in Business Administration includes skills in organisational management, financial planning, marketing, and operational strategy. Graduates are prepared for diverse roles within business environments, such as project managers, analysts, or entry-level managers, with competencies in leadership, communication, and decision-making. The curriculum focuses on imparting practical business acumen, with students learning to address organisational challenges and effectively manage resources. Emphasis is placed on adaptability, ethical leadership, and the ability to work within both local and international business contexts.

Intended learning outcomes on the programme level

The Bachelor's in Business Administration programme focuses on learning outcomes that foster practical business skills, including problem-solving in managerial contexts, understanding organisational behaviour, and applying marketing strategies. Students are also expected to demonstrate abilities in financial analysis, operational management, and customer relationship management. Learning outcomes incorporate both theoretical and applied aspects, ensuring graduates are prepared for entry-level business roles that require strategic planning and interpersonal skills.

Curriculum

The professional cycle (discipline-specific) includes the following mandatory courses:

- Microeconomics (5 CP; Third semester)
- Macroeconomics (5 CP; Fourth semester)
- World Economy (10 CP; Fifth semester (5 CP) and sixth semester (5 CP))
- National Economics (5 CP; Fifth semester)
- Finance (10 CP; Third semester (5 CP) and Fourth semester (5 CP))
- Money, credit, banks (10 CP; Fifth semester (5 CP) and sixth semester (5 CP))
- Accounting (5 CP; Fifth semester)
- Tax and taxation (5 CP; Third semester)
- Statistics (10 CP; Fifth semester (5 CP) and sixth semester (5 CP))
- Marketing
- Economics analysis
- Management

Documentation

The annexes include course syllabi for the courses outlining the course type, the contact hours, the individual study hours, the intended learning outcomes on the course level, the course content, teaching and examination methods, and the literature used in the courses.

Experts' evaluation

Following a detailed review of programme documentation and in-depth discussions during the site visit, experts concluded that the Bachelor's programme in Business Administration equips students with foundational business skills relevant to diverse professional environments. The Business Administration curriculum aligns with Kyrgyzstan's higher education standards and complies with the National Qualifications Framework (NQF). However, the expert panel identified areas for improvement to enhance alignment with both national and international standards, particularly regarding curriculum depth, specificity of learning outcomes, and preparation for contemporary business needs.

The programme in Business Administration features broad intended learning outcomes (ILOs) designed to develop practical competencies across management, finance, and marketing. However, at the course level, learning outcomes are often generalised, reflecting overall programme goals rather than specific, actionable competencies. For example, just as some Economics courses lack clarity on how they contribute to programme-level goals, Marketing and Management in Business Administration provide general objectives related to foundational concepts without specifying key skills, such as digital marketing tactics or strategic decision-making. This lack of precision may hinder the ability to clearly assess how individual courses contribute to the development of practical business skills, potentially impacting students' cumulative learning experience. To address these gaps, the panel recommends implementing a structured review process to ensure that course-level outcomes align closely with programme objectives, similar to the approach recommended for the Economics curriculum. Regular evaluation of content, outcomes, and assessment strategies would enhance coherence within the Business Administration programme, offering a structured learning pathway and supporting its alignment with both national and international quality standards (**see Finding 1**).

Much like the Economics programme, which focuses on traditional theories, the Bachelor's curriculum "Business Administration" remains grounded in conventional business concepts, including organisational management and financial planning, providing students with a solid foundation. However, it also mirrors the Economics

curriculum in its limited inclusion of contemporary topics, such as digital transformation, consumer insights, and sustainability practices, which are critical for understanding modern business challenges (**see Finding 2**).

Furthermore, the programme's reliance on Russian textbooks and older resources—paralleling the situation in the Economics programme—limits students' exposure to recent advancements and diverse perspectives in business. For instance, digital transformation—a topic essential for navigating today's global markets—receives limited coverage, similar to how heterodox economic theories are underrepresented in the Economics curriculum. The expert panel suggests broadening the Business Administration curriculum with more contemporary resources, such as Western textbooks and case studies on digital transformation and sustainability. Incorporating these resources would provide students with a broader perspective on modern business practices, better aligning the programme with international standards and preparing students for the complexities of today's business environment (**see Finding 3**).

Also for this programme, the experts noted an emerging interest among faculty and students in integrating sustainability into the curriculum. While the Business Administration programme shows enthusiasm for embedding sustainability themes, the expert panel observed that, as with the Economics programme, a structured approach is lacking. As sustainability increasingly defines industry standards and practices, graduates across both fields are expected to understand ethical resource management, corporate responsibility, and sustainable growth. Currently, while some Business Administration courses touch on corporate social responsibility and resource efficiency, a consistent approach to integrating sustainability would better align with international standards. Topics such as corporate sustainability, ethical supply chain management, and circular economy principles could be systematically embedded in the Business Administration curriculum, equipping students with essential knowledge for roles that demand sustainable business practices (**see Finding 4**).

Finally, the expert panel observed that, while the Business Administration curriculum does technically offer specialisation options, these pathways are not clearly defined or communicated to students. Similar to the Economics programme, which also faces a lack of clarity in its specialisation tracks, the Business Administration programme includes various courses and thematic areas that could be used to support specialised knowledge in fields like financial management, international business, and strategic leadership. However, the current presentation of these options does not make it easy to understand the specific pathways available or how to tailor their studies to meet distinct career objectives. (**see Finding 5**).

Conclusion

The criterion is partially fulfilled.

1.4 Economics (Master of Economics)

Description

Graduation profile

Graduates of the Master's programme in Economics are expected to demonstrate advanced knowledge in specialised economic fields, including econometrics, financial economics, and international trade. The programme aims to develop students' analytical and research capabilities, enabling them to tackle complex economic issues, contribute to policy-making, and engage in data-driven decision-making. Graduates are well-positioned for roles in research institutions, government, or senior positions in private sector firms where economic forecasting, market evaluation, and strategic financial planning are required.

Intended learning outcomes on the programme level

For the Master's in Economics, the intended learning outcomes include advanced quantitative and analytical skills. Students are trained to conduct rigorous economic research, apply econometric techniques, and interpret complex datasets. Additionally, learning outcomes aim to deepen knowledge in global economic issues, public policy, and financial systems, preparing graduates to contribute to research initiatives or high-level analysis in economic sectors. Students are also expected to acquire strong skills in academic writing and presentation, facilitating effective communication of their research findings.

