



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# Report

on the results of the work of the external expert evaluation commission  
for compliance with the requirements of the International Primary accreditation  
Standards for Basic medical and Pharmaceutical education programs  
(based on the WFME/ AMSE/ESG standards))  
educational programs of NCJSC "Semey Medical University"  
6B10114 " Medicine "(continuous integrated medical education)  
6B10117 "Medical and preventive care"  
(continuous integrated medical education)  
6B10116 " Pediatrics "(continuous integrated medical education)  
6B10115 " Dentistry "(continuous integrated medical education)

**INDEPENDENT ACCREDITATION AND RATING AGENCY**  
**External Expert Commission**

*Addressed to*  
*To the Accreditation Center*  
*to the IAAR Council*



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**Date of the visit: 29-31 May of 2024 y**

**Semey city**

**"31" may of 2024 y**

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**(I) LIST OF SYMBOLS AND ABBREVIATIONS**

AIS	Automated information systems
TSA	Targeted social assistance
BD	Basic disciplines
BD (UC)	Basic disciplines (university component)
UK	University component
HEI	Higher education institution
SMSE	State mandatory standard of education
UNT	Unified National Testing
FC	Final certification
CC	Component of choice
CMD	Control and measuring devices
CEP	Committee of Educational Programs
FLO	Final learning outcomes
CED	Catalog of elective disciplines
MH RK	Ministry of Healthcare of the Republic of Kazakhstan
LEB	Local executive body
MSaHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
MPC	Medical and preventive care
NCJSC "SMU"	Non-commercial Joint Stock Company " Semey Medical University "
SRW	Student's research work
EPHPE	Educational programs of higher and (or) postgraduate education
GED	General education disciplines
EP	Educational program
EF	Education fund
PD	Profile disciplines
PD(UC)	Profile disciplines (university component)
PUNT	The point of the unified national testing
TS	Teaching staff
RK	Republic of Kazakhstan
PO	Learning outcomes
WC	Working curriculum
QMS	Quality management systems
SA	Summative assessment
SOP	Standard operating procedure
IWS	Independent work of the student
SG	Student government
EMCD	Educational and methodological complex of disciplines
AC	Academic Council
FA	Formative assessment
CBL	Case-based learning
KazMSA	Kazakhstan Medical Student Association
LMS	Learning Management System
MCQ	Multiple choice questions
PBL	Problem-based learning
PhD	Doctor of Philosophy
TBL	Team based learning

## (II) introduction

In accordance with Order No. 72-24-OD of 15.02.2024 of the Independent Accreditation and Rating Agency, from May 29 to May 31, 2024, an external expert commission assessed the compliance of educational programs of the Semey Medical University (hereinafter referred to as NAO "SMU") 6V10114 "Medicine" (continuous integrated medical education), 6V10117 "Medical and preventive care" (continuous integrated medical education), 6V10116 "Pediatrics" (continuous integrated medical education), 6V10115 "Dentistry" (continuous integrated medical education) standards for international accreditation of basic medical and pharmaceutical education programs (based on WFME/AMSE/ESG) NAAR (No. 150-22-OD dated December 21, 2022, third edition) in hybrid format.

The report of the external expert commission (EEC) contains an assessment of the submitted educational programs by the criteria of the NAAR, recommendations of the EEC on further improvement of educational programs and parameters of the profile of educational programs.

### **The composition of the EEC:**

**IAAR expert, EEC Chairman**-Andrey Kolchin, PhD, Associate Professor, Vice-Rector for Postgraduate Education, Omsk State Medical University of the Ministry of Health of the Russian Federation (Omsk, Russian Federation), *offline participation*;

**IAAR expert**-Omarkulov Bauyrzhan Kadenovich, PhD, Associate Professor, NCJSC "Medical University of Karaganda" (Karaganda, Republic of Kazakhstan), *offline participation*;

**IAAR expert** – Natalia V. Tomchik, PhD, Associate Professor, Head of the Department of Polyclinic Pediatrics Grodno State Medical University (Grodno, Republic of Belarus), *offline participation*;

**IAAR expert**- Aigul Mahsatovna Sumanova, PhD, Associate Professor, Head of the Department of Therapeutic and Surgical Dentistry of NCJSC "Astana Medical University" (Republic of Kazakhstan, Astana), *offline participation*;

**IAAR expert** - Gulzada Zhaksylykovna Uteubayeva, PhD, Associate Professor of the Department of Internal Diseases with courses in Nephrology, Hematology, Allergology and Immunology of NCJSC "Astana Medical University" (Republic of Kazakhstan, Astana) *offline participation*;

**IAAR expert**-Ivanchenko Nellya Nikolaevna, Head of the Department of Master's and PhD doctoral Studies of Kazakh National Medical University named by S. D. Asfendiyarov (Almaty, Republic of Kazakhstan), *offline participation*;

**EEK employer, IAAR expert** - Koishymanernar Yerkinbekuly, Deputy Chief Physician of Luch Neurorehabilitation Center LLP (Karaganda, Republic of Kazakhstan), *online participation*;

**EEC student, IAAR expert** – Radana Kartbayeva, 4th year student "General Medicine", Kazakh National University (Republic of Kazakhstan, Almaty), *online participation*;

**EEC student, IAAR expert** - Ibragimova Kumushbegim Muratzhankyzy, 2-year Master's degree student, OP "Nursing", South Kazakhstan Medical Academy (Republic of Kazakhstan, Shymkent), *online participation*;

**Coordinator from the Agency**- Alisa Dzhakenova, PhD, Head of medical projects on institutional and specialized accreditation of medical educational organizations, National Independent Agency for Accreditation and Rating (Astana, Republic of Kazakhstan), *offline participation*.

### **(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION**

Semey Medical University was founded in 1953 (opening of the Faculty of Medicine). In 1953, 320 students were enrolled. Over the years of its existence, graduates of the university have successfully worked throughout Kazakhstan, as well as in the near and far abroad.

The University provides educational services for higher, postgraduate and additional education. Training is conducted in the state, Russian and English languages. The student body is more than five thousand people. Form of study: full – time, full-time, distance learning.

Training in clinical skills is conducted on the basis of the Department of Simulation and Educational Technologies, in the university's own hospital and 117 clinical bases.

The total number of students is 5,977, with 1,361 international students enrolled, accounting for almost 32.70 % of the total number. During the history of its existence, the University has trained more than 25 thousand specialists in medicine and pharmacy.

Currently, Semey Medical University is the largest university in the North-Eastern region of Kazakhstan and the main supplier of medical personnel for the Abay region, East Kazakhstan and Pavlodar regions.

The University annually occupies a leading position in the national rankings of universities in Kazakhstan. According to the results of the National Rating of leading universities of Kazakhstan - 2022, Semey Medical University took the honorable 1st place among medical universities. According to the results of the national award "ALTYN SHIPAGER", NCJSC "SMU" is recognized as one of the best medical universities in the country.

The University is a leader among medical universities in Kazakhstan in terms of employment of graduates. The share of employed graduates reaches 100 %.

In total, over the years of its existence, the university has trained more than 25 thousand foreign specialists who successfully work in Kazakhstan, near and far abroad (Pakistan, India, Palestine, Sudan, Morocco, Jordan, Israel, Syria, Russia, Germany, Canada, etc.), which indicates a high level of qualification of trained specialists. International cooperation of the University traditionally continues with Russia, Japan, Turkey, India, and Pakistan. International projects are being implemented under the Erasmus program Erasmus. This year, in September, a strategic partnership agreement was signed with the Pirogov Russian National Research Medical University (Moscow, Russia), as well as with Kazan State Medical University.

Currently, the university has 63 contracts with educational, scientific and clinical organizations from 24 countries of the world. Since 2016Y, Erasmus+ projects have been implemented at the University, which are aimed at increasing the potential of teaching staff and AUP, strengthening the material and technical base, expanding international relations of the university and improving educational programs. In March 2023, memoranda of understanding were signed with Dr. D. Y. PATIL VIDYAPEETH, PUNE and Max Healthcare organizations.

In the near future, the university aims to enter the TOP 700 + universities in developing countries in Europe and Central Asia. To achieve this goal, a modern integrated academic health care system was created as a result of the merger of the university with the Research Institute of Radiation Medicine and Ecology (RMI Research Institute), and the expansion of the university's network of clinical bases in the Abay region, East Kazakhstan and Pavlodar regions.

The University has passed the NAKO institutional accreditation, IA-A certificate No. 01081 dated 10.06.2019 is valid until 2024.

The quality management system is certified for compliance with the requirements of ST RK ISO 9001-2016. Certificate of Conformity no.KZ. Q.02. 0305. C21.007506 dated 09.12.2021 Valid until 09.12.2024.

### **(V) DESCRIPTION OF THE EEC VISIT**

The visit of the External Expert Commission (hereinafter referred to as the EEC) to NCJSC "SMU" was organized and conducted from 29 to 31 May 2024 in accordance with the Program



approved by the Director of the National University "IAAR" A.B.Zhumagulova and agreed with the rector of NCJSC "SMU" A. A. Dyusupov..

Preliminary meetings of all EEC members and the coordinator were held 24 May online and on the day of arrival offline 28 May 2024.

The program of the EEC visit began on May 29, 2024 with a preliminary meeting of the Chairman and members of the IAAR EEC, during which the purpose and objectives of accreditation were announced, organizational issues were discussed, and responsibilities were distributed among experts.

On the first day of the visit, a meeting was held with the Chairman of the Board-Rector of NJSC "SMU" A.A. Dyusupov. The rector presented an oral presentation on the activities of the university. Meetings and interviews were held with members of the Management Board (Vice-Rector for Academic and Educational Work Smailova Zh.K., Vice-Rector for Science and Strategic Development Omarov N.B., Vice-Rector for Clinic and Postgraduate Education Duman Berikuly, Vice-Rector for Organizational and Economic Work Sayatov S.K.), with heads of structural divisions of the university, with heads of accredited OP (Dean of the School of Medicine - S.E. Uzbekova, Dean of the School of Public Health, Dentistry, Pharmacy and Nursing - Y.O. Kairkhanova, Dean of the School for Work with Foreign Students - N.A. Balashkevich), with the heads and faculty of the departments of accredited EP.

On the second day of the visit, meetings were held with students and employees of the administration of the academic block. A total of 155 representatives of the NJSC "SMU" took part in face-to-face meetings (Table 1).

Table 1-Information about employees and trainees who participated in meetings with the IAAR EEC:

<b>Category of participants</b>	<b>Quantity</b>
Chairman of the Management Board-Rector of NCJSC "SMU"	1
Members of the Management Board	4
Heads of structural divisions	16
Деканы School Deans	3
Heads of departments	9
Teachers	59
Students	58
Employers	5
<b>Total</b>	<b>155</b>

During the visit, the EC studied the regulatory and educational documents of the accredited university, educational materials of disciplines, methodological documents, visited the structural divisions, departments and bases of practical training declared in the program, ensuring the implementation of the educational process, and also checked the operation of information systems used by NCJSC "SMU"

As part of the visual inspection, the EEC members visited the library, audio-video recording studio, museum, registrar's office, employee and student service center, theme rooms, School of Medicine, School of Public Health, Dentistry, Pharmacy and Nursing, Department of Digital Technologies, Department of Simulation and Educational Technologies, Department of Anatomy, Histology and Topographic Anatomy N. A. Khlopov, Dental clinic of NJSC "SMU", RSU "Semey City Administration of the Sanitary and Epidemiological Department of the Sanitary and Epidemiological Control of the Abay region of the Committee for Sanitary and Epidemiological Control of the Ministry of Health of the Republic of Kazakhstan", University Hospital of NCJSC "SMU" (pediatric department, reception department of a children's hospital,

surgical and therapeutic departments), Semey City Emergency Hospital (surgical and therapeutic departments, emergency room, trauma center).

The program of the visit was completed in full, in accordance with the distribution of activities by days. During technical breaks, VEC members discussed the results of the meetings, determined additional information that should be requested from the structural divisions of NCJSC "SMU" to validate and confirm the reliability of information/data during accreditation.

The University ensured the presence of all employees and persons specified in the Visit Program. The materials requested by the commission in addition were provided by representatives of the university in full and in a timely manner.

The survey was attended by 74 representatives of teaching staff (EP Medicine - 36, EP Pediatrics - 6, EP Medical and preventive care - 11, EP Dentistry - 9, EP Medicine (magistracy) - 3, EP Nursing (magistracy) - 9). According to the results of the survey of teachers:

- the opportunities provided by the university for improving the skills of teaching staff were rated as very good by 67.6,6%, good-by 29.7,7%;
- the opportunities provided by the university for career growth of teaching staff are rated as very good by 54.1,1%, good-by 41.9,9%;
- the sufficiency and availability of the necessary scientific and educational literature in the library is estimated as very good by 70.7%, good-by 29.3%;
- the level of created conditions that take into account the needs of different groups of students is estimated as very good-75.7%, good-24.3%;
- overcrowding of study groups was rated as very good (4.1%), good (31.1%), and relatively bad (64.9 %).
- 81.1% are fully satisfied with the degree of participation in managerial decision-making, 17.6% are partially satisfied, and 1.4% are not satisfied.
- 64.9% are fully satisfied with the terms of remuneration, 17.6,6% are partially satisfied, and 0 % are not satisfied.
- 82.4% are fully satisfied with the management of changes in the university's activities, 16.2% are partially satisfied, and 1.4% are not satisfied.

According to the results of a survey of 48 students (EP Medicine-16, EP Pediatrics-17, EP Medical and Preventive care-3, EP Dentistry-11, EP Medicine (Master's degree) - 1): the level of accessibility of the dean's office (school, faculty, department), accessibility and responsiveness of the management (university, school, faculty academic counseling, support with educational materials in the learning process, educational resources of the university, the website, the quality of educational programs, academic load and requirements for the student, teaching methods in general, information support, objectivity and fairness of the teacher are satisfied with "excellent" and "good".

After the meetings and visual inspections, the experts discussed the university's performance indicators for their compliance with the program accreditation parameters, and developed recommendations. On the last day of the visit, on May 31, 2024, the EEC members met with the management and responsible persons of the university, and based on the results of the work, they shared their general impressions and recommendations for improving the accredited educational institutions.