Curriculum

▪ **General Scientific Cycle (26 CP):**

For example:

- History and Methodology of Economic Science (6 CP)
- Microeconomics II (3 CP)
- Modern Economic Issues (4 CP)
- Budget Policy and Process (4 CP)
- Professional English I (3 CP)

▪ **Professional Cycle (47 CP):**

For example:

- Advanced Macroeconomics (5 CP)
- Econometrics (5 CP)
- International Economics (10 CP)
- Financial Markets (5 CP)

▪ **Research and Practical Courses:**

For example:

- Research Work (12 CP)
- Scientific Research Practice (10 CP)
- Master's Thesis (20 CP)

Documentation

The annexes include course syllabi for the courses outlining the course type, the contact hours, the individual study hours, the intended learning outcomes on the course level, the course content, teaching and examination methods, and the literature used in the courses.

Experts' evaluation

The Master's programme in Economics at the International University of the Kyrgyz Republic (IUKR) complies with all relevant legal requirements for higher education programmes in Kyrgyzstan and aligns formally with the National Qualifications Framework (NQF) at the Master's level. The programme has obtained national accreditation, which confirms its compliance with essential academic standards in teaching, learning, and assessment. However, following a thorough review of the provided documentation and extensive discussions during the site visit, the expert panel identified critical areas needing enhancement to better meet both national and international academic expectations.

While each course description includes intended learning outcomes (ILOs), these outcomes often lack a clear connection to the specific content and structure of individual courses. Instead, the ILOs are overly generic and

reference the programme's overall objectives rather than detailing course-specific competencies. The programme lists eight intended LOs at the programme level, as stated in the Self-Evaluation Report (SER). However, course documentation does not adequately explain how each course contributes to these programme-level outcomes. This indicates that the concept of learning outcomes has not been fully integrated into course design, making it difficult for the expert panel to understand and verify whether each course equips students with the targeted knowledge, skills, and competencies (**see Finding 1**).

The curriculum is documented and accessible, yet it does not consistently reflect the current state of economic theory. Instead, it remains heavily focused on traditional neoclassical-Keynesian frameworks, with limited exposure to modern or heterodox approaches, such as institutional or behavioural economics. Labour market feedback is regularly collected from employer representatives and alumni through surveys and roundtable discussions. Interviews conducted during the site visit revealed that programme management uses this feedback to update course content. Recent adjustments include the introduction of courses on the "Digital Economy" and "Forensic Accounting," which reflect efforts to align the programme more closely with market demands. Nevertheless, students expressed a desire for additional practical components, such as a greater involvement of business professionals in teaching and more foreign language courses to increase their employability (**see Finding 2**).

The reliance on Russian textbooks and monographs, many of which are outdated, restricts the programme's theoretical scope. The absence of widely used Western academic texts from the reading lists is a significant limitation, especially for a Master's programme that aims to prepare students for an international labour market. Expanding the curriculum to include contemporary and diverse economic theories would provide students with a more comprehensive understanding of global economic complexities. Furthermore, many course descriptions lack specific references to academic sources. Instead, they include general hyperlinks to government websites and online libraries, without indicating which materials are most relevant to the course content. This lack of clear, course-specific references can hinder students' ability to engage deeply with the subject matter (**see Finding 3**).

The curriculum provides a mix of mandatory courses and electives, allowing for some degree of specialisation. In the Master's programme, students can focus on "Finance and Credit," "Accounting, Analysis, and Audit," or "Economic Security." However, the Self-Evaluation Report (SER) does not clearly indicate which courses are exclusive to these specialisations and which are open to all students, making the structure less transparent. Additionally, while the sequencing of courses supports a logical progression of knowledge, the programme would benefit from clearer communication of pathways to help students tailor their studies to specific career goals (**see Finding 5**).

Overall, while the Master's programme in Economics at IUKR meets basic legal and accreditation standards, significant improvements are needed. The alignment between course content and intended learning outcomes must be strengthened, the curriculum should be updated to include modern economic theories and methodologies, and course-specific academic references should be clearly identified. Additionally, greater emphasis on practical learning components and transparent communication of specialisation options would enhance the programme's quality and relevance. Adopting these changes would better prepare students for both national and international careers and support the programme's long-term academic and professional impact.

Conclusion

The criterion is partially fulfilled.

1.5 Business Administration (Master of Business Administration)

Description

Graduation profile

The MBA programme graduation profile includes competencies in strategic management, high-level decision-making, and advanced problem-solving skills. Graduates are prepared to handle leadership roles within organisations, such as general managers, consultants, or senior analysts. The programme focuses on developing a comprehensive understanding of business operations, innovation, and strategic growth. Graduates are expected to navigate complex organisational structures, make evidence-based decisions, and manage change effectively, reflecting readiness for senior roles across diverse industries.

Intended learning outcomes on the programme level

The programme's intended learning outcomes focus on strategic and operational competencies necessary for executive leadership. Outcomes include high-level decision-making skills, the ability to develop and implement business strategies, and adaptability in changing market conditions. Graduates are expected to demonstrate expertise in corporate governance, risk management, and ethical decision-making. The programme also places an emphasis on teamwork, innovation, and negotiation, ensuring that graduates can lead diverse teams and manage resources effectively in a variety of organisational contexts.

Curriculum

The curriculum comprises a General Scientific Cycle amounting to 26 CP, including courses such as History and Methodology of Management Science (6 CP), Strategic Management (5 CP), Financial Management (5 CP), and Professional English II (3 CP). The Professional Cycle accounts for 47 CP and includes, among others, Organisational Behaviour (5 CP), Marketing Management (5 CP), Operations and Supply Chain Management (5 CP), and Human Resource Management (5 CP). The research and practical components of the programme include Scientific Research Activities (12 CP), Scientific and Pedagogical Practice (4 CP), and the Master's Thesis (20 CP).

Documentation

The annexes include course syllabi for the courses outlining the course type, the contact hours, the individual study hours, the intended learning outcomes on the course level, the course content, teaching and examination methods, and the literature used in the courses.

Experts' evaluation

The programme's overall compliance with the National Qualifications Framework (NQF) in Kyrgyzstan has been confirmed, and it holds national accreditation, which signifies its adherence to fundamental educational requirements. However, while the programme's intended learning outcomes (ILOs) are outlined at the programme level, there is a lack of specificity and clarity when these outcomes are considered in relation to individual courses. The expert panel observed that ILOs tend to be broad and generic, which weakens the connection between course content and the overarching educational objectives (**see Finding 1**).

The curriculum itself offers foundational knowledge in areas like strategic management, organisational behaviour, and financial analysis, but it appears to lack engagement with contemporary and emerging business trends. The expert panel pointed out that the curriculum is heavily rooted in traditional concepts, and there is limited coverage of areas such as digital business strategies, corporate responsibility, and innovation in business practices. The reliance on older academic sources, particularly Russian textbooks and materials, further constrains the curriculum's relevance. These resources, while adequate for covering established theories, do not incorporate the latest research or developments in global business education (**see Finding 2**).

To align with international standards, the programme would benefit from incorporating current Western academic research and a more diverse range of theories and practices. For example, courses on entrepreneurship could include case studies on tech startups or digital transformation, while finance modules could explore recent advances in financial technologies and global economic shifts. Updating the curriculum in this manner would not only broaden students' academic perspectives but also better prepare them to engage with the complexities of today's global business landscape (**see Finding 3**).

Discussions during the site visit also revealed a strong interest among faculty and students in incorporating sustainability into the curriculum. However, the panel noted that this enthusiasm has not yet translated into a systematic integration of sustainability principles. As global business standards increasingly demand an understanding of environmental, social, and governance (ESG) considerations, the absence of these topics leaves a gap in the curriculum. Addressing sustainability within core courses would provide students with a necessary framework to tackle modern challenges related to ethical business practices and resource management. The experts suggest that integrating topics such as sustainable supply chain management, environmental impact assessments, and corporate social responsibility would significantly enhance the programme. By doing so, IUKR could ensure its graduates are better equipped for roles that require a sophisticated understanding of sustainable business practices and contribute to meeting international educational and professional standards (**see Finding 4**).

Another key finding relates to the programme's lack of clarity around academic pathways and specialisation options. While various courses could support deeper study in fields like financial management or strategic leadership, the structure does not clearly present these pathways. This lack of transparency can leave students unsure about how to tailor their education to align with specific career goals. Clear communication about available options and structured guidance would help students make informed decisions about their studies. The expert panel also identified an issue with the imprecision of course titles, especially in their English translations. Terms used in course names are sometimes ambiguous or misleading, which could cause confusion among international students and partners. Precise and accurate course titles are necessary to clearly convey the curriculum's content and to support the programme's efforts to attract an international audience (**see Finding 5**).

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Bachelor's/Master's degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

2.1 University policies

According to the SER, the university has established a set of comprehensive policies that guide academic and administrative activities, aimed at ensuring consistent quality and transparency. These policies address areas such as academic standards, admissions, quality assurance, and student support. The SER outlines the following policies with more depth:

1. **Quality Assurance and Continuous Improvement:** The institution has policies for maintaining and improving the quality of its educational programmes, which include regular evaluations, stakeholder feedback, and adherence to both national and international accreditation standards. Programme reviews and course evaluations are conducted periodically, involving students, alumni, and industry representatives, to ensure relevance and alignment with current educational and professional standards.
2. **Academic Integrity and Ethical Standards:** The institution promotes high standards of academic integrity and ethical conduct. Policies address plagiarism, cheating, and other forms of academic misconduct, with disciplinary measures in place to ensure compliance. The university also offers resources on ethical academic practices to support students and faculty.
3. **Support for Research and Development:** Policies supporting research include providing funding and resources for faculty and students engaged in research activities. This includes access to databases, research facilities, and support for publishing and presenting research findings.

2.2 Programme specific policies

Furthermore, each programme follows a set of tailored policies that align with the university's broader objectives but are adapted to address the specific needs of each academic discipline and level of study. These policies govern curriculum development, quality assurance procedures, and student assessment, ensuring consistency within each programme.

1. **Curriculum Development and Review:** For each programme, policies specify processes for curriculum design and periodic review to ensure content stays current with academic and industry advancements. Programme committees oversee the incorporation of new courses, the update of course content, and the alignment of learning outcomes with overall programme objectives.
2. **Assessment and Grading Standards:** Programme-specific policies include detailed guidelines on assessment methods and grading criteria. These ensure that students are evaluated fairly and consistently across courses. Both formative and summative assessments are included to measure students' progress toward learning outcomes, with feedback mechanisms in place to support continuous improvement.
3. **Student Progression and Feedback Mechanisms:** Policies for student progression outline the prerequisites for advancing through each programme level. Structured feedback is provided to support students' academic growth, and regular reviews allow students to address any academic challenges.
4. **Support for Practical Training and Internships:** In professional programmes like Business Administration, policies provide structured guidelines for practical training and internships, including the roles and expectations of both the student and the host organisation. These policies ensure that practical components are integrated effectively with academic coursework, enhancing career readiness.
5. **Stakeholder Engagement in Programme Quality:** Programme-specific policies require periodic engagement with industry partners and other stakeholders to keep courses relevant and ensure

alignment with labour market needs. This includes collecting input on the skills and knowledge that are most valuable in the workplace, integrating this feedback into curricular updates.

Experts' evaluation

After the review of the documentation and the follow-up discussions with the relevant stakeholders, the experts conclude that the university has made initial strides in establishing a QA framework, but there is considerable room for improvement. Updating QA policies, integrating qualitative evaluation methods, enhancing stakeholder engagement, and providing clear communication about QA outcomes will be crucial for fostering a culture of continuous development. Overall, the quality assurance practices at the International University of Kyrgyzstan reflect a foundational effort to uphold and enhance the academic standards of its study programmes.

The experts have understood that the university has implemented a quality policy designed to oversee academic standards across its programmes. Nonetheless, this policy does not currently emphasise continuous quality improvement to the extent needed for fostering an enduring culture of highest academic quality. Responsibilities for quality assurance are distributed across various levels—university, faculty, department, and programme. However, a more cohesive integration of these roles is necessary to ensure unified and effective oversight (**Finding 6**). To strengthen this, it is advised that the institution updates its quality assurance policies to promote continuous enhancement. Embedding mechanisms that systematically collect, analyse, and act upon stakeholder feedback—including input from students, faculty, alumni, and industry partners—would establish a stronger culture of improvement. Additionally, providing training for academic and administrative staff on QA processes would help ensure a consistent application of quality principles across all levels.