## **(VI) COMPLIANCE WITH PRIMARY SPECIALIZED ACCREDITATION STANDARDS**

### *6.1. Mission and Results Standard*

#### ***Proof part***

NJSC "SMU" focuses its activities on the implementation of its mission, which is to train outstanding doctors, scientists and leaders in the field of healthcare to provide high-quality medical care.



The university's development strategy reflects its mission, vision, traditions and values as an educational institution. The strategic goals and objectives of the mission correspond to the goals and objectives of the university's activities and are presented in the Development Program of the NJSC "SMU" for 2024-2029 .

EP 6B10114 " Medicine "(continuous integrated medical education), 6B10117 "Medical and preventive care" (continuous integrated medical education), 6B10116 "Pediatrics" (continuous integrated medical education), 6B10115 " Dentistry "(continuous integrated medical education) was developed with the participation of stakeholders, corresponding to the achievement of the mission university and the Development Program of the NJSC "SMU" for 2024-2029 years.

**The mission of EP 6V10114 "Medicine"** - is to qualitatively train competitive, sought-after health care professionals by integrating education, science and practice. "

**The mission of EP 6V10116 "Pediatrics":** the training of a qualified, competitive doctor with a system of professional competencies in pediatric care by integrating world best practice in education, science and clinic.

**The mission of EP 6V10117 "Medical and preventive business":** the training of qualified, competitive specialists capable of carrying out professional activities aimed at preserving and strengthening public health by ensuring the sanitary and hygienic and epidemiological well-being of the population.

**The mission of EP 6V10115 "Dentistry"** is to train highly professional specialists who can meet the needs of society in the provision of dental care, apply and develop advanced innovative technologies in medical practice, science and education, constantly improve themselves and improve the health of the population.

The mission formulations reflect modern requirements for the training of specialists with higher medical professional education with a wide professional outlook, possessing the necessary knowledge, skills and able to use the achievements of medicine and science in practice, introducing them into their daily activities.

EP missions are posted on the university website <https://smu.edu.kz/ru/o-nas/>), in information booklets for applicants, presented in the main regulatory documents of the university. The missions of the EP were brought to the attention of the faculty (cathedral meetings), to the attention of students (curatorial hours, meetings with the dean, website, information stands), the public, employers and other stakeholders (media appearances, thematic round tables, seminars, conferences, meetings, exhibitions, job fairs, etc.).

EP NMO "Medicine", "Pediatrics", "Medical and preventive care", "Dentistry" are developed on the basis of state mandatory standards for levels of education in the field of healthcare (Order of the Ministry of Health of the Republic of Kazakhstan dated July 4, 2022 No. KR DSM-63), standard training programs for medical and pharmaceutical specialties (order of the Ministry of Health of the Republic of Kazakhstan No. 4 of January 9, 2023). The expected learning outcomes of the EP are formed at the level of educational programs and at the level of individual modules and disciplines.

The EP NMO "Medicine", "Pediatrics", "Medical and preventive care", "Dentistry" lists all the disciplines of the mandatory component with an indication of the number of hours and credits, the number of credits and hours for the component of choice, final certification, a list of nosologies, a list of practical skills, manipulations, procedures that must be mastered . a student.

The departments that participate in the preparation of the NMO EP "Medicine", "Pediatrics", "Medical and Preventive Care", "Dentistry" work closely with the practical health service and formulate the mission and final results of training together with other interested parties.

B NJSC "SMU" has developed a procedure for approval, periodic review (revision) and monitoring of educational programs and documents regulating this process. The university has documented all the processes governing the development and implementation of the EP.

Students, faculty members and employers participated in the development and updating of the following educational programs: "Medicine", "Pediatrics", "Preventive Medicine",

"Dentistry", which was confirmed during interviews with all interested parties during the work of the EEC.

The University ensures the existence and effective functioning of a system of information and feedback focused on students, employees and interested parties, demonstrates the functioning of the quality assurance system for the educational program, and analyzes the external and internal environment. Surveys and questionnaires are conducted among students, graduates, employers and teachers in order to identify their opinions on the quality of professional activities of teachers, the quality of management activities and other important issues of the university's educational process.

The University has close contacts with managers and representatives of practical healthcare. Interaction between AUP, university teaching staff and representatives of the medical community is carried out during meetings of faculty councils, university councils, departments, and other joint events, as well as during students' practical training at the university's clinical facilities. Thanks to various mechanisms of interaction with organizations involved in the provision of medical care, the medical organization of education has the opportunity to take into account the health needs of society, the needs of the medical care system when determining the mission of the educational program.

Students are responsible for compliance with internal regulations and other regulations of the university, such as Academic Policy, Academic Integrity Policy, этики Student Code of Ethics <https://drive.google.com/drive/folders/1OEN8AEJM4fYuw3YiSq4b0zDhOVdrBp1m>.

Violation of these rules may result in appropriate liability measures in accordance with established procedures. Depending on the nature of the discipline and the profile of patients, students are instructed to familiarize themselves with the Code of Ethics of a Medical Professional, the rules of conduct in a medical organization, and obligations towards fellow students, medical staff, teachers, patients and their relatives. Compliance with all established requirements is monitored by teachers, clinical mentors, and the university administration.

For the implementation of educational programs in the specialties of higher education: "Medicine", "Pediatrics", "Medical and preventive care", "Dentistry", the University has a material and technical base that meets the current fire safety rules and regulations and provides all types of practical and research work of students provided for in the curriculum, namely: educational buildings, with their own library and reading room.

Clinical bases, including the university's own clinics (Academic Hospital, Dental Clinic) for practical/clinical training are selected in accordance with the Mission of the University and educational programs; meet the criteria and objectives of practical exercises; in demand in the medical services market; They have a highly qualified staff and technical equipment that allows them to carry out educational, medical activities and clinical, practical training of students. With each clinical base on which practical classes are held, training and production practice is held, NJSC "MUS" concluded contracts.

The University implements the principle of continuity of levels of study. There is a clear link between the training program and the student's subsequent professional training. Such training allows you to successfully carry out professional activities in the future. Students have the opportunity to further deepen knowledge, skills and competencies, as well as to continue postgraduate education in the Republic of Kazakhstan, and in foreign EPHPE.

### ***Analytical part***

Analysis of the compliance of the university's activities and faculties with the criteria of this standard indicates that NJSC "MUS" has a Development Strategy that corresponds to the mission and vision of the university. Management carries out a number of activities on target indicators of business lines, monitoring and improvement activities. The mission of the NJSC "SMU" and the missions of the EP NIMO "Medicine", "Pediatrics", "Medical and preventive care", "Dentistry", are formulated taking into account the needs of society and health care in training specialists for practical health care.

The main stakeholders participated in the development and approval of the

Миссия: teaching staff, students, representatives of the practical sphere, employers.

The effectiveness of the implementation of the EP of NJSC "SMU" is ensured by the systematic, purposeful and effective implementation of the development plans of the EP, close interaction of the University with representatives of practical health care, employers who take part in the formulation of the mission and development of the EP.

EEC members note that the mission of the EP was brought to the attention of stakeholders, but during the interviews, respondents found it difficult to clearly reproduce the mission of the EP and give specific examples of what exactly their personal participation in the development of the EP mission was.

NJSC "SMU" has a policy that promotes the strengthening of the relationship between research and education.

Currently, there are 14 research schools at the university, where students of various levels acquire the necessary knowledge and skills in specific areas.

The educational program provides elements of teaching students that form their scientific thinking. Already in the junior years, students have the opportunity to learn the basics of scientific methodology. All this allows the student to independently study problems, the feasibility of organizing research and using various methods of collecting information and conducting statistical analysis. The results of students' scientific work are presented at scientific and practical conferences organized in the republic and abroad, and are published in conference proceedings. Scientific and practical conferences of students and young scientists are held annually in the NAO of the Moscow State University.

In order to motivate and stimulate students' research activities, the university finances at its own expense their participation in national and international conferences, online seminars on basic and advanced opportunities of information resources for scientific activities, participation in scientific projects.

The development of international cooperation makes it possible to expand the practice of conducting scientific research together with foreign partners, as well as to increase the level of international participation in scientific events held by the university.

The University allocates grants to individual teachers for conducting scientific and methodological work, publishing their results. The participation of teaching staff in the development of science consists in the publication of monographs, textbooks, publications of articles in Kazakhstani and foreign publications, participation in national and international scientific conferences.

NJSC "SMU" participates in the implementation of scientific, scientific-technical and research projects at the expense of grant funding of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan together with other Kazakhstani universities. Kazakhstan and international conferences are held, which are attended by both students, teachers and scientists.

NJSC "SMU" analyzes students' academic performance in accordance with the mission and expected results of training, the training program, the availability of resources, as well as taking into account the conditions of their previous training, the level of preparation for admission to the university. However, during the conversation, students note that they learned about some of the learning outcomes and future roles in the health sector only during their university studies. When interviewing stakeholders by EEC experts, it was revealed that teaching staff, students and employers found it difficult to answer the questions of how the university ensures transparency of monitoring and evaluation at all stages of the implementation of the EP (meeting, interview).

The available material resources are used responsibly, with the aim of decent implementation of the designated mission and goals of the EP. Members of the EEC note the great interest of clinical bases in cooperation with the university and the willingness to bear joint responsibility in training medical personnel for the region.

EEC members note that great importance is attached to the formation of proper behavior among students in relation to colleagues, teachers, administration, patients and their relatives.



Satisfactory ratings were given by the EEC members for those items, that formally meet the standard, but require increased attention while meeting the criteria of the standards.

***Strengths/Best practices:***

1. Availability of scientific schools, financing of intra-university scientific projects, annual growth of investment in science (more than 640 million tenge for 2022 and 2023), the ability of students to participate in scientific projects.

***WEC recommendations:***

1. The university management should centrally communicate the mission and purpose of accredited educational programs to stakeholders and the health sector. Due date-by the beginning of the 2024/2025 academic year, then permanently.

2. The university administration and the admissions committee should conduct annual work with students on their expected learning outcomes and lifelong learning commitments, as well as determine their future careers and roles in the health sector when applying to university. The deadline for execution is during the 2024/2025 academic year, then permanently.

***WEC's conclusions based on the following criteria:***

- ***strong positions – 1***
- ***satisfactory-10***
- ***suggest improvements – 2***
- ***unsatisfactory-0***

***6.2 Standard "Educational program"***

***Proof part***

Educational programs of continuous integrated medical education: 6B10114 "Medicine", 6B10116 "Pediatrics", 6B10117 "Medical and preventive care", 6B10115 "Dentistry", implemented by NJSC "SMU" are developed on the basis of State mandatory standards of higher education of the Republic of Kazakhstan, standard curricula/programs of continuous integrated medical education, They have passed an independent examination at the Center for the Bologna Process and Academic Mobility of the Republic of Kazakhstan and are included in the Register of Educational Programs of the National Center for Higher Education Development of the Ministry of Education and Science of the Republic of Kazakhstan.

EP NIMO 6B10114 "Medicine", 6B10116 "Pediatrics", 6B10117 "Medical and preventive care", 6B10115 "Dentistry" are the main basic medical education for the transition to the following levels: residency for EP "Medicine", "Pediatrics", "Medical and preventive care", "Dentistry" and doctoral studies for all EP. The duration of implementation of the NIMO EP is 6 years, and for the Medico-preventive Business EP - 5 years.

Accredited NMO training centers are developed taking into account the State Educational Standard of the Republic of Kazakhstan, the National Qualification Framework, the university's strategy and mission, its traditions, and the requirements of the labor market and professional community. The EP defines **the purpose**, content and organization of the educational process and is a set of regulatory documents developed on the basis of the State Educational Standard of the Republic of Kazakhstan, taking into account the opinion of employers, which is confirmed by the AK protocols.

**The purpose of EP "Medicine"** is to train highly qualified specialists who are able to assimilate and apply new knowledge, formulate and solve professional problems in the field of practical healthcare using modern technologies and scientific achievements.

**The goal of the EP "Pediatrics"** is to train a highly qualified pediatrician who has a wide range of competencies to implement independent professional activities in competitive labor market conditions and carry out continuous professional development.

**The goal of the "Medico-preventive Business" EP** is to train highly qualified graduates on the basis of the trinity of education, science and practice, who are able to solve problems in the field of ensuring sanitary and epidemiological well-being, protecting and promoting public health.

**The goal of the EP "Dentistry"** is to train competitive specialists who are able to assimilate and apply new knowledge, formulate and solve professional problems in the field of dental activity using modern technologies and scientific achievements.

The University determines and coordinates the relationship of the final learning outcomes required upon completion of higher education with those required in further postgraduate studies.

At the University, the principle of continuity of levels of study is implemented. There is a connection between the NIMO training program and the subsequent professional training of the student. Such training allows you to successfully carry out professional activities in the future. Students have the opportunity to further deepen their knowledge, skills and competencies, as well as to continue their postgraduate education in the Republic of Kazakhstan and in foreign vocational schools. The developed modular curriculum promotes the development of clinical and scientific thinking. The disciplines of the working curriculum of the bachelor's degree and internship programs are prerequisites for admission to both the residency and doctoral programs.

The description of the EP indicates: the mission and goals of the EP; the period of mastering the EP; the level of higher education; the types of professional activities for which graduates of the EP are preparing; the planned results of mastering the EP and in accordance with the content of disciplines in the cycles of GED, BD and PD.

Implementation of the EP "Medicine", "Pediatrics", "Medical and preventive care", "Dentistry" is carried out in 3 languages: Kazakh, Russian and English.

The EP has a modular structure and is built taking into account the horizontal and vertical integration of disciplines, which is reflected in the working curricula. Within the framework of the implemented OP in all disciplines, the departments have developed QMS in accordance with the requirements of regulatory acts. QMS of disciplines are compiled by departments annually. Quality monitoring of the QMS of disciplines (including CISS) is carried out by the OKCMO, followed by discussion of their results at meetings of departments, CEP, Academic Committee, Academic Council.

Training sessions in disciplines (modules) are conducted in the form of contact work with students (lectures, seminars, practical classes, consultations, individual work of students) and independent work. The following educational technologies are used during practical classes: training videos, solving situational problems, working on training simulators and other simulation equipment, interactive cases, etc.

NJSC "SMU" uses innovative training methods: analysis of clinical cases (CBL, CbD, PBL), teamwork (TBL), work with a standardized patient (SP)

<https://smu.edu.kz/ru/2023/11/23/tehnologiya-sp-v-obuchenii-bakalavriata-na-kafedre-vnutrennih-bolezney-i-revmatologii/control> of the degree of mastering practical skills is carried out through Mini-CEX, DOPS, OSCE, mentoring when students work in hospital departments / outpatient clinics (including day and / or night shifts), production practices and MSF 360 (for interns and residents), RBL-training aimed at developing and improving students' scientific design skills.

Throughout the entire period of study, students have the right to choose the subjects they study within the framework of elective courses (elective subjects) for the formation of in-depth training in certain types of activities and, accordingly, the implementation of an individual educational trajectory, actively taking responsibility for their training. Advisors help students choose elective subjects.

[https://drive.google.com/file/d/1iQg1D9IpNBbPw00MM-fuwXL8n38zYIYt/view?usp=drive\\_link](https://drive.google.com/file/d/1iQg1D9IpNBbPw00MM-fuwXL8n38zYIYt/view?usp=drive_link)

The development and approval of educational programs is carried out by collegial bodies. In the future, students will have the opportunity to complete additional types of training in addition to the established program to meet the needs for achieving competencies during the paid



summer semester. They can also influence the quality of the educational program by being representatives of collegial bodies.

<https://smu.edu.kz/ru/org-units/kollegialnye-organy/studencheskoe-samoupravlenie/>  
<https://drive.google.com/file/d/1KJXFwCb1pmcEYKQ1PxNQGLyIF82PsiXR/view>

EP have a logical sequence of subjects studied, which ensures further gradual and consistent mastering of general and special competencies by students. The Department of Quality Control of Medical Education evaluates the effectiveness of educational programs in the NAO of the Moscow State Medical University through a systematic study of feedback from students personally through questionnaires ("Teaching staff through the eyes of students", "Satisfaction with the discipline" (bachelor's degree subjects).

For the examination of the content of the EP, working groups are created from the Academic Committee, which is a collegial body of the NJSC "SMU" and coordinates educational and methodological work by ensuring a competent approach to the training of graduates in the framework of educational programs in the relevant specialty or field of study. The Academic Committee consists of those responsible for disciplines, specialties / areas of training, advisors in the specialty/area of training/, leading specialists in practical healthcare, employers, and representatives of students. The Academic Committee also monitors the work of the Committee of Educational Programs (CEP) to coordinate educational and methodological work. The CEP consists of those responsible for disciplines, specialties/training areas, advisors in the specialty/training area, leading specialists in practical healthcare, employers, and representatives of students.

The content of the bachelor's degree programs 6B10114 "Medicine", 6B10116 "Pediatrics", 6B10117 "Medical and preventive care", 6B10115 "Dentistry" fully meets the requirements of the State Educational Standard 2022., according to which the disciplines are grouped by academic category into general education (GED), basic (BD) and profile (PD) and include a mandatory component and an elective component that distinguishes between the university component (mandatory subjects for all students) and elective (elective) subjects. WC contains fundamental, general, social and humanitarian and specialized profile disciplines. According to the standard curriculum, the subjects are presented in a logical sequence to ensure that students acquire professional and related competencies. The EP provides for an interdisciplinary approach to teaching and learning.

After mastering the EP "Medicine", "Pediatrics", "Dentistry", "Medical and Preventive care" and successful final certification and assessment of professional readiness, students will be awarded the degree of "Master of Medicine" and awarded the qualification of "Bachelor of Medicine".

The curricula for the implemented EP contain a cycle of general education disciplines, a cycle of basic disciplines and a cycle of profile disciplines, which are studied in the form of lecture and seminar-type classes, practical / laboratory work, practices.

The curriculum of the EP NMO of the university has a mandatory part (the component of the GED of the Ministry of Internal Affairs of the Republic of Kazakhstan, the university component) and a variable part formed by the participants of the educational process (the component of choice).

Working curricula for the courses are available on the University's website in the section "Training. WC and CED of undergraduate education". <https://smu.edu.kz/ru/obuchenie/rup-iked/rup-bakalavriata/>

The content of the EP "Medicine", "Pediatrics", "Medical and preventive care", "Dentistry" consists of disciplines of three cycles-general education disciplines, basic disciplines and profile disciplines. When mastering the content of basic and core disciplines, students are given the opportunity to further realize their intellectual and creative potential, acquire the skills of effective interpersonal, productive professional communication and maximum self-realization. Effective use of methodological and didactic features of traditional and innovative approaches in education makes it possible to create an interactive learning environment focused on the student.

Effective realization of students' creative potential is carried out within the framework of active cognitive activity aimed at setting achievable goals, defining tasks, finding effective ways to solve problem situations, educational tasks, preparing reports at student conferences, etc.

In the NAO of the Moscow State University, simulation training rooms/phantom classes are organized, where the student has the opportunity to practice practical skills. There are own training videos developed by the teaching staff and used in the process of mastering disciplines within the framework of the EP.

Training at clinical departments and organization of training and production practices is carried out in accordance with the Regulation on Practice, which regulates the main conditions for planning, organizing, conducting practice, requirements for students during practice, responsibilities of practice managers (from the department, from the medical institution), monitoring, evaluation. The student has the right to complete a professional internship in medical institutions at the place of residence.

NJSC "SMU" guarantees compliance with the principles of equality regardless of gender, nationality, religion, socio-economic status, physical abilities, ensures mutual respect for the human dignity of students in the implementation of the educational program and provides all students with equal opportunities to receive a high-quality education.

The educational program provides elements of teaching students that form their scientific thinking. Already in the junior years, students have the opportunity to learn the basics of scientific methodology. All this allows the student to independently study problems, evaluate the feasibility of organizing research and using various methods of collecting information, and conduct statistical analysis. SSS function in departments. The results of students' scientific work are presented at scientific and practical conferences organized in the republic and abroad, and are published in conference proceedings. Scientific and practical conferences of students and young scientists are held annually in the NAO of the Moscow State University.

The basics of scientific methodology are instilled in students throughout the entire period of study. Thus, the basics of logical knowledge necessary for conducting scientific research, including the following questions: the role of logic in scientific research, the main logical categories and directions, training in the ability to use logical laws and principles in scientific research, etc., are studied in the discipline philosophy.

The priority direction in clinical departments is to introduce the principles of evidence-based medicine, use the results of the best clinical studies to choose the treatment of a particular patient.

### ***Analytical part***

During the visit to the NJSC "SMU", the members of the EEC conducted a detailed analysis of accredited EP in the specialties 6B10114 "Medicine", 6B10116 "Pediatrics", 6B10117 "Medical preventive care", 6B10115 "Dentistry" for compliance with the requirements of the modern education market, principles and methods of organizing educational, research and educational processes, oriented to satisfy the interests of students and all participants in the educational process.

EP are implemented in accordance with the principles of equality (there is no discrimination based on gender, age, religion, culture, nationality, citizenship, etc.), which is confirmed during interviews and when attending classes at departments.

The EP has a modular structure and is built taking into account the horizontal and vertical integration of disciplines, which is reflected in the working curricula.

In the EP, disciplines are grouped into modules based on the principle of integration between disciplines, horizontal integration of related sciences and disciplines.

Using the example of the EP "Pediatrics", it is possible to assess how organically the content, methods and forms of organization of the educational process are combined in the preparation of a specialist, which is realized in the maximum convergence of the educational process, production activities and the development of scientific skills. So, the first year of training consists of four consecutive commits: "Chemical, molecular and physical foundations of

life", "Cellular metabolism", "Heredity and tissues", "the musculoskeletal system is normal". Corridor disciplines in the 1st year are: history of Kazakhstan, information and communication technologies, Kazakh/Russian, foreign language, physical culture. If you look at the "Cellular Metabolism" commit, it consists of three modules. And each module includes different disciplines. As a result, students pass an integrated summative exam.

The University uses modern educational technologies along with traditional teaching methods. So, the link presented here demonstrates a specific open lesson on the module "Nephrology" using SP technology <https://smu.edu.kz/ru/2023/11/23/tehnologiya-sp-v-obuchenii-bakalavriata-na-kafedre-vnutrennih-bolezney-i-revmatologii/>.

In the educational process, individual characteristics of students are taken into account, there are opportunities for organizing the educational process of students with disabilities, support is provided in the implementation of the educational process, and a monitoring system is maintained for their achievements. The Unified Survey confirms the principle of equality and the absence of any differences between domestic and foreign students in the learning process.

The EEC members noted that there is continuity between the EP and the next stage of professional training in the NJSC "SMU", which was confirmed during the conversation with students and the analysis of the EP. The presence of the university's own clinics and clinical bases provided by representatives of practical healthcare ensure continuity between theoretical and practical training, and the willingness of practical healthcare to take joint responsibility for the training of medical personnel.

The EEC members noted that it is necessary to increase the number of dental phantoms/simulators in the educational program "Dentistry", which in the future will allow each student to simultaneously perform a professional activity or its element in accordance with professional standards (protocols) of medical care.

When conducting a survey with students, it was revealed that the criterion of the reverse response of the teaching staff to the questions of the educational process was highly evaluated. Thus, 22 (45.8%) students rated this criterion "excellent", 20 (41.7%) - "good". It was found that the "excellent" quality of educational programs was noted by 29 (60.4%) students, "good" - by 17 (35.4%), 20 (41.7%) students gave an excellent rating to their academic load, the same number - "good", 2 (4.2%) - "unsatisfactory".

#### ***Strengths/best practices***

No strengths were identified for this standard.

#### ***HEC recommendations for the educational programs "Medicine", "Pediatrics", "Medical and preventive care"***

There are no recommendations.

#### ***Conclusions of the HEC on the educational programs "Medicine", "Pediatrics", "Medical and preventive care" according to the following criteria:***

- ***Strong – 0***
- ***Satisfactory results – 28***
- ***Suggest improvements of -0***
- ***Unsatisfactory-0***

#### ***EEC recommendations for the Dentistry educational program:***

1. The Vice-rector for Academic and Educational Work should improve the material and technical equipment of the phantom class (increase the number of dental phantoms/simulators), which in the future will allow each student to perform a professional activity or its element in accordance with professional standards (protocols) of medical care and provide an opportunity for practical testing using simulation equipment. The deadline for completion is during the 2024/2025 academic year.



***Conclusions of the Higher Attestation Commission on the educational program "Dentistry" according to the following criteria:***

- ***Strong – 0***
- ***Satisfactory results – 27***
- ***Suggest improvements of -1***
- ***Unsatisfactory-0***

### ***6.3. Student Assessment Standard***

#### ***Proof part***

The student assessment policy at NJSC "SMU" is based on the Academic Policy of the university, which approves the rules and principles of academic integrity for the objective assessment of students. The document contains information about the assessment policy, methods, criteria, appeal procedure, conditions for retaking exams, and the number of allowed retakes. In addition, the policy reflects the organization of independent work of students, monitoring of the educational process, rules for organizing summer (paid) semesters, rules and procedures for checking works for the degree of originality, rules for organizing and conducting professional practice, rules for transferring, restoring and expelling students.

The academic policy is subject to revision and updating in accordance with changing external regulations, as well as internal management requirements. It is approved by the Chairman of the Management Board – Rector of NJSC "SMU" and published on the official website of the University. <https://semeymedicaluniversity.kz/obuchenie/politika-disciplin/>

The discipline policy is the general requirements imposed on students in the course of studying a discipline. The discipline policy is approved for each academic year and includes requirements for attendance and completion of missed classes, as well as a description of the final assessment of the discipline (IOD) at all levels of study.

Evaluation criteria are reflected in the Syllabus of the discipline. It describes in detail the formation of an IOD, which is calculated from two components-formative assessment (FO) and summative assessment (CO). At all levels of study,  $IOD = FO * 0.6 + CO * 0.4$ . Formative assessment includes the average current assessment on the LMS checklist-an assessment of the student's preparation (80% of the FO) and an average formative assessment of the boundary control (20% of the FO). Summative assessment includes 2 stages: stage 1-an exam on mastering the practical part of the discipline (50% of the CO) and stage 2-an intermediate control in the form of a written / oral or test exam (50% of the CO). The discipline is considered mastered if the IOD is 50% or more. Such a unified approach to assessment methods at all levels of education allows for the same assessment – students do not have to adapt to new assessment methods in different disciplines and courses.

The percentage of forms of control, as well as types of current and intermediate control, are approved by the Academic Committee after preliminary discussion and approval by the Committees of Educational Programs (CEP) at all levels. (Protocol №5, 12.05.22г. <https://drive.google.com/drive/folders/1ONUSn10XCjDxEcVjmJ5zsDXV4DX6isYR>). To do this, each department determines the form and method of assessment of each stage of the exam, prescribes them in the syllabus, fills out the table "Form of intermediate and final control" and submits it to the CEP for approval. For disciplines that are studied in integrated modules (commits), discussion and approval of forms and methods of control is carried out at a meeting of the CEP with the mandatory participation of the director of the committee and all those responsible for the disciplines. Forms and methods of control in modular disciplines are described in the syllabuses of these disciplines and correspond to the final results of training in the module of the discipline, which are reflected in the Syllabus. Syllabuses of disciplines are available to students in the LMS. <https://drive.google.com/drive/u/1/folders/1mP7VeBOqr6KHNVJ5RoXercRtpCfVrw8K>; <https://drive.google.com/drive/folders/1ONUSn10XCjDxEcVjmJ5zsDXV4DX6isYR>

The course coordinator controls the timeliness of entering data into the Syllabus, as well as its compliance with the requirements for the new academic year. Thus, a review is conducted of the final learning outcomes formulated in them, the correspondence of teaching methods to assessment methods and the final learning outcomes. Syllabus analysis is also performed by community directors and course coordinators when attending classes in various disciplines. In the Act of attending a class, there is a corresponding section that describes the compliance of teaching methods and assessment on this topic of the class with those stated in the Syllabus of the discipline / commit. The decision to change the forms and methods of control is made on the basis of feedback after completing the study of disciplines at the CEC meeting. The directors of the comiti and those responsible for disciplines analyze feedback from students and faculty of departments, draw up an action plan, which is submitted for discussion at the COP meeting. It should be noted that the CEC includes students of the appropriate level, which allows you to quickly get feedback from students and ensures transparency and awareness of CEC decisions.