The insufficient integration of detailed, competency-based learning outcomes at the course level poses challenges in assessing whether students are equipped with the necessary skills and knowledge to achieve programme-level goals. Without clear, well-defined outcomes tied to each course, there is limited transparency and a potential impact on the programme's effectiveness in delivering a cohesive learning experience. The panel noted inconsistencies that could affect students' ability to build progressively on their knowledge, such as in courses where the content does not fully support the stated outcomes, thereby hindering skill development (**Finding 7**). The experts recommend a more structured approach to aligning course-level ILOs with programme-level objectives. A systematic review process that includes regular evaluation and adjustment of course content, learning outcomes, and assessment methods is necessary. Such a process would create a more cohesive educational pathway and ensure that students develop a comprehensive and integrated skill set, which is essential for aligning the programme with national and international expectations.

The current mechanisms for evaluating study programmes, which involve surveys and feedback sessions, offer a basic structure for gathering input from students and external partners. However, these evaluations are largely quantitative and lack the depth provided by qualitative insights. It is recommended that the university incorporate qualitative evaluation tools, such as open-ended survey questions, focus groups, and one-on-one interviews, to gain a more comprehensive understanding of teaching and learning experiences. This approach would yield richer data and support more targeted enhancements to the curriculum (**Finding 8**).

Programme and course evaluations are conducted at regular intervals, but the process for updating course content based on these evaluations appears inconsistent. There is a lack of standardised procedures for ensuring that course descriptions and intended learning outcomes are regularly reviewed and refreshed to reflect the latest academic and industry developments. The university should implement a structured and systematic review process, with clearly defined timelines and responsibilities for faculty members to update these aspects (**Finding 9**).

Engaging various stakeholder groups—students, alumni, employers, and external experts—in the quality assurance process has been a positive practice at IUKR. Nevertheless, the involvement could be expanded and made more effective. The feedback collected from these groups is valuable but is not consistently incorporated into strategic planning and curriculum development. For instance, input from alumni and employers on industry trends should be used more systematically to ensure that academic programmes remain aligned with the needs of the labour market (**Finding 10**). From the expert's point of view, improving communication with stakeholders about how their feedback is used is equally important. Currently, the dissemination of QA outcomes is somewhat limited. The university should consider more transparent and regular updates, such as publishing annual QA reports or holding public sessions to discuss the impact of stakeholder feedback. Strengthening these communication efforts would increase stakeholder engagement and demonstrate the university's commitment to continuous improvement.

The monitoring of graduate career placement is another area in need of formalisation. While there are informal methods for tracking alumni success, a more structured system would provide valuable data for shaping academic offerings. Developing a comprehensive tracking system to monitor graduate outcomes and integrate these findings into programme planning would ensure that students are well-prepared for their careers and that curricula remain relevant (**Finding 11**).

Based on the site visit, it became clear that data collection processes at IUKR cover various aspects of academic quality, such as student workload, credit distribution, and programme effectiveness. However, the assessment of student workload in relation to ECTS credits requires greater rigour and consistency (**Finding 12**). Currently, the application of ECTS credits appears schematic, with insufficient differentiation based on course complexity and learning outcomes. Ensuring uniformity in credit allocation and conducting regular assessments of student workload would enable the university to make data-driven adjustments that enhance the learning experience.

Conclusion

The criterion is partially fulfilled.

3. Learning, teaching and assessment of students

Bachelor's/Master's degree

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

Learning & teaching

According to the SER, the university employs student-centred teaching methods that aim to foster active learning and individual academic responsibility. Course materials, including syllabi and assessment criteria, are provided to students through an accessible online portal, allowing for independent review of course content and learning objectives. Lectures, seminars, and workshops are key components of the teaching approach, with an emphasis on interactive and collaborative learning. This approach supports diverse learning paths, adapting to students' individual needs to enhance engagement and deepen understanding.

Assessment

a) Bachelor's and Master's programmes

According to the SER, the assessment of intended learning outcomes on the course level at IUKR is governed by several documents, including the "Regulation on the system of transfer and accumulation of credits for IUKR students" and the "Regulations on the certification of graduates". The teaching staff inform students about the criteria for assessing their knowledge throughout the academic year. The information about assessment criteria is available on the university's website.

It is stated that assessment methods are accessible on the university's website, including guidelines for writing final qualification works and master's theses. Regulations for State Certifications are posted for public access on the university's website.

Students can check their exam results through the electronic university management automation system. The credit system operates with student involvement, where points are assigned based on credits earned and are accumulated throughout the semester to determine grades.

Experts' evaluation

The on-site visit showed that IUKR employs a variety of teaching methods designed to foster active student engagement. The Bachelor's and Master's programmes frequently utilise interactive lectures, group discussions, and workshops, which students described as effective for promoting critical thinking and practical application. Case studies and problem-based learning are particularly appreciated, as they allow students to contextualise theoretical knowledge in real-world scenarios. For example, students in business-related disciplines participate in projects that simulate industry challenges, enhancing both their understanding and practical competencies.

In Bachelor's and Master's programmes, teaching methods and assessments are slightly better aligned with ILOs, but there are still gaps in ensuring that students acquire a coherent and progressive set of skills. For example, students in some courses reported difficulties understanding how individual assignments or exams contribute to their broader academic and professional goals. This disconnect is partly due to a lack of transparency in mapping course content and assessment tasks to specific ILOs.

The university has made efforts to internationalise its programmes through partnerships with European institutions and mobility opportunities. Students who participated in exchange programmes praised these experiences for broadening their academic perspectives and providing access to advanced research resources. Despite these successes, the limited availability of field-specific courses taught in English restricts the institution's ability to attract international students and prepare local students for global academic opportunities. Additionally, while the university provides access to basic digital tools and databases, the lack of advanced software for data analysis and research is a significant limitation. Investing in modern analytical tools, expanding English-taught courses, and incorporating global perspectives into curricula would enhance the university's international profile and align its academic offerings with international standards (**Finding 14**).

On the basis of the site visit, the assessment practices at IUKR are generally structured and transparent for students. Students reported that grading criteria, evaluation methods, and exam schedules are communicated clearly at the beginning of each semester, contributing to a sense of fairness and consistency. These programmes employ a variety of assessment formats, including written exams, group projects, and oral presentations, which align with course-level objectives and encourage a balanced evaluation of knowledge and skills.

Conclusion

The criterion is partially fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's/Master's degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Admission

The university follows clearly defined and published regulations that govern the admission of students at Bachelor's and Master's levels. Admission procedures align with both national legislation, including the Law on Education of the Kyrgyz Republic, and internal regulations, such as the "Regulations of the Admissions Committee." Applicants for Bachelor's programmes must meet minimum requirements based on their Unified National Testing (UNT) scores, with additional requirements for specific fields like Economics and Business Administration, where mathematics proficiency is assessed.

For Master's programmes, applicants need a relevant Bachelor's degree and are subject to document verification and an interview process, ensuring alignment with programme prerequisites.

Progression

Progression through each academic programme is structured and monitored to ensure students meet the necessary academic standards at each stage of their studies. The university uses an automated system to track students' academic progress, allowing students to view grades, track their credit accumulation, and monitor their overall standing. Advisory sessions are scheduled regularly to support students in meeting progression requirements, with additional academic support provided as needed.

If students face academic challenges, they may receive additional guidance or attend remedial sessions to help them meet requirements for continuation. Specific milestones, such as passing key courses or completing practical training, are established within each programme to ensure steady progress toward graduation. These milestones support timely identification of any academic issues, allowing students to address them before they affect progression.

Recognition

According to the SER, the university's policies on recognition allow students to receive credit for prior learning and qualifications that meet academic requirements, promoting flexibility and supporting academic mobility. The following points are mentioned in more detail:

1. **Recognition of Prior Learning:** Students who have previously completed relevant coursework or training may apply to have this prior learning recognised for credit within their current programme. This process involves a formal application with academic transcripts and supporting documentation, which are reviewed to ensure compatibility with programme content and outcomes. Recognition may be granted for individual courses or modules, reducing the overall number of credits students need to complete.
2. **Credit Transfer and Mobility:** Students transferring from other universities, both domestically and internationally, are eligible to apply for credit transfer. The university evaluates academic transcripts and

course syllabi from previous institutions to determine equivalent credit. This policy supports students participating in exchange programmes or moving between institutions by ensuring that their academic achievements are recognised. Formal agreements with partner institutions facilitate credit transfer, especially for those enrolled in double-degree and exchange programmes.

3. **International Qualification Recognition:** For international students or those holding foreign qualifications, the university follows procedures to assess the comparability of their credentials with the Kyrgyz education system. This includes verifying the authenticity of diplomas, certifications, and other documents to determine eligibility for admission and credit equivalency within IUKR's programmes.
4. **Certification of Learning Outcomes:** The recognition policy also supports students who achieve certain competencies through professional experience or non-formal education, where applicable. Assessment methods, such as exams or portfolio reviews, may be used to confirm that these students meet the same learning outcomes as those within the programme.

Certification

Certification for graduation is awarded upon completion of specific academic and research requirements, with distinct processes for each level of study.

- **Bachelor's Programmes:** Students must complete a final state examination, which includes a comprehensive interdisciplinary test and the defence of a graduation project. This final evaluation assesses the students' understanding and application of core competencies, confirming their readiness for professional roles or advanced study.
- **Master's Programmes:** Graduation requirements for Master's students include the successful defence of a thesis, which demonstrates advanced research skills and the ability to contribute new insights to their field. The thesis defence is conducted before a panel and is evaluated based on criteria related to originality, analytical depth, and relevance to the field of study.

Experts' evaluation

Based on the site visit, the experts can conclude that IUKR has established a solid framework for admission, progression, recognition, and certification across its academic programmes. However, refinements are needed in specific areas, such as the consistent application of the ECTS grading system and the expansion of English-taught courses. By addressing these areas, IUKR can further strengthen its academic processes and align with international accreditation standards.

The university's admission procedures are clearly defined and publicly accessible, ensuring alignment with national legislation, such as the Law on Education of the Kyrgyz Republic, and internal regulations, including the "Regulations of the Admissions Committee." Bachelor's admissions are based on Unified National Testing (UNT) scores, with additional assessments for fields like Economics and Business Administration to evaluate mathematics proficiency. For Master's programmes, candidates must present a relevant Bachelor's degree and undergo a document verification and interview process, which ensures alignment with programme prerequisites.

These procedures provide a robust framework to evaluate applicants' readiness and ensure their alignment with the academic demands of each programme. Students interviewed during the on-site visit expressed satisfaction with the clarity of admission criteria and the support provided during the application process. However, mechanisms to collect and analyse data on past admission cohorts could further refine selection processes and identify trends that inform future improvements.

IUKR ensures that students' academic progression is closely monitored through an automated system that tracks grades, credit accumulation, and overall academic standing. Regular advisory sessions support students in meeting their progression milestones, providing additional guidance and remedial support when necessary. This structured approach allows timely identification and resolution of academic challenges, fostering steady progression through Bachelor's and Master's levels of study.

The university's policies on the recognition of prior learning are articulated and support academic flexibility and mobility. Students with prior relevant coursework or training may apply for credit recognition, reducing the overall credits required to complete their programmes. Applications are reviewed based on submitted academic transcripts and supporting documentation to ensure compatibility with programme outcomes.

The credit transfer process is particularly well-structured for students transferring between institutions or participating in exchange programmes. Formal agreements with partner universities facilitate credit recognition, especially in double-degree and mobility programmes. The process aligns with international principles, including those of the Lisbon Recognition Convention, and supports both domestic and international student mobility.

The recognition policy also extends to competencies gained through professional experience or non-formal learning. Students may demonstrate their learning outcomes through portfolio reviews or assessments, ensuring that their prior achievements are equitably recognised. This comprehensive approach to recognition reflects IUKR's commitment to fostering academic mobility and inclusivity.