In order to optimize the educational process, assessment methods are adjusted annually in accordance with current regulatory legal acts. Forms and methods of control are described in the " Regulations on the system of assessment of academic achievements of students of NJSC "SMU" and include the following types:: survey (front-end, individual, etc.); practical tasks; laboratory work; MCQ testing (multiple choice test questions); working with simulators, dummies; situational tasks and tasks; independent, control work; thematic / terminological dictation (language disciplines); round table, discussion, debate, brainstorming; situation analysis CS-case-study case; game (business role-playing: game design); tasks for creating websites; TBL, PBL, CBL; filling out / drawing up tables (diagrams); written task (Essay-Essey); discussion of a clinical case (CBD-Case based Discussion) and others.

<https://drive.google.com/drive/u/1/folders/1ONUSn10XCjDxEcVjmJ5zsDXV4DX6isYR>.

The University provides the following forms of conducting the practical part of summative assessment: an objective structured practical exam ( OSPE), an objective structured clinical exam (OCE), and others. The forms of conducting the theoretical part of summative assessment include: testing, written examination, oral examination. The procedure for carrying out the practical and theoretical part of the summative exam is covered in the " Regulations on the system of assessment of academic achievements of students of NJSC "SMU".

In order to ensure reliability and validity, a step-by-step internal examination of control and measuring devices for intermediate certification of students is provided. At the first stage, the COPs check the materials developed by the departments for the theoretical and practical part of the exam for compliance with the blueprints of the topics studied. During the test exam, the number of developed test tasks and their compliance with the required levels (MCQ, MSQ) are monitored. At the second stage, the materials of the theoretical exam are analyzed and approved: test tasks attached to the blueprint and submitted to the LMS KEYPS; case tasks; exam questions; as well as analysis and approval of the format and number of stations during the integrated practical exam.

Based on the obtained Bell Curve Curve, each department / discipline analyzes the complexity of the proposed questions and makes necessary adjustments to the forms and methods of control.

The results of each evaluation stage are recorded in the LMS and are available for subsequent analysis for validity, reliability, and discrimination index. Community directors and school deans conduct an analysis based on the assessment results with the construction of a grade distribution curve in accordance with the normal distribution (Bell Curve) based on the recommendations of the League of Academic Integrity (Resolution of the Academic Council No. 3 of 24.10.2023.).

<https://drive.google.com/drive/u/1/folders/1ONUSn10XCjDxEcVjmJ5zsDXV4DX6isYR>.

At the oral examination stage, representatives of practical healthcare and course coordinators are invited as external experts. The conduct of exams is monitored by schools/deans ' offices <https://drive.google.com/drive/u/1/folders/1Vkj5jwCLRC0eH8a4AbUTW3ihwMgNq-Yg>.



To ensure timely and constructive feedback from students, a survey of students is conducted based on the results of the assessment after passing all exams. The survey analysis is carried out by the relevant schools and OCCMO, after which the results are brought to the attention of the coordinators, directors of the community and responsible for the disciplines. Based on the results of feedback, necessary changes are made to the educational programs for the next academic year.

For example, based on the results of the analysis of feedback from students (minutes of the meeting with students on 03.10.22 and discussion at the CEP on 10.11.22-Protocol No. 2), the discipline "Latin language" was introduced and the number of credits in the discipline "Musculoskeletal system is normal" was increased, lecture courses were introduced in all integrated disciplines of 1-2 courses.  
<https://drive.google.com/drive/u/1/folders/1ONUSn10XCjDxEcVjmJ5zsDXV4DX6isYR>.

### ***Analytical part***

Analysis of the report, data of the standard, results of interviewing focus groups during a visit to the university by members of the commission, shows that the policy and assessment of students' knowledge is carried out on the basis of the Academic Policy of the university, as well as procedures that ensure transparency, validity and reliability of methods for evaluating students' training (documents, interviews).

Full automation of the assessment process and openness of methods and policies for evaluating students' academic achievements allows avoiding conflicts of interest at the university. Achievement of students' final results is recorded and

it is evaluated in an electronic journal during the intermediate and final certification. Evaluation of learning outcomes is achieved through a balance between formative and summative forms of assessment. All forms and rules of assessment are spelled out in the syllabuses of the subjects taught. Balance between formative and summative assessments

reflected in the syllabus matrix. ThePlatonus AIS program, as well as the LMS KEYPS, provides a personal account of the student, where his / her data, individual curriculum, and history of academic achievements (report, documents, interviews) are placed.

The HEC experts examined documents on the organization of knowledge and practical skills assessment. When reviewing syllabuses, experts noted that students' assessment is provided using the most valid methods according to the final results of each discipline and each course of study. During focus group interviews, respondents (both faculty and students) indicated that the main method of feedback is a questionnaire, which is conducted mainly based on the results of completing training in disciplines (report, documents, interviews).

HEC experts noted that the university has not developed a process for documenting the reliability and validity of student assessment methods. When interviewing experts of the university's teaching staff, they did not receive convincing answers on the various methods of evaluating students in various disciplines implemented in the university's educational process. (report, documents, interviews).

### ***Strengths/best practices***

No strengths were identified for this standard.

### ***WEC recommendations:***

1. To the head of the Department of Quality Control of Medical Education, chief managers of the OP, develop an algorithm for documenting the reliability and validity of student assessment methods. The deadline for execution is September 2024, then permanently.
2. The Vice-Rector for Academic and Educational Work, the head of the Department of Quality Control of Medical Education, and the main managers of the Educational Institution should ensure that the process of documenting the reliability and validity of student assessment methods is implemented. The deadline for execution is during the 2024/2025 academic year, then permanently.

**WEC's conclusions based on the following criteria:**

- **strong positions – 0**
- **satisfactory- 8**
- **suggest improvements – 2**
- **unsatisfactory-0**

**6.4. The "Learners" Standard****Proof part**

Admission of applicants to the NJSC "SMU" is carried out on the basis of:

- Standard rules for admission to study in educational organizations implementing educational programs of higher and postgraduate education approved by Order No. 600 of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018, (<https://adilet.zan.kz/rus/docs/V1800017650>)
- Rules for awarding an educational grant to pay for higher or postgraduate education with the award of a bachelor's or master's degree, approved by Order No. 443 of the Acting Minister of Science and Higher Education of the Republic of Kazakhstan dated August 25, 2023 (<https://adilet.zan.kz/rus/docs/V2300033345>);
- "Rules for conducting unified national testing", approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 204 dated May 2, 2017 (<https://adilet.zan.kz/rus/docs/V1700015173/history>);

An admissions committee is established in accordance with the established procedure for accepting documents and organizing entrance examinations. The work plan of the admissions committee for the current academic year is approved annually, and an order is issued on the composition of the admissions committee, the number of members of which should consist of an odd number. The executive secretary of the admissions committee is appointed. The selection committee consists of the Chairman of the Management Board-Rector, Vice-rectors, and heads of structural divisions and representatives of the teaching staff of NJSC "SMU". The procedure of work of the admissions committee and acceptance of documents for higher and postgraduate education is regulated by the Rules of admission to NAO "MUS" <https://drive.google.com/drive/folders/1PuY9NMywRrnPgorl31OT5B1iy9TDIvNs> approved by the Board of Directors.

Admission of students to the NJSC "SMU" for educational programs of higher education is carried out by applications of citizens on a competitive basis in accordance with the points of the certificate issued according to the results of the UNT, conducted by the RSE "National Testing Center" of the Ministry of Science and Higher Education of the Republic of Kazakhstan (MNVO), taking into account the results of a special psychometric exam conducted by the admissions committee of the NAO "ICC", starting in 2019. For the period of conducting a special exam, in order to comply with the requirements for a special exam, resolve disputes, and protect the rights of persons taking a special exam, an appeal commission is established.

Citizens of the Republic of Kazakhstan, foreign citizens and stateless persons who have general secondary, technical and vocational, post-secondary and higher professional education have the right to enter the NAO "ICC". Admission of foreign citizens to study at the NCJSC "SMU" on a paid basis is carried out on the basis of applications, the results of the entrance interview conducted by the admissions committee in accordance with the "Regulations on attracting and accepting foreign students" <https://drive.google.com/drive/folders/1PuY9NMywRrnPgorl31OT5B1iy9TDIvNs>.

The procedure for forming a contingent of students, as well as the procedure governing the life cycle of a student, from the moment of admission to completion of training, are reflected in the Academic Policy (<https://smu.edu.kz/ru/obuchenie/politika-disciplin/>), which is posted on the University's website and updated in a timely manner. The academic calendar reflects the

dates of training and control events, all types of professional practices during the academic year, indicating rest days (<https://smu.edu.kz/ru/obuchenie/akademicheskij-kalendar/>).

In order to adapt students to the conditions of study at the higher medical school, an adaptation week is organized, the main purpose of which is to familiarize students with academic policy, in particular, with the criteria for conducting the assessment procedure in the automated educational process system (LMS). Classes are held to study the Mission, Vision of the university, Internal Regulations of students, the Policy of Academic Integrity, the Code of Ethics of Students, the main provisions of credit technology of training. Special attention of 1st year students is paid to new terms and concepts: GPA, transcript, summer semester, adviser, etc. During the adaptation week, you can take sightseeing tours of the university, get acquainted with the university's management staff, the official website and social networks, active clubs and sections where students can develop their creative potential.

Within the framework of social support, conditions have been created for people with special educational needs: convenient places in the library, ramps, elevators, parking spaces are provided.

One of the most important forms of social support is the provision of benefits for living in dormitories <https://drive.google.com/file/d/1iLxo1JZADi6edx3mfXHbQeviyIfO5P94/view>. Students from socially vulnerable segments of the population are primarily provided with places in dormitories. Every year, by order of the Chairman of the Board - Rector of the University, one orphan student is assigned to the university departments to provide patronage during the academic year. It is possible to receive financial assistance from the trade union committee, social support for students through the Alumni Association of the SSMA "AlmaMater", which allocates funds for hot lunches for orphaned students and for other needs of students. The university has developed and implemented a "Regulation on named scholarships", according to which teaching staff, individuals, departments, and collectives can provide financial assistance to orphans and the poor in the form of a named scholarship. <https://smu.edu.kz/wp-content/uploads/2019/06/Polozhenie-o-naznachanii-stipendij.pdf>.

Special attention is paid to psychological assistance, which can be used by any student of the university ([Psychological Service - NAO "Semey Medical University" \(smu.edu.kz\)](https://smu.edu.kz/ru/psichologicheskaya-sluzhba)). And there is an office of psychological relief, where students can contact a psychologist with various problems. In addition, the psychologist conducts periodic trainings and conducts a survey (questionnaire) of junior students in order to identify problems and provide social and psychological support.

Every year, students undergo periodic mandatory medical examinations with the necessary amount of laboratory and functional studies. Students are assigned to the State Health Service at the Semey City Polyclinic No. 7 of the UZ AO, where general practitioners carry out preventive examinations, routine medical examinations, treatment and rehabilitation for diseases.

Students of the university are also provided with assistance in solving legal problems by the relevant service. Specialists of the legal support department implement document management issues (drawing up contracts).

The university has a "School of Postgraduate Education, Employment and career of graduates" for further supervision and assistance in career planning.

<https://smu.edu.kz/ru/org-struktura/pravlenie/zppkpo/shkola-postdiplomnogo-obrazovaniya/>

The possibilities of using the system of academic counseling of students are presented by the teaching staff through the appointment of advisors for the formation of IEP and the formation of competence in OP, consultations on the choice of elective disciplines.

A lot of attention and effort is paid to creating conditions for students' personal development, expanding their creative potential and social competencies that are formed by participating in the public life of the university (curatorial hours, working in circles, clubs (Kedi), volunteering, various events: Olympiads, conferences, round tables, debates, debates, etc.) (<https://smu.edu.kz/ru/2022/10/12/poseshchenie-muzeya-izobrazitelnyh-iskusstv-imeni-semi-nevzorovyh>, <https://smu.edu.kz/ru/2022/12/23/prizery-iii-mezhdunarodnoy-olimpiady-studentov-sredi->



[medicinskih-vuzov-samarkand-2020,](https://smu.edu.kz/ru/2023/02/09/kuratorskiy-chas-posvyashchennyi-mezhdunarodnomu-dnyu-vracha-stomatologa/)

<https://smu.edu.kz/ru/2023/02/09/kuratorskiy-chas-posvyashchennyi-mezhdunarodnomu-dnyu-vracha-stomatologa/>,

<https://smu.edu.kz/ru/2022/11/30/studenty-posetili-teatr-imeni-abaya-2/>)

To help students who have difficulties in their studies, such circles as "Level Up" have been created, there is a program "From equal to equal", and there are also various sections for unlocking creative and professional potential.

### *Analytical part*

Students of the university have the opportunity to receive consultations aimed at social and personal needs, including academic support, advice related to financial issues, health problems, and others.

To ensure the realization of the rights of students to participate in the management of the educational process, solve important issues of student life, develop their social activity, support and implement social initiatives, the university operates student self-government - a permanent representative collegial body of the university, whose activities are regulated by the Regulations on youth associations of NJSC "SMU". In addition to student self-government, students are also included in the advisory bodies of schools and universities.

The results of the survey of students showed high (90% and above – 46 students) indicators of satisfaction with the level of accessibility of schools, departments, accessibility and responsiveness of the university management, availability of academic counseling, the level of availability of library resources, the quality of services provided in libraries and reading rooms, existing resources of the university, the usefulness of the website of the educational organization as a whole and schools in particular, the clarity of disciplinary procedures, the overall quality of educational programs, teaching methods in general, and the quality of teaching; support with educational materials in the learning process (83.4% - 40 students), the availability of personal counseling (87.5% - 42 students), and the activities of financial and administrative services of the educational institution (87.5% - 42 students). 42 students), availability of computer classes and Internet resources (81.3% - 39 students), provision of students with dormitories (85.4% - 41 students). At the same time, during the interview, it was found out that not all students are satisfied with the full provision of the Internet in the university and dormitories, as well as the availability of a sufficient number of classrooms. Despite the fact that during the survey all students were satisfied with the information support and explanation of the requirements for entering the university and the strategy of the educational program (specialty) before entering the university, during the interview, some students found it difficult to answer what degree and qualification they would receive at the end of the educational institution.