IUKR employs a certification process tailored to the requirements of each academic level. Bachelor's students must complete a final state examination, including an interdisciplinary test and the defence of a graduation project, to demonstrate their readiness for professional roles or advanced study. Master's students are required to defend a thesis, evaluated on originality, analytical depth, and relevance, before a panel of experts.

Bachelor's and Master's graduates receive diploma supplements that detail the qualification gained, learning outcomes, and national context of their studies. However, the European Credit Transfer and Accumulation System (ECTS) grading system is not consistently applied in these supplements. Implementing ECTS grading would enhance the transparency and international comparability of IUKR's academic qualifications, aligning the university more closely with global standards (**Finding 15**).

IUKR demonstrates commitment to facilitating student mobility through partnerships with domestic and international institutions. Learning agreements and credit transfer policies support seamless transitions for students participating in exchange programmes or transferring institutions. The university also ensures the recognition of international qualifications by verifying the authenticity of foreign credentials and assessing their equivalency within the Kyrgyz education system.

These mechanisms are critical for promoting academic mobility and inclusivity, enabling students to pursue diverse educational opportunities without barriers. Expanding partnerships with international institutions and increasing field-specific courses taught in English would further enhance IUKR's internationalisation efforts and prepare students for global academic and professional contexts.

Conclusion

The criterion is partially fulfilled.

5. Teaching staff

Bachelor's/Master's degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

General aspects

According to the SER, the allocation of workload for teachers at the International University of Kyrgyzstan (IUKR) based on departmental tasks for the academic year and time norms. Full-time teachers, defined as those with full-time employment contracts at IUKR, may engage in paid internal part-time work, provided their educational workload does not exceed 1.75 positions annually, contingent upon fulfilling their individual plans for their primary position.

All teaching, methodological, scientific research, and other duties are performed according to annually compiled individual teacher plans. Teaching responsibilities for full-time faculty constitute 50-60% of their total annual workload, with specific hourly requirements varying based on academic rank. Professors are expected to teach 750 hours, senior teachers and associate professors 800 hours, and senior teachers without a scientific degree and teaching assistants 850 hours annually. Adjustments to these percentages are permitted if other duties cannot be delegated to other faculty members.

Following the documentation, it is outlined that the establishment of teaching loads for teachers at the International University of Kyrgyzstan (IUKR) based on various factors such as qualifications, quality of teaching, and administrative responsibilities. The maximum teaching load for a teacher can be up to 1.75 full-time equivalent (FTE) based on individual circumstances.

Teaching loads are defined for administrative staff as well, with the President and Vice-Presidents allocated 0.5 FTE, and Deans and Heads of Departments up to 0.75 FTE. Additionally, specific teaching loads are set for different job positions to optimize the combination of duties and teaching activities.

The calculation of teaching assignments is done by departments based on approved work study plans, considering factors like the number of students, admission plans, and course requirements. Lectures, practical classes, and seminars are organized accordingly, with certain flexibility allowed under specific conditions.

IUKR finances its educational processes internally, utilizing income from various sources such as tuition fees, consulting, and research activities. The distribution of funds includes covering expenses and paying wages to teaching and administrative staff, adhering to government resolutions on wage payments and staffing structures. Salary supplements are provided based on labor activity, qualification level, and personal qualities, categorized into general and personal allowances.

Programme-specific aspects

The university's teaching staff allocation across programmes is structured to support programme needs and academic requirements:

1. **Bachelor's Programmes in Business Administration and Economics:** With around 1054 students enrolled in bachelor's programmes, the teaching staff allocation is organised to cover core areas, including foundational and discipline-specific courses in business, economics, and related fields.

2. **Master's Programmes in Business Administration and Economics:** Approximately 125 students are enrolled in the master's programmes. Staffing at this level includes faculty members with specialised academic and industry backgrounds, enabling the delivery of advanced coursework and research-focused modules.

In addition, it is mentioned that each programme has tailored requirements and expectations for teaching staff to ensure that the quality of instruction aligns with programme goals and academic standards.

Qualifications and Expertise

Teaching staff are selected based on their qualifications and expertise in their respective fields. For Bachelor's programmes, faculty members are generally expected to hold at least a Master's degree, with special consideration for those with industry experience relevant to the programme. For Master's programmes, instructors often hold a doctorate and have an active research profile.

Professional Development and Training

To maintain instructional quality and keep up with disciplinary developments, faculty participate in regular professional development. This includes workshops on teaching methodologies, research skills, and updates in their fields of expertise.

Research and Practical Engagement

For Master's programmes, teaching staff are encouraged to integrate their own research into their teaching, allowing students to engage with current topics and research practices in their field. Faculty are also expected to stay active within their professional or research communities, contributing to conferences, publications, or industry consultations, which enriches the academic environment and keeps curricula aligned with industry and academic advancements.

Involvement in Curriculum Development

Teaching staff play a key role in the ongoing development and review of the curriculum. Faculty members regularly review course content, learning outcomes, and assessment methods to ensure relevance to evolving industry needs and academic standards.

Student Feedback and Teaching Evaluation

Teaching staff are regularly evaluated based on student feedback to ensure the effectiveness of instructional methods and content delivery. Programme-specific evaluations allow faculty to address feedback relevant to each level of study, with an emphasis on both pedagogical skills and content expertise. This feedback loop supports continuous improvement and alignment with programme expectations.

Experts' evaluation

The International University of Kyrgyzstan exhibits in general a functional academic structure and is actively pursuing growth through infrastructure development, mobility opportunities, and limited international collaborations. These efforts demonstrate some responsiveness to academic and market needs. However, the institution faces several critical challenges that undermine the effectiveness and quality of its programmes, particularly in Business Administration and Economics at the Bachelor's and Master's levels.

IUKR's infrastructure supports its academic programmes, with investments in blended learning platforms and physical resources aimed at enhancing the educational experience. The university provides access to libraries and electronic databases, offering essential materials for students and staff. However, the breadth and depth of these resources could be improved to better align with the demands of contemporary academic programmes, particularly in fields like Business Administration and Economics. For instance, expanding access

to international academic journals and modern textbooks would enhance the relevance and quality of the education provided.

The university employs a diverse range of teaching staff, whose academic and professional expertise supports the delivery of its academic programmes. Teaching responsibilities are allocated in a way that balances instruction, research, and administrative tasks. However, the teaching workload may extend up to 1.75 Full-Time Equivalents. Furthermore, IUKR has established processes to recruit teaching staff with the qualifications and expertise necessary to deliver its academic programmes.