During the analysis of the submitted documents and based on the results of the visit to the university, meetings with students, the commission came to the conclusion that the university has a policy of forming a contingent of students. At the same time, the EEC notes that the following questions regarding this paragraph of the standard are not fully reflected and were not confirmed during the EEC visit. Experts note that to form a contingent of students, the university does not sufficiently conduct career guidance work for individual programs, in particular, for the EP "Medical and preventive care". There is also the presence of a small group of specialists in the EP "Dentistry", which affects the profitability of the funds used.

During the interview, students expressed their desire to travel to higher education institutions of the Republic and foreign universities under the academic mobility program, which provides for the possibility of considering this issue by the university's management.

NJSC "SMU" has cooperation agreements with several dozen medical institutions that are the clinical bases of departments, both in Semey, Pavlodar, Ust-Kamenogorsk, as well as its own university hospital, which includes a multidisciplinary hospital, a polyclinic. Thus, the university has sufficient resources for the development of professional competencies by students enrolled in the NIMO educational programs. A dental clinic of the university is organized for students of the EP "Dentistry", where the development of clinical competencies is planned for senior courses. At

the same time, there is insufficient material and technical equipment of the Department of Dental Disciplines and Maxillofacial Surgery with simulators, models, consumables for the educational process with junior students studying in the specialty "Dentistry".

According to this standard 4 "Students", it should be noted that educational organizations should demonstrate their willingness to regulate the number and number of students accepted in accordance with the university's capabilities, as well as in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector, including government agencies, taking into account such factors as: factors such as insufficient and uneven distribution of health personnel resources across the country, migration of doctors, outflow of teaching staff to medical universities in the capital and other cities of the Republic, opening of new medical universities and faculties. This criterion of the 4th standard requires improvement, namely, to take into account the needs for providing practical health care with personnel, taking into account the strategy and policy aimed at ensuring a high level of training for the domestic health system.

***Strengths/best practices***

No strengths were identified for this standard.

***WEC recommendations:***

1. The university management should provide a clear justification for the number of accepted students in accordance with the available human resources, information and material and technical resources of the university. The deadline for execution is during the 2024/2025 academic year, then permanently.
2. The university management should determine the number of accepted students in accordance with their capabilities (material and technical base, teaching staff, etc.). The deadline for implementation is during the 2024/2025 academic year, then permanently.
3. When planning the number of students accepted, the university management should take into account the opinion of stakeholders responsible for planning and developing human resources and provide for the possibility to review and regulate the number of students accepted. The deadline for execution is during the 2024/2025 academic year, then permanently.

***Recommendations of the Higher Economic Commission for the educational program "Medical and preventive care":***

The OP management should strengthen career guidance to attract applicants to this program. The deadline for execution is during the 2024/2025 academic year, then permanently.

***EEC recommendations for the Dentistry education program:***

Improve the material and technical equipment of the Department of Dental Disciplines and Maxillofacial Surgery with simulators, models, and consumables for the educational process. The deadline for completion is during the 2024/2025 academic year.

***WEC's conclusions based on the following criteria:***

***Strong – 0***

***Satisfactory results – 13***

***Suggest improvement – 3***

***Unsatisfactory-0***

***6.5. Academic Staff/Teachers Standard***

***Proof part***

NJSC "SMU" has developed and approved the personnel policy of the University as of 30.09.2019

([https://drive.google.com/drive/folders/1ugBJHlkf2\\_izVIuTvWCxaaqVXdmhRo5J](https://drive.google.com/drive/folders/1ugBJHlkf2_izVIuTvWCxaaqVXdmhRo5J))the

purpose of the company is to effectively manage and develop human resources, maintain an optimal level of the number and quality of employees, their professional and social development,



as well as a reasonable combination of processes for updating and retaining personnel capable of high professional development. Ensure that the set strategic objectives are met at the appropriate level.

Recruitment is conducted in accordance with the principles of meritocracy and transparency. Announcements about the competition to fill vacant positions of teaching staff are posted on the university's website, on the official pages in the social network facebook.com, in the Instagram app, on nur recruitment sites.kz and hh.kz, in printed publications of the national level.

For the purpose of effective personnel policy with wide use of democratic, legal and economic methods of its formation, ensuring conditions for initiative and independence, legal and social protection of employees, taking into account their individual abilities and professional knowledge, and increasing mutual responsibility of the parties, NAO " ICC "has developed" Rules for competitive replacement of positions of teaching staff and researchers". employees of NJSC "Semey Medical University" on the basis of the Labor Code of the Republic of Kazakhstan dated November 23, 2015 No. 414-V, dated 26.06.2017No. 305, the Code of the Republic of Kazakhstan" On the health of the people and the health system "dated July 7, 2020 No. 360-VI SAM, the Law of the Republic of Kazakhstan "On Education" dated 27.07.2007 No. 319-III, the Law of the Republic of Kazakhstan "On Non-profit Organizations" dated January 16, 2001 No. 142, the Law of the Republic of Kazakhstan "On Joint-Stock Companies" dated May 13, 2003 No. 415, the Charter of NJSC "Semey Medical University", as well as other regulatory legal acts of the Republic of Kazakhstan.

Along with competitive selection, the university has a system of permanent certification of teaching staff the regulations on certification of employees of the Semey Medical University Non-Profit Joint Stock Company were approved on 27.06.2022.

Certification includes two consecutive stages: testing and (or) evaluation by the "360 degrees" method in accordance with the position held: testing to assess the pedagogical and scientific competencies of an employee — for the teaching staff (professor, associate professor, senior teacher, teacher, assistant); evaluation by the "360 degrees" method-for the professional staff. For administrative and managerial staff; testing and evaluation "360 degrees" - for the head of the department; test on the assessment of proficiency and information and communication technologies - for teaching and support staff (laboratory assistants and senior laboratory assistants).

The decision on the results of certification of an employee is made by the certification commission based on the results of an analytical summary of the results of the first stage and the results of the interview, according to the qualification characteristics of the positions of the teaching staff, administrative and managerial personnel, and educational and support personnel in accordance with the established procedure.

Certification is conducted once every five years. All personnel procedures are reflected in orders that are promptly communicated to all employees of the university.

The employee's job responsibilities, powers, rights and responsibilities, and qualification requirements are reflected in the job descriptions, which are determined on the basis of the positions of Managers, specialists, and other employees contained in the Qualification Directory (2020).

The rules of industrial conduct are regulated by the rules of labor regulations, ethical standards of business conduct – the Corporate Code of Business Ethics.

In order to attract, encourage and support capable young specialists, “the Nadezhda” talent pool has been formed, which can include promising, creative employees and students of the University.

[https://drive.google.com/drive/folders/1VSqzRZjWbhJSnRz66W5vTvK9xlMBaPz?usp=drive\\_1ink](https://drive.google.com/drive/folders/1VSqzRZjWbhJSnRz66W5vTvK9xlMBaPz?usp=drive_1ink).

The university conducts a survey of employees to assess employee satisfaction, which allows them to respond in a timely manner to factors that negatively affect overall labor productivity. The survey questions cover the most important topics for employees: "Pay",

"Working conditions", "Interest", "Safety", "Comfort of work", "Attitude in the team", etc. The survey gives employees the opportunity to share feedback, shows how important it is for the university to know about the working conditions of staff.  
[https://docs.google.com/presentation/d/18R9bl1W51MFUtVVbU2W1rrqw5CYITEwB/edit?usp=drive\\_link&ouid=108264442227795240913&rtpof=true&sd=true](https://docs.google.com/presentation/d/18R9bl1W51MFUtVVbU2W1rrqw5CYITEwB/edit?usp=drive_link&ouid=108264442227795240913&rtpof=true&sd=true)

For the professional growth of teaching staff at the university, the Regulation on advanced training and retraining of medical and pharmaceutical personnel of NJSC "SMU", approved on 04.07.2019, was approved.

Every year, the professional development plan for teachers serving educational programs is updated, which includes internships, attendance of training courses in the study of the state and foreign languages, computer programming, training in the master's and doctoral programs PhD, as well as enrollment in the personnel reserve "Nadezhda".

The KPI system has been developed and successfully implemented to conduct a qualitative analysis of the system's performance and employee motivation, as well as the rating of the teaching staff.

The University has a Regulation on the system of key performance indicators of teaching staff and AUP of the NJSC "SMU" dated 5.10.2022.

In order to motivate employees, according to the Regulations, differential payment is provided for the presence of a certificate TOEFL PBT-525 or more points, TOEFL CBT-196 or more points; TOEFL iBT-69 or more points or IELTS-5.5 or more points, confirming English language proficiency or a foreign diploma /Nazarbayev University (academic degree obtained in the Republic of Kazakhstan). in a country where the official language of instruction and communication was English), as well as for the presence of articles in journals indexed in Web of Science and Scopus (at least 35%) with a non-zero impactfactor, an additional payment for the implementation of this indicator is made to employees at a time, including teaching staff.

The university provides moral encouragement and material remuneration for success in teaching and scientific activities, awarding orders and medals, and awarding honorary titles. Established titles and awards of the NAO "ICC", the order of awarding which is regulated by the Regulations on awards. Such titles and awards as "Honored Professor", "Golden Scalpel", "Golden Stethoscope" also provide material incentives, and the holder of the title "Honored Professor" is provided with benefits - an office, an annual academic, teaching and research load is fixed within 0.5 of the rate of a professor of the department with an additional monthly charge. 20 MCI.

In 2023, the University held a large-scale solemn event dedicated to the 70th anniversary of NAO "ICC". In honor of the anniversary, a badge was issued - the Jubilee Medal "Universitetke sinirgen enbegi ushin", this award was awarded to 179 people.

When planning the educational process, the university is guided by the norms of distribution of components of the educational program of bachelor's, internship, residency, master's and doctoral studies in accordance with the relevant appendices to the State Mandatory Standard of Higher and Postgraduate Education (Section 9. Academic Policy <https://smu.edu.kz/ru/obuchenie/normativno-pravovye-akty/vnutrennie-normativno-pravovye-akty/>), which is posted on the University's website and updated in a timely manner.

The annual teaching load of a full-time full-time teacher, taking into account the performance of academic, educational-methodical, scientific-innovative, organizational-educational and other types of work, is carried out within a seven-hour working day and is determined by the Regulations on Planning and Distribution of the total annual load of the teaching staff of Semey Medical University.  
[https://drive.google.com/file/d/1eUtyTidQiFa0xQDy0R8LA-F3KFmRwtXW/view?usp=drive\\_link](https://drive.google.com/file/d/1eUtyTidQiFa0xQDy0R8LA-F3KFmRwtXW/view?usp=drive_link)

Planning of the teaching load of the teaching staff is carried out in academic hours/credits. At the same time, the teaching load in classroom classes is calculated based on the contact time of the teacher's work with the flow, group, or subgroup. The time spent on

individual types of work with students is calculated on the basis of time standards, which are approved by the Academic Council of the university.

The teaching load of teaching staff is approved by the Academic Council of the University annually in accordance with the positions held. Planning of the volume of academic work of the department is carried out by types of academic work: lectures, seminars, practical classes, laboratory classes in accordance with the time standards for types of academic work and control activities, based on the WC and assignment of academic disciplines to this department. The main document regulating the teacher's work is the individual teacher's work plan, which is approved at the beginning of the academic year at a meeting of the department. Individual plans of teachers include only those types of educational, educational-methodical, scientific-innovative, organizational-educational and other activities that are provided for by the plans of departments, schools and the university as a whole. Implementation of plans during the year is supervised by the head of the department.

### ***Analytical part***

During the interview, the teaching staff expressed satisfaction with the personnel policy at the university, confirmed the fact of holding a competition for vacant positions, and expressed satisfaction with moral and material incentives for merit.

According to the results of the survey, the teaching staff noted that the content of the EP meets the needs of all teachers; 67.6% (50 teachers) are good and 29.7% (22 teachers) Teaching staff assess very well the opportunities provided by the university for professional development. Also, the faculty is satisfied with the opportunities provided by the university for the career growth of teaching staff (54.1% very good and 41.9% good). Teaching staff is given academic freedom (50% very good and 44.6% good), teachers can use their own learning strategies (50% very good and 45.9% good). Also, according to the results of the survey, it can be concluded that teachers can use their own teaching methods (59.5% are very good and 39.2% are good), use educational innovations (70.3% are very good and 27% are good), that the university management pays attention to the content of educational programs (68.9% are very good and 28.4% are good), the university library has enough scientific and educational literature and they are available (75.7% very good and 24.3% good). The level of encouragement and involvement of young professionals in the educational process was assessed by 62.2% very well and 32.4% well, 73% of teachers noted the organization of activities to improve the skills of teaching staff very well, and 23% - well. 78.4% are satisfied with the organization of health care and the quality of medical services - very good, 17.6% - good, the provision of benefits: recreation, sanatorium treatment, etc. 60.8% - very good, 32.4% - good.

At the same time, the entire teaching staff is completely satisfied with the attitude of the management and the activities of the university administration.

Despite the satisfaction of teaching staff with the conditions of work and training in general, HEC members note that according to the results of interviews and questionnaires of teaching staff, respondents' comments were revealed regarding overcrowding of study groups (64.9% (48) - relatively bad), unbalanced academic load by semester (60.8% (45) - relatively bad), inconvenient schedule (73% (54) - relatively bad), inadequate classroom conditions (80.8% (59) - relatively bad), lack of Internet access/poor Internet connection (55.4% (41)- relatively bad, 41.9% (31) - good), late receipt of the necessary information information about events (85.1% (63) - relatively bad), lack of textbooks in classrooms (90.5% (67) - relatively bad). Also, during the conversation, it was revealed that there are small groups in individual EP, in particular in the EP "Dentistry" (1 person of the foreign department in the group).

In general, based on the results of interviews and questionnaires, the faculty supports the university's development strategy and positively evaluates the activities of the management.

The university has sufficient resources to support, motivate and develop teaching staff.

### ***Strengths/best practices***

No strengths were identified for this standard.



**WEC recommendations:**

1. Provide the university management with appropriate human resources and take into account the ratio of "teacher-student" depending on the components of educational programs. Due date-by the beginning of the 2024/2025 academic year, then permanently.

**WEC's conclusions based on the following criteria:**

- **strong positions – 0**
- **satisfactory-7**
- **suggest improvements – 1**
- **unsatisfactory-0**

**6.6.Educational Resources Standard»****Proof part**

Implementation of EP NMO 6VM10109 "Medicine", 6VM10111 "Pediatrics", 6VM10112 "Medical and preventive care", 6VM10110 "Dentistry" is carried out on the basis of a sufficient material and technical base provided for by the modular educational program and curriculum. The University has sufficient space to ensure adequate implementation of the EP. To organize the educational process, the university has: lecture halls, study rooms, teaching and laboratory buildings (morphological, biochemical buildings, teaching and clinical center, teaching building of basic disciplines), scientific and medical library, practical skills center, university hospital, dental clinic.

The University has 446 classrooms with modern equipment and multimedia teaching tools, 6 teaching and research laboratories, 3 teaching and clinical centers, 9 simulation classes, 4 military training grounds of the military department, 13 computer classes.

[https://docs.google.com/document/d/1ok4COPdFFYb0ciZ2lhQt\\_eGyMJRu70T/edit?usp=drive\\_link&oid=115244672101766265380&rtpof=true&sd=true](https://docs.google.com/document/d/1ok4COPdFFYb0ciZ2lhQt_eGyMJRu70T/edit?usp=drive_link&oid=115244672101766265380&rtpof=true&sd=true)

The equipment of the research laboratory center is located on the basis of the University Hospital of the NJSC "SMU" and departments. The biochemical department is located at the Department of Biochemistry and Chemical Disciplines named after S. O. Tapbergenov (26 sq. m) and on the basis of TSNIL (156.92 sq.m, morphological department - on the basis of the Department of Pathological Anatomy and Forensic Medicine named after S. O. Tapbergenov). Pruglo (163 sq. m), hygiene department-at the Department of Public Health, Physiological department-at the University Hospital of the NJSC "SMU" (60 sq. m) and City Hospital No. 2 (20 sq. m), at the Departments of physiological disciplines (24 sq. m), neurology and neurophysiology (14.4 sq. m) The microbiological department is located on the basis of the PCR laboratory of the University Hospital of the NJSC "SMU" (349.9 sq.m), the immunological department is located on the basis of the Central Research Laboratory.

The University's clinical bases are located in leading medical institutions in Semey, Ust-Kamenogorsk, and Pavlodar, where the teaching staff and students of NJSC "SMU" carry out clinical and practical activities.

The University has signed agreements on joint activities of 15 hospitals of regional significance, 8 city hospitals, 10 district hospitals, and more than 50 polyclinics. The main clinical base of the university for the implementation of the EP "Medicine", "Pediatrics", "Medical and preventive care" is the University Hospital, for the EP "Dentistry" - the dental clinic of the NJSC "SMU".

The University library consists of three main departments: the service department (reading room, electronic hall, subscription of educational and scientific literature), the department of acquisition and processing of literature, the department of reference and bibliographic and informational work. The total area of the library is 1362.13 sq. m., of which 851 sq. m. are used for servicing users and 511 sq.m. for storing funds. The number of seats is 177. The library has computers with Internet access and access to electronic resources of the

library – 54. The library is presented on the university's website with current headings: Dissertations; Live Library; Rarities; Electronic Library; Rules for using the library; Library structure; Subject Librarian; Library of Scientific Research; Alexandria; Open access database; Virtual exhibitions; Useful links.

The total area of the library is 1362.13 sq. m., including the area of the book depository-455 sq. m. The library structure consists of 3 departments: the Service department, the information and bibliographic department, and the literature acquisition and processing department.

Employees of the department study the information needs of readers and organize differentiated services in the reading room and on a subscription basis, providing complete information about the composition of the library fund through a system of catalogs, card files and other forms of library information. They provide consulting assistance in the search for documents.

At the time of the visit to the NAO, the library has more than 5 thousand readers, its fund is 766,946 thousand copies of educational, methodical, and scientific literature. During the year, more than 424,564 thousand copies of publications were issued to readers. Every year, on average, the library's collection is replenished with more than 50 thousand copies of books. Publications received by the library are described in the electronic catalog.

<https://smu.edu.kz/ru/org-struktura/pravlenie/zppav/biblioteka/>

The reading room is equipped with a wireless WI-FI network and an automated workplace (AWP) "Cataloger", so that students can use the electronic catalog. If necessary, rooms are provided for group discussions.

To ensure the effective implementation of the EP, the university has various types of technical resources: laboratory equipment and installations, stands, computer equipment, information resources, library collection, software tools and information technologies. All technical resources are actively involved in the learning process.

During classes and extracurricular activities on the territory of the university and at the clinical training bases, each head of the university's structural division is responsible for ensuring safety.

To ensure efficient digital and informational support of all processes, NJSC "SMU" has 1210 computers, 180 laptops, more than 300 printers, 100 multimedia projectors, 400 multimedia stations. All classrooms have multimedia set-top boxes, screens, and projectors that meet sanitary and epidemiological standards and requirements. There are classrooms equipped with computers (240 units with Internet access). Free access to the Internet is provided to all students, teaching staff and staff. Wi-Fi is not available throughout the university. All departments, structural divisions, halls of electronic resources, dormitories are connected to the Internet. The licensed software is installed on all computers. Classrooms and lecture halls are equipped with multimedia equipment. There are 2 interactive classrooms, an audio-video recording studio. Recordings of lectures and video skills are posted on the Keyps platform. Keyps and are posted on the official YouTube channel (<https://www.youtube.com/user/SemeyStateMedicalUni>), for independent online study of materials and development of clinical skills. The university has information systems such as Keyps, Platonus, Aisu.kz, Documentolog, Irbis, 1C: Accounting. The digital LMS system "Keyps" automates the educational processes of the university, students can get the necessary educational materials in the form of presentations, e-books, links to clinical recommendations, articles and books for self-training.

To prevent unauthorized access to university facilities by citizens and equipment, checkpoints have been set up at the entrance to the university. Each student wears an identification badge with the university logo on the territory of the NJSC "SMU" and in clinical databases. Video surveillance is installed over the entire territory of the university. There is a non-smoking area. The Department of the Emergency and Civil Defense Security Service has organized round-the-clock protection of the University's territory. External and internal video cameras are installed in sufficient quantity, with a storage period of 30 days. All buildings have



alarm buttons, sound alerts, and evacuation plans for natural and other disasters and emergencies. Seminars are held to train staff and instruct staff managers and students in the event of a threat of committing a terrorist act or other illegal actions, natural and man-made emergencies in accordance with the plan. Fire safety and electrical safety standards are met, and fire supervision is also carried out.

The University has sufficient educational resources that guarantee the necessary clinical / practical training of students of the specialty "Pediatrics", "Medicine", "Preventive Medicine", "Dentistry".

Before starting industrial and clinical practice, specialized departments provide instruction on TB and general rules of conduct at the enterprise, production and medical institutions in accordance with the "Instructions for Occupational Safety and Health of students undergoing training at clinical bases". [https://drive.google.com/file/d/15Hb2gPxEopvFYAhsewX6Ri6K\\_zl-l\\_x6/view?usp=drive\\_link](https://drive.google.com/file/d/15Hb2gPxEopvFYAhsewX6Ri6K_zl-l_x6/view?usp=drive_link)

During the organization of industrial and clinical practice, an agreement is concluded with all clinical databases, which prescribe points for creating comfortable conditions for training and attracting people to provide services.

There are regulations of the sanitary and epidemic regime of the NJSC "SMU" and algorithms of actions in case of identification of students with an infectious disease. The epidemiological and infection control service operates in the clinical bases to ensure infection safety. All trainees and employees are subject to mandatory preliminary medical examinations.

Professional practice is conducted on the university's own clinical bases and medical organizations that are clinical practice bases under the contract. These are the leading medical institutions in Semey, Ust-Kamenogorsk, Pavlodar, where the teaching staff and students of NJSC "SMU" carry out clinical and practical activities. Professional practice bases are organizations that correspond to the profile of the specialty being trained, have qualified personnel to manage professional practice, and have a material and technical base. At the clinical bases, students under the supervision of teachers can share medical equipment and tools for mastering professional competencies.

NJSC "SMU" has a research laboratory center, which has the necessary equipment, provides an opportunity to familiarize students with diagnostic and therapeutic equipment, and perform scientific research. Laboratories have safety requirements that are observed when working with toxic, strong, caustic, explosive and flammable substances, chemicals, as well as when operating electrical equipment and electrical appliances, as well as fire safety measures during professional practice, etc. Before starting the internship, a safety briefing is provided when working with chemicals during a professional internship.

[https://drive.google.com/file/d/1TikMFJYRO50exLPBmjMcYjRiUjRBOx52/view?usp=drive\\_link](https://drive.google.com/file/d/1TikMFJYRO50exLPBmjMcYjRiUjRBOx52/view?usp=drive_link)).

The training and clinical center is equipped with simulation/ phantom equipment for practicing practical skills of students studying in the specialty "Pediatrics", "Medicine", "Medical and preventive care", "Dentistry".

NJSC "SMU" has developed both external and internal academic mobility of students. At the same time, the University provides partial financial support for external academic mobility in the form of air tickets, accommodation, a visa, and free tuition. There is a "Regulation on academic mobility of students, teachers and employees" (18.03.2019), which reflects the mechanism for implementing student exchange.

So, in 2023, the academic mobility program was attended by 376 students of NAO "MUS" in such universities as NAO "Astana Medical University", NAO "Karaganda Medical University", South Kazakhstan Medical Academy, FSBEI "Ryazan State Medical University", Istanbul Medipol University. Online academic mobility of teachers with such universities as NAO "Astana Medical University", FSBEI "Ryazan State Medical University", FSBEI "Altai State Medical University" and Osh State University is actively implemented.

For the implementation of international cooperation, NAO "ICC", among other things, applies for grant funding of the Ministry of Internal Affairs of the Republic of Kazakhstan and

the Ministry of Health of the Republic of Kazakhstan. So, in 2023, a grant was received to attract one foreign scientist and organize academic mobility of five students of NJSC "SMU" abroad. As part of the policy of internationalization and development of international relations, the university annually allocates funds for attracting foreign scientists, organizing academic mobility of students and teachers, sending employees for negotiations, and training employees abroad within the framework of existing agreements and agreements with foreign organizations. Foreign experts from Germany are involved through the SES Senior Expert Service.

#### Analytical part

As part of the visit to the university's clinical bases, structural divisions, and departments, the availability of the necessary material and technical base for the implementation of the EP "Pediatrics", "Medicine", "Medical and Preventive Care", and "Dentistry" was confirmed. When interviewing teaching staff and students, satisfaction with the material and technical base and its availability was established. In their opinion, the material and technical base is regularly updated and expanded on the basis of requests from departments, a feedback system between departments and the university management on the completeness of material and technical support for academic disciplines. However, when communicating with a focus group of students, it was found that in the process of implementing the EP "Pediatrics", "Medicine", "Medical and Preventive care", "Dentistry" there is a lack of study rooms. Students noted that sometimes groups were united because it was impossible to conduct training sessions in a separate classroom.

In addition, the survey of teaching staff found that 59 (80.8%) respondents said that classrooms have relatively poor conditions for the implementation of the educational process, while 13 (17.8%) noted good classroom conditions.

The results of interviewing focus groups indicate that the main library processes are automated, which ensures the convenience and accessibility of educational literature. During the visual inspection of the HEC, electronic book issuance, mobile reader's form, self-service station, and website were demonstrated

<https://smu.edu.kz/ru/org-struktura/pravlenie/zppavr/biblioteka/>

The University Library has a subscription to journals recommended by the KKSON RK for publishing results, and actively cooperates with other medical libraries.

Employees of the library have a higher special education and undergo permanent professional training. They take part in experience exchange seminars to introduce new information technologies, which allows them to keep abreast of the latest trends in information technology and effectively serve users.

The results of the survey of teachers showed that the index of sufficiency and availability of necessary scientific and educational literature in the library was rated as very good by 60 (81.1%) respondents, good – by 13 (17.6%); the lack of necessary literature in the library was noted by only 1 (1.4%) respondent.

Students also gave a high level of assessment of the work of the library of the NJSC "SMU" according to the survey data. Thus, 34 (70.8%) students rated the level of availability of library resources and the quality of services provided in libraries and reading rooms as "excellent". A very high assessment of the quality of library services was given by 32 (66.7%) students, and an unsatisfactory assessment was given by 1 (2.1).

The University creates conditions for students to master clinical and practical skills. For this purpose, contracts are concluded with the bases of clinical training and industrial practices, where classes in clinical disciplines are planned and conducted in the future, and clinical departments are based. [https://drive.google.com/drive/u/1/folders/1mOJd5B18X7\\_TO3eYW0O1shPwYZK0cP8w](https://drive.google.com/drive/u/1/folders/1mOJd5B18X7_TO3eYW0O1shPwYZK0cP8w).

The clinical bases of the university are almost all medical and preventive institutions in Semey, which provide medical care to the population at the outpatient and inpatient levels.

Visits to GP practice bases, classes, meetings with the administration of clinical bases demonstrated partnership relations with the region's practical healthcare sector, which are manifested in training students, interns and residents as mentors, joint scientific and clinical

research, and extensive opportunities for continuous professional development (internships, master classes, conferences, etc.).

The presented documents and information obtained during the interview allow us to conclude that there is a clear work in the dyad "science-practical health care", the constant implementation of scientific results in practical health care.

Information technologies have become an integral part of the entire educational process. In the activities of NAO "ICC" there are separate areas of digitalization. However, there is no systematization in the field of digitalization, there is no regulatory document regulating the ethical use of modern information technologies. When requesting the Regulations on Digitalization of the University, the HEC did not receive the required document.

The HEC found that according to the results of a survey of faculty members, 41 (55.4%) respondents noted poor Internet connectivity; among students, 3 (6.3%) students expressed unsatisfactoriness and poor quality of Internet resources. At the same time, when meeting with students, it was revealed that the majority of them are not satisfied with the quality of Internet services provided by the university, they overwhelmingly use mobile Internet on the territory of the educational institution and in student dormitories.