One of the primary issues is the insufficient English proficiency among administrative, academic, and support staff. While IUKR has initiated some language training programmes, the progress remains inconsistent, and the current proficiency levels are inadequate for effective international collaboration. Academic staff with limited English skills face challenges in incorporating global academic resources into teaching and research, often relying on outdated Russian-language materials. This limits access to cutting-edge developments in their fields and reduces the overall quality of instruction. Furthermore, administrative staff struggle to manage international student mobility and forge partnerships with foreign institutions, hindering IUKR's global outreach efforts. The ability of the university to attract and support international students and faculty is also compromised, ultimately affecting its competitiveness on the global stage (**Finding 16**).

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

Bachelor's/Master's degree

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

Learning resources

According to the SER, the university provides a comprehensive range of learning resources across all programmes to support academic study and research. The library offers both physical and digital resources, including books, academic journals, and access to online databases. Through a digital platform, students can access these materials remotely, promoting flexible study arrangements.

Computer labs equipped with specialised software are available to support courses requiring technical applications, such as statistical analysis and business modelling. The university's IT infrastructure includes campus-wide Wi-Fi and the Information-Educational Portal (AVN), where students can access digital resources, view course materials, submit assignments, and check their grades.

The university provides access to specialised software relevant to fields like Economics and Business Administration, including tools for data analysis, financial modelling, and econometrics. Additionally, accessibility support is available for students with disabilities, including modified resources and formats as needed.

In addition to classrooms and labs, the university offers designated study spaces, enabling students to work independently or in groups. These areas are equipped to provide a quiet, productive environment and are

accessible during and beyond regular class hours. This range of resources is structured to meet diverse academic and research needs, supporting students at the Bachelor's and Master's levels.

Student support

a) Bachelor's and Master's programmes

To support students' adaptive potential and facilitate successful social and psychological adaptation to new learning environments at IUKR, adaptive curatorial hours have been implemented. These sessions, known as curators' reports, aim to provide psychological support to students as they navigate changes in social status and socio-cultural environments. At the beginning of each academic year, first-year students participate in presentations and training programmes on utilizing library resources, with ongoing consultations provided by library staff both in person and online.

Individual student consultations with teachers are scheduled and available for various academic and organizational matters, including studies, research work, and payment-related issues. Academic curators oversee group activities in accordance with established regulations. Upon enrolment, students receive orientation sessions from the dean's office and curators regarding university procedures and facilities. Additionally, second, third, and fourth-year students undergo briefings before internships and final state certification exams.

For information on participation in dual degree programmes, mobility programmes, and other inquiries, students can consult the Vice-Rector for Innovation and Student Integration during office hours. Further assistance regarding the educational process and final grades can be obtained from the dean of the Higher School of Bachelor's and Master's Programmes and the dean's office specialists during regular office hours.

Experts' evaluation

The International University of Kyrgyzstan (IUKR) provides a structured framework for learning resources and student support, designed to meet the academic and research needs of students at the Bachelor's and Master's levels. While the institution has made significant progress in providing access to resources and support services, there are specific areas requiring improvement to better align with international academic standards and to enhance the student experience.

While the library at IUKR provides essential resources for students and staff, including books, academic journals, and online databases, the scope of these resources needs significant expansion to align with contemporary academic and research requirements. Access to a broader range of international literature and specialised e-databases is essential to ensure students and staff can engage with the latest developments in their fields. For disciplines like Business Administration and Economics, where rapid changes in global markets and research paradigms occur, staying updated with cutting-edge literature is critical for academic and professional competitiveness.

The university's IT infrastructure, including campus-wide Wi-Fi and the Information-Educational Portal (AVN), supports students by providing access to course materials, assignments, and grades. Computer labs equipped with specialised software, such as tools for statistical analysis and financial modelling, meet technical learning needs.

Facilities also include designated study spaces for individual and group work, accessible beyond regular class hours. These resources meet core requirements but would benefit from further enhancements to better support advanced research.

Student support services for Bachelor's and Master's programmes address a broad spectrum of academic, organisational, and social needs. Orientation programmes introduce new students to library resources, university procedures, and academic expectations, while adaptive curatorial hours help them adjust to the university

environment. These sessions provide psychological and social support, fostering a smooth transition into academic life.

Students have regular access to academic advisors and administrative staff for guidance on coursework, research, and logistical issues such as payment and internships. Academic curators oversee group activities, ensuring students are well-prepared for internships and final state certification exams. For those pursuing dual degrees or mobility programmes, the Vice-Rector for Innovation and Student Integration provides additional support during office hours.

Career services at IUKR provide students with foundational support for internships and employment opportunities. However, these services need to be significantly strengthened to effectively prepare students for competitive job markets, both nationally and internationally. Current services could be expanded to include more structured support, such as tailored career counselling, workshops on essential job-seeking skills, and targeted employer engagement.

Improved career services would benefit students in the Bachelor's and Master's programmes who are preparing to enter the workforce. For example, providing workshops on CV writing, interview preparation, and networking would enhance students' ability to present themselves effectively to potential employers. Establishing partnerships with local and international organisations could also create a pipeline of internship and job opportunities tailored to the university's academic programmes.

Conclusion

The criterion is partially fulfilled.

7. Information

Bachelor's/Master's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

As outlined in the SER, the university ensures that key information about its programmes, admission requirements, and academic regulations is publicly accessible through various channels. The official university website serves as the primary platform for disseminating information, where prospective and current students can find details on academic offerings, programme structures, tuition fees, and admission procedures.

Information on student services, including academic support, career guidance, and counselling, is also made available online to ensure students are aware of resources that can aid their academic and personal development. Additionally, details on faculty qualifications, research activities, and strategic partnerships are published to provide transparency around the university's academic environment and quality standards.

Programme-specific information, including learning objectives, curricula, and certification requirements, is updated regularly to reflect any changes, ensuring that prospective students have accurate and current information. Printed brochures and informational sessions are also used to engage with applicants, their families, and other stakeholders, enhancing understanding of the university's academic offerings and application processes.