### ***Strengths/best practices***

1. The presence of its own medical institutions such as the University Hospital, Dental Clinic, as well as the construction of a new University clinic with 600 beds, which allows for a high level of clinical and practical training of specialists studying in educational programs in the bachelor's degree "Pediatrics", "Medicine", "Medical and preventive care", "Dentistry", and the willingness of employees of clinical bases (mentors) to bear joint responsibility in training personnel.

### ***Рекомендації WEC recommendations:***

1. The management of Semey Medical University should regularly update and expand the material and technical base, namely, increase the number of classrooms to meet changes in educational practice. Due date – by the beginning of the 2025/2026 academic year, then permanently.
2. The management of Semey Medical University should develop a policy for the effective and ethical use of information and communication technologies. Due date – by the beginning of the 2025/2026 academic year, then permanently.
3. The university management should implement a policy of effective and ethical use of information technologies. The deadline for execution is January 2026, then permanently.
4. The university management should provide Internet coverage of the territory of the main building of the University and student houses (dormitories). Due date – by the beginning of the 2025/2026 academic year, then permanently.

### ***EEC's conclusions based on the following criteria:***

- ***strong positions – 1***
- ***satisfactory -10***
- ***suggest improvements – 3***
- ***unsatisfactory-0***

## ***6.7. Educational Program Assessment Standard***

### ***Proof part***

The procedure for the development, approval, examination of the OP and the principles of education in the NJSC "SMU" is established by internal documents regulating the educational process – Standards for internal quality assurance of educational activities in the NAO "ICC"



dated 08/31/2022, Academic Policy dated 09/12/2023, the Strategy for ensuring the quality of the educational process in the NJSC "SMU" dated 11/23/2020.

The NJSC "SMU" has developed a number of provisions regulating the implementation of the mechanism for evaluating and monitoring educational programs: "On the assessment of academic progress of students" dated 15.11.2019. The document includes a structure for assessing academic progress, which is formed from various types of assessment: portfolio, progressive testing, GPA average score calculation; "Regulations on the Student Assessment Committee" dated 15.11.2019. The main purpose of the committee is the examination of examination material for formative and summative assessment; "Regulations on Interdepartmental control" dated 11.11.2019 (with amendments 2020). The ICC conducts planned monitoring of the implementation of the EP by attending classes by those responsible for disciplines, course coordinators, OCCMO staff, the dean of the School of Medicine, the Vice-rector of the NJSC "SMU" for academic and educational work. According to the results of the inspection, an act is filled out, which is transmitted to the head teacher of the relevant department, copies to the course coordinator and to the OCCMO. Based on the results of the analysis of the acts, corrective measures are planned, which are reflected in the protocols of the department.

Evaluation of EP is carried out at the external and internal levels. At the university level, the results of admission to the university are considered. Currently, when entering the NJSC "SMU" not only the results of a single national testing (UNT) are taken into account. According to the Order of the Minister of Education and Science of the Republic of Kazakhstan "On approval of the Model Rules for admission to education in educational organizations implementing educational programs of higher education" dated 31.10.2018 No. 600 for applicants in the direction of training "Health and social security (medicine)" a psychometric exam was introduced, consisting of 3 tests: Kettella, SAN (well-being, activity, mood), Spielberg. Assessment is carried out by psychologists in the form - "Admission/non-admission," who received "non-admission" to training are not allowed. (<https://semeymedicaluniversity.kz/2020/06/19/chto-zhe-eto-takoe-psihomeicheskiy-ekzamen/>). <https://admission.semeymedicaluniversity.kz/rezultaty-psihomeicheskogo-ekzamina/>

When developing/updating EP, information on the contingent of students, indicators of academic performance, satisfaction of students with the implementation of the program are taken into account.

The official website of the university in the "Career and Employment" tab contains data on the planned graduation for the current academic year and the need for medical personnel, taking into account the available information from the medical and preventive organization, as well as the available vacancies in the NJSC "SMU" with qualification requirements for applicants for the position. <https://ssmu.kz/ru/pages/default/view?id=psychologis>

The results of the annual survey of employers to determine the level of satisfaction with the content of the educational program and the competencies of graduates consistently demonstrate a high level of satisfaction.

Assessment of EP is carried out by systematically receiving feedback from stakeholders (students, PPPs, employers). In addition to feedback, stakeholders have the opportunity to participate in the discussion of changes in the EP at a meeting of collegial bodies, whose members are representatives of Student Self-Government, practical health care, course coordinators (<https://semeymedicaluniversity.kz/obuchenie/akademicheskij-komit-et-ak/>), by participating in focus groups organized by the School of Medicine, OKCMO.

Monitoring of undergraduate OP in accredited specialties is carried out systematically. At the end of the academic year, course coordinators, together with the training department, draw up a working curriculum (WC) for the new academic year. WC is approved by the vice-rector of the NJSC "SMU" for academic and educational work. Training and methodological complexes of disciplines are compiled annually by departments annually and quality monitoring of the UMKD (including CIS) is carried out by the OKKMO. The results of UMKD monitoring (including



CISs) are discussed and reported at meetings of departments, CEC, Academic Committee, Academic Council.

The EP developed by a team of experienced teachers is approved by the NJSC "SMU" after which it is subject to entry in the Register of Educational Programs.

Evaluation of the effectiveness of EP is carried out by conducting an independent examination and receiving feedback from students and employers.

The final state certification of students in the specialty "General Medicine" is carried out in two stages in accordance with the Rules for assessing the knowledge and skills of students in medical education programs (order of the Minister of Health of the Republic of Kazakhstan dated 23.04.2019 No. 46) - knowledge assessment (computer testing), skills assessment. The results of the IGA are annually analyzed and reported at a meeting of the Scientific Council of the NJSC "SMU" the chairman of the SAC gives recommendations for improving the EP.

The results of the independent examination of graduates are also indicators of the effectiveness of the university, are included in the KPI of the board of NJSC "SMU" and are reflected in the strategic plan for the development of the university.

The results of the evaluation of the program are discussed at meetings of the collegiate bodies of the university, which include representatives of all interested parties. Also, these results are demonstrated during round tables with the participation of employers.

Analysis of the results of the survey on student satisfaction with the quality of the educational process in the NJSC "SMU" was carried out at the end of the 1st academic period of the academic year 2022-2023

[https://drive.google.com/drive/folders/1mGW2YQt9fY7ow4kL2Q7moFB3d3\\_b4LZu](https://drive.google.com/drive/folders/1mGW2YQt9fY7ow4kL2Q7moFB3d3_b4LZu)

The survey of students was conducted through Google Forms. The survey was sent to students via the link: [https://docs.google.com/forms/d/1\\_ZPcG-NPfK0G2TCXhgQW\\_8einjEPLbaWNA9403g3VHs/edit](https://docs.google.com/forms/d/1_ZPcG-NPfK0G2TCXhgQW_8einjEPLbaWNA9403g3VHs/edit) Data processing and analysis of the survey results was carried out by the Quality Control Department of Medical Education.

In November 2023, a survey of employees of NJSC "SMU" was conducted to assess employee satisfaction, most employees are satisfied [https://docs.google.com/presentation/d/1WAqKMaxs5OpA85ymjwyK2lKnIPloDZQF/edit?usp=drive\\_link&ouid=107169042001738409800&rtfpo=true&sd=true](https://docs.google.com/presentation/d/1WAqKMaxs5OpA85ymjwyK2lKnIPloDZQF/edit?usp=drive_link&ouid=107169042001738409800&rtfpo=true&sd=true)

The feedback results showed satisfaction with the learning process and the level of learning conditions provided.

The achievement of the final learning goals in the disciplines is judged by academic performance, a qualitative indicator at the end of the academic period. The analysis of the results of the session by departments is carried out by the head teachers of the departments, by the courses - by the School of Medicine and is presented for discussion at a meeting of the departments, the Academic Committee, the Academic Council.

The university analyzes the structure of the EP and the load of the courses, the academic performance of students and their graduation. At the meetings of the CEP, the Academic Committee and the Academic Council, School reports are heard to assess the success of students completing courses and determine the need to make changes to the EP.

At the university, the monitoring of the implementation of the EP is carried out by the main coordinator of the EP, within the framework of the educational programs committee and the Council for Academic Quality.

NJSC "SMU" regularly monitors and updates the educational process in order to constantly improve the educational process in accordance with the practice of world educational management, and taking into account the needs of practical health care of the Republic of Kazakhstan.

The implementation of the EP is monitored by the main coordinator of the EP, the discussion is carried out within the framework of the committee of educational programs and the academic quality council. Monitoring and control of the achievement of the final results of training is carried out by departments and schools during the final certification. Quality control of students' knowledge (current assessment during the semester, intermediate certification in the

form of passing oral, written, test exams, "Medlog" assessment, final certification) allows for regular review and assessment of the achievements of the final results.

### ***Analytical part***

EEC members note that the examination of the standard "Assessment of the educational program" and the analysis of the provided documentation marks its compliance with the requirements of the EP (report, documents, interviews).

Satisfaction assessment of EP is carried out as part of the annual planning and implementation of processes for receiving feedback from students, teaching staff, university administration, employers - on the content of EP, organization of the educational process, quality of training and assessment, support from teaching staff and dean's office, identifying difficulties, problems in the learning process and areas for improvement; receiving proposals and recommendations from EP stakeholders; development of corrective actions plan (report, interview).

In the future, one of the criteria for the success of the EP will be the results of delivery independent examination and defense of master's projects. As tools feedback will be used electronic questionnaires on Google MO 365 platforms, focus group interviews, EP discussions at councils, round tables, etc. Results feedback will be heard at meetings of the AK, the Councils of the faculty and university, as well as at the Collegiate bodies of the university, the results of which will influence the decision on corrective measures (report, documents, interviews).

When interviewing stakeholders, EEC experts revealed that TS, students and representatives of employers found it difficult to answer the question: how is monitoring and assessment transparency ensured at the university at all stages of EP implementation (meeting, interview).

### ***No strengths/best practices identified.***

No strengths identified for this standard.

### ***Recommendations of EEC:***

1. The Vice-Rector for Academic and Educational Work, the Head of the Quality Control Department of Medical Education, should develop an algorithm that ensures transparency of monitoring and assessment at all stages of the EP implementation with the wide involvement of stakeholders, awareness of the participants in the educational process about the monitoring procedure, and the results of the EP assessment. Deadline - during the academic year 2024/2025, then - permanently.

### ***EEC conclusions by criterias:***

- ***Strong-0***
- ***Satisfactory- 8***
- ***Suggest improvements – 1***
- ***Unsatisfactory- 0***

## ***6.8 Management and Administration Standard***

### ***Evidence part***

The management of the university and the interaction of structural and collegial divisions are carried out in accordance with the Charter of the university and the organizational structure (<https://smu.edu.kz/ru/dokument/ustav-nao-meditsinskiy-universitet-semey/>).

According to the organizational structure, the university carries out vertical and horizontal interaction of structural units. The general management and management of the university is carried out by the Chairman of the Board-Rector. Vice-rectors are directly subordinate to the

Chairman of the Board-Rector, providing the processes of the student's life cycle. Vice-rectors supervise structural and collegial divisions in areas of activity.

The main structural divisions of the university are schools, departments, departments, laboratories, clinics, etc., which perform certain functional duties. The functions and tasks of structural and collegial divisions, the list of divisions and officials with whom structural divisions of the university interact within the framework of their functionality, are determined by the regulations on structural divisions. Tasks and functions of personnel are determined by job descriptions. Interaction of structural and collegial divisions with departments, students, other stakeholders takes place within the framework of meetings of councils and commissions, as well as in the electronic information educational environment of the university through corporate e-mail, the automated KEYS program.

The University has autonomy and is independent in the implementation of educational, medical, scientific, administrative, financial, economic and international activities and the adoption of local regulations in accordance with the legislation of the Republic of Kazakhstan, the Charter of the University, Academic policy and is responsible for its activities to each student, society and state.

The management structure includes the Board of Directors, the University Board (Chairman of the Board - Rector, Vice-Rector for Academic and Educational Work, Vice-Rector for Clinic and Postgraduate Education, Vice-Rector for Science and Strategic Development, Vice-Rector for Organizational and Economic Work) and heads of structural divisions (heads of departments, deans of Schools, heads of departments, etc.).

The general management of the university is carried out through collegial bodies, which include representatives of the SG (student government), employers, other stakeholders, which ensures their participation in all areas of the university.

The collegiate bodies are: University Academic Council; Academic Committee; Dissertation Council; Education Programs Committees; Anti-Corruption Committee; Student government.

The powers, responsibilities and relations between these bodies of the university, the board, the teaching staff and employees are described and determined by the relevant provisions (Regulation on the Academic Committee, Regulation on the Committee of Educational Programs, Regulation on the Anti-Corruption Committee).

The academic staff takes an active part in the formation of the content of the EP, in solving issues of organizing the educational process. Students are actively involved in the development of the curriculum along with the academic staff. Representatives of student government are involved in planning.

Students are actively involved in the development of the curriculum along with the academic staff. Representatives of student government are involved in planning.

The NJSC "SMU" operates student self-government (SSU) - a permanent representative collegial body of the university, whose activities are aimed at ensuring the realization of the rights of students to participate in the management of the educational process, solving important issues of the life of student youth, developing their social activity, supporting and implementing social initiatives. <https://smu.edu.kz/ru/org-units/kollegialnye-organy/studencheskoe-samoupravlenie/>.

Students participating in student government are members of collegial bodies, for example, they are members of the Academic Committee, Academic Council. When making decisions, members of collegial bodies must take into account their opinion as the opinion of students; thereby they actively influence the improvement of the educational process.

The NJSC "SMU" carries out financial and economic activities in accordance with the Charter, the Strategic Development Plan, the Budget Code, agreed with the regulatory acts of the Ministry of Health and Higher Education, the Ministry of Health of the Republic of Kazakhstan and the Government of the Republic of Kazakhstan, regulating educational activities and the activities of budgetary institutions.