To maintain transparency, updates on accreditation statuses and institutional developments are shared with the public, reflecting the university's commitment to openness and accountability.

Experts' evaluation

The International University of Kyrgyzstan (IUKR) prioritises transparency and accessibility in its communication strategies, ensuring that key information about its academic programmes, admission requirements, and institutional regulations is readily available to prospective and current students. This commitment is demonstrated through the use of multiple communication channels, including its official website, printed materials, and informational sessions. While these efforts provide a strong foundation for engagement, there are areas where improvements are necessary to enhance consistency, clarity, and stakeholder involvement.

The university's official website serves as the central platform for disseminating information about academic offerings, programme structures, tuition fees, and admission procedures. It also provides detailed information on student services, such as academic support, career guidance, and counselling, ensuring students can access resources to aid their academic and personal development. Transparency is further reflected in the publication of faculty qualifications, research activities, and strategic partnerships, giving prospective students and external audiences a comprehensive view of the university's academic environment and quality standards.

However, inconsistencies in website content across its Russian, Kyrgyz, and English versions diminish its effectiveness as a communication tool. These discrepancies can create confusion, particularly for international students and stakeholders who rely on the English version for accurate information. To address this, IUKR should implement a centralised content management system and establish quality assurance processes to ensure uniformity and accuracy across all language versions. This step would reinforce the university's credibility and accessibility, enabling it to effectively serve a diverse audience (**Finding 17**).

Programme-specific information, such as learning objectives, curricula, and certification requirements, is regularly updated to ensure accuracy. However, the presentation of these details could be improved to better communicate the scope and structure of academic offerings to external audiences, including prospective students and industry partners. Greater clarity around programme curricula and specialisation options would empower students to make informed decisions about their education and career pathways. Additionally, this transparency would strengthen partnerships with industry by demonstrating the alignment of academic programmes with labour market needs. By enhancing the accessibility and organisation of this information, the university can increase the appeal and relevance of its academic offerings (**Finding 18**).

IUKR's efforts to share institutional developments and accreditation updates further reflect its commitment to transparency and accountability. Printed brochures and informational sessions complement digital communication, providing prospective students, families, and other stakeholders with an opportunity to engage directly with university representatives. These channels offer a personalised approach to understanding the university's academic offerings and application processes, fostering stronger connections with its audience.

Beyond improving communication, the university must deepen its engagement with external stakeholders, particularly in the labour market. Regular collaboration with employers and industry representatives is essential to ensure that academic programmes remain aligned with evolving market demands. Initiatives such as roundtable discussions, industry advisory boards, and collaborative research projects would provide valuable insights into emerging skills and trends, enabling IUKR to adapt its curricula proactively. Increased engagement would not only enhance programme relevance but also create opportunities for internships, employment, and research collaborations, benefiting both students and industry partners (**Finding 19**).

Conclusion

The criterion is partially fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “Business Administration” (Bachelor of Business Administration), “Business Administration” (Master of Business Administration), “Economics” (Bachelor of Economics), and “Economics” (Master of Economics) with conditions.

Findings:

Bachelor’s and Master’s programmes

1. The Bachelor’s and Master’s programmes must undergo a structured, ongoing review process to align course-level intended learning outcomes (ILOs) with programme-level goals, including regular evaluations of course content, outcomes, and assessments to create a cohesive and progressive educational pathway.
2. The curriculum for bachelor’s and master’s programmes in Economics and Business Administration must integrate contemporary theories and methodologies to ensure students gain diverse perspectives essential for understanding and addressing modern economic and business complexities.
3. The curriculum for bachelor’s and master’s programmes in Economics and Business Administration must be updated to include contemporary Western textbooks and research, ensuring students gain broader academic perspectives and align with international standards to critically assess rapid changes in global markets.
4. The curricula for bachelor’s and master’s programmes in Economics and Business Administration must integrate sustainability themes consistently within core courses, covering topics such as environmental economics, resource management, and circular economy principles, to align with international standards and prepare graduates to address contemporary challenges.
5. The programmes must clearly outline and effectively communicate specialisation pathways, ensuring students can understand and customise their studies to align with specific career goals in fields such as financial management, international business, and strategic leadership.
6. The university must update its quality assurance policies to emphasise continuous improvement, integrate responsibilities across all levels, and systematically use stakeholder feedback, supported by staff training for consistent application.
7. The programmes have to implement a structured review process to align course-level learning outcomes with programme objectives, ensuring regular evaluation of content, outcomes, and assessments to create a cohesive educational pathway and support skill development aligned with national and international standards.
8. The university should enhance its programme evaluation mechanisms by incorporating qualitative tools such as open-ended surveys, focus groups, and interviews to gain deeper insights into teaching and learning experiences and support targeted curriculum improvements.
9. The university should implement a structured review process with clear timelines and faculty responsibilities to ensure course descriptions and learning outcomes are consistently updated to reflect the latest academic and industry developments.
10. The university should expand stakeholder engagement in quality assurance by systematically incorporating feedback from students, alumni, employers, and external experts into strategic planning and

curriculum development, while improving transparency through regular updates, such as annual QA reports and public discussions on the impact of feedback.

11. The university should formalise graduate career placement monitoring by developing a comprehensive tracking system to collect data on alumni outcomes and use these insights to shape academic offerings and ensure curricula remain career-relevant.
12. The university should ensure greater rigour and consistency in assessing student workload in relation to ECTS credits by implementing regular evaluations and ensuring credit allocation reflects course complexity and learning outcomes to enhance the overall learning experience.
13. The university should enhance its internationalisation efforts by expanding field-specific courses taught in English, investing in advanced analytical tools for research, and incorporating global perspectives into curricula to attract international students, prepare local students for global opportunities, and align academic offerings with international standards.
14. The university should implement the ECTS grading system in diploma supplements to enhance the transparency and international comparability of its academic qualifications, aligning with global standards.
15. The university must improve English proficiency among administrative, academic, and support staff through consistent and effective language training programmes to enhance access to global academic resources, improve instruction quality, support international student mobility, and strengthen partnerships and global outreach efforts.
16. The university must implement a centralised content management system and establish quality assurance processes to ensure uniformity and accuracy across the Russian, Kyrgyz, and English versions of its website, reinforcing its credibility and accessibility for international students and stakeholders.