The NJSC "SMU" has the opportunity, in accordance with regulatory documents, to independently direct funds to achieve the final results of training. The amount of funding for the implementation of OP is determined in accordance with the strategic plan for the development of the university.

The Accounting Policy is an Instruction on Current Accounting prepared in accordance with the concept and basic principles specified in IFRS. The provisions of the Accounting Policy of the University apply to all its structural divisions, including branches.

The University regularly, but at least once a year, checks the Accounting Policy for its compliance with the requirements of existing IFRSs, and if new or changes are adopted, IFRSs revise and supplement its Accounting Policy in the prescribed manner.

For the successful activities of the university, a clear definition of development directions, both in the long and short term, the search for internal reserves that contribute to more effective achievement of the set goals, as well as the development of effective control mechanisms, is of particular relevance. The interconnection of the directions of development of the university, as well as the construction of a mechanism for achieving these goals with the help of financial resources, is implemented through financial policy.

The NJSC "SMU" makes incentive payments to teachers: for high achievements in scientific and methodological activities; based on the results of individual rating control of the quality of their activities.

The university allocates funds to support studying youth (material assistance). The amount of funds spent on teachers' salaries is analyzed. Based on the results of the work of teachers, indicators are revised to determine an effective bonus system.

### ***Analytical part***

Management of activities and interaction of structural and collegial divisions of The NJSC "SMU" is carried out in accordance with the charter of the University and the organizational structure.

The NJSC "SMU" has a management system that contributes to the achievement of the Mission and Vision, maintains the efficiency and integrity of all processes, creates and maintains an environment for training, research and creative activities.

Constructive interaction with the health sector (agreements with 134 clinical bases) of Semey, Pavlodar and Ust-Kamenogorsk, executive authorities and other partners, as well as the availability of professional human resources for the implementation of educational programs is one of the strengths of The NJSC "SMU".

EEC experts, as a result of visiting clinical bases for the implementation of EP, talking with representatives of employers, noted the readiness of representatives of medical organizations to bear joint responsibility for training specialists for practical health care.

Improvement of the system of practical training of medical personnel is achieved by the high professionalism of the teaching staff, the presence of a well-developed material and technical base, a high level of informatization, and the practical orientation of the educational process.

The NJSC "SMU" independently carries out financial and economic activities, its financial autonomy correlates with the principles of responsibility to society for the quality of all activities for professional training, research and the provision of services, with the effective management of funds and state property. The distribution of resources is implemented depending on the features and needs of the EP, the specifics of the discipline, the conditions for practical and laboratory classes, etc. The folded policy does not contradict the legislative acts of the Republic of Kazakhstan, which ensures the institutional autonomy of the NJSC "SMU".

The activities of structural divisions are carried out in accordance with the approved regulations on departments, the job duties of employees are regulated by job descriptions. EEC members noted the need to revise the regulation on the office registrar department and job descriptions (head of the office registrar department, office registrar specialist), namely, to bring functional responsibilities in line with the work actually performed.



Members of the EEC, based on the results of a survey of teaching staff and students, found that the overwhelming majority of respondents highly appreciate the activities of the top management of the university and the administration.

***Strengths/best practice***

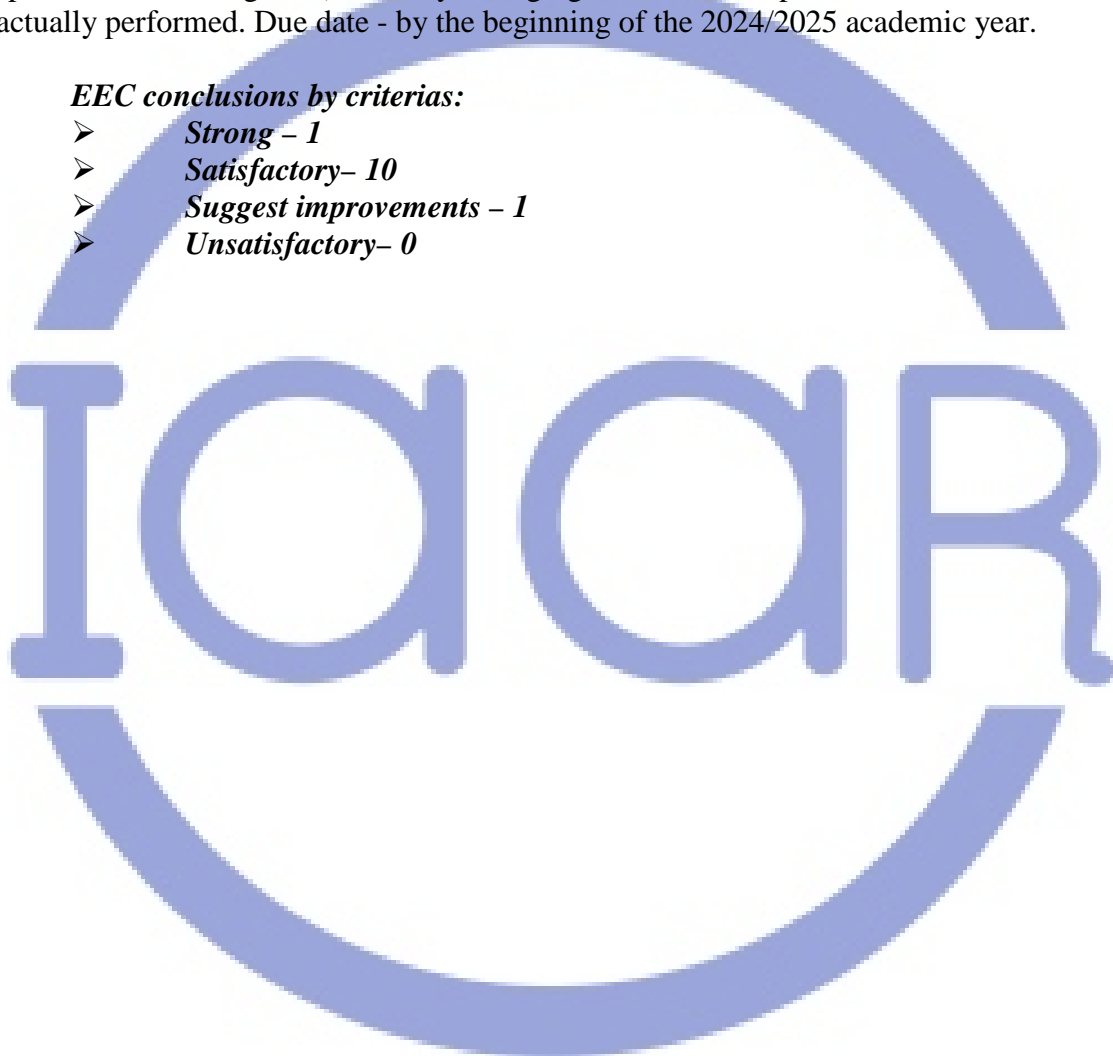
1. Constructive interaction with the health sector (agreements with 134 clinical bases) of Semey, Pavlodar and Ust-Kamenogorsk, executive authorities and other partners, as well as the availability of professional human resources for the implementation of educational programs.

***Recommendations of EEC:***

1. University management, the head of the office registrar to amend the regulation on the office registrar department and job descriptions (head of the office registrar department, specialist office registrar), namely, bringing functional responsibilities in line with the work actually performed. Due date - by the beginning of the 2024/2025 academic year.

***EEC conclusions by criterias:***

- ***Strong – 1***
- ***Satisfactory– 10***
- ***Suggest improvements – 1***
- ***Unsatisfactory– 0***



**(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD****The "Mission and End Results" standard**

Availability of scientific schools, financing within university scientific projects, annual growth in investment in science (more than 640 million tenge for 2022 and 2023), the ability of students to participate in scientific projects.

**Standard "Educational program"**

Not detected

**The "Student Assessment" standard**

Not detected

**The "Students" standard**

Not detected

**The standard "Academic staff/Teachers"**

Not detected

**The standard "Educational resources"**

Availability of own medical institutions such as the University Hospital, Dental Clinic, as well as the construction of a new University Clinic with 600 beds, which allows at a high level to carry out clinical and practical training of specialists studying in educational programs in the specialty of bachelor's degree "Pediatrics," "Medicine," "Medical and preventive business," "Dentistry," and the readiness of employees of clinical bases (mentors) to bear joint responsibility in training.

**The standard "Evaluation of the educational program"**

Not detected

**Standard « Management and Administration »**

Constructive interaction with the health sector (agreements with 134 clinical bases) of Semey, Pavlodar and Ust-Kamenogorsk, executive authorities and other partners, as well as the availability of professional human resources for the implementation of educational programs.

**(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT****The "Mission and End Results" standard**

1. 1. The University management should centrally communicate information about the mission and purpose of accredited educational programs to stakeholders and the health sector. The deadline is by the beginning of the 2024/2025 academic year, then permanently.
2. 2. The management of the university and the admissions committee annually work with students on the expected learning outcomes and lifelong learning commitments, to determine future careers and roles in the health sector upon admission to the university. The deadline is during the 2024/2025 academic year, then constantly.

**The standard "Educational program"****Recommendations of EEC on the educational program "Dentistry":**

1. The Vice-Rector for Academic and Educational Work should improve the material and technical equipment of the phantom class (increase the number of dental phantoms / simulators), which in the future will allow each student to perform professional activities or its element in accordance with professional standards (protocols) of medical care and provide the opportunity for practical testing using simulation equipment. The deadline is during the 2024/2025 academic year.

**The "Student's Assessment" standard**

1. 1. To the head of the quality control department of medical education, the main heads of the EP to develop an algorithm for documenting the reliability and validity of student assessment methods. The deadline is September 2024, then permanently.
2. 2. The Vice-Rector for Academic and Educational Work, the head of the Quality control department of medical education, and the chief managers of the EP should ensure the implementation of the process of documenting the reliability and validity of student assessment methods. The deadline is during the 2024/2025 academic year, then constantly.

**The "Students" standard**

1. The University management should provide a clear justification for the number of accepted students in accordance with the available human, information and logistical resources of the university. The deadline is during the 2024/2025 academic year, then permanently.
2. The university management should determine the number of accepted students in accordance with their capabilities (material and technical base, teaching staff, etc.). The deadline is during the 2024/2025 academic year, then constantly.
3. The university management, when planning the contingent of accepted students, should take into account the opinion of stakeholders responsible for planning and developing human resources and provide for the opportunity to review and regulate the number of accepted students. The deadline is during the 2024/2025 academic year, then constantly.

***Recommendations of the EEC for the educational program "Medical and Preventive Care":***

The management of the EP commission to strengthen career guidance work to attract applicants to this program. Due date - during the academic year 2024/2025, then permanently.

***Recommendations of the EEC for the educational program "Dentistry":***

The university management to improve the material and technical equipment of the Department of Dental Disciplines and Maxillofacial Surgery with simulators, models, consumables for the educational process. Deadline - during the academic year 2024/2025.

**The standard "Academic staff/Teachers"**

1. The university management should provide appropriate human resources and take into account the ratio of "teacher - student" depending on the components of educational programs. The deadline is by the beginning of the 2024/2025 academic year, then constantly.

**The standard "Educational resources"**

1. The management of the NJSC "Semey Medical University" regularly updates and expands the material and technical base, namely, to increase the number of classrooms to comply with changes in educational practice. The deadline is by the beginning of the 2025/2026 academic year, then permanently.
2. The management of the NJSC "Semey Medical University" should develop a policy for the effective and ethical use of information and communication technologies. The deadline is by the beginning of the 2025/2026 academic year, then permanently.
3. The University management should implement a policy of effective and ethical use of information technologies. The deadline is January 2026, then permanently.
4. The university management should provide Internet coverage of the territory of the main building of the University and student houses (dormitories). The deadline is by the beginning of the 2025/2026 academic year, then permanently.

**The standard "Evaluation of the educational program"**

1. To the Vice-Rector for Academic and Educational Work, head of the Quality control department of medical education, to develop an algorithm that ensures transparency of monitoring and evaluation at all stages of the implementation of the EP with broad involvement of stakeholders, awareness of participants in the educational process about the monitoring procedure, the results of the assessment of the EP. The deadline is during the 2024/2025 academic year, then permanently.

**Standard «Management and Administration »**

1. The university management, the head of the office registrar, should amend the regulations on the office registrar department and job descriptions (head of the office registrar department, office registrar specialist), namely, bringing functional responsibilities in line with the work actually performed. The deadline is by the beginning of the 2024/2025 academic year.



## **(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION**

1. The management of the NCJSC "Semey Medical University" is recommended:

- Centrally communicate information about the mission and purpose of accredited educational programs to stakeholders and the health sector. The deadline is by the beginning of the 2024/2025 academic year, then permanently.

- annually work with students on expected learning outcomes and lifelong learning commitments, to determine future careers and roles in the health sector upon admission to university. The deadline is during the 2024/2025 academic year, then permanently.

- the university management should provide a clear justification for the number of accepted students in accordance with the available human, information and logistical resources of the university. The deadline is during the 2024/2025 academic year, then permanently.

- the university management should determine the number of accepted students in accordance with their capabilities (material and technical base, teaching staff, etc.). The deadline is during the 2024/2025 academic year, then constantly.

- the university management, when planning the contingent of accepted students, should take into account the opinion of stakeholders responsible for planning and developing human resources and provide for the opportunity to review and regulate the number of accepted students. The deadline is during the 2024/2025 academic year, then permanently.

- to improve the material and technical equipment of the Department of Dental Disciplines and Maxillofacial Surgery with simulators, models, consumables for the educational process. The deadline is during the 2024/2025 academic year.

- provide appropriate human resources and take into account the teacher-student ratio depending on the components of educational programs. The deadline is by the beginning of the 2024/2025 academic year, then permanently.

- regularly update and expand the material and technical base, namely, to increase the number of classrooms to comply with changes in educational practice. The deadline is by the beginning of the 2025/2026 academic year, then permanently.

- the management of the NCJSC "Semey Medical University" should develop a policy for the effective and ethical use of information and communication technologies. The deadline is by the beginning of the 2025/2026 academic year, then permanently.

- the university management should implement a policy of effective and ethical use of information technologies. The deadline is January 2026, then permanently.

- the university management should provide Internet coverage of the territory of the main building of the University and student houses (dormitories). The deadline is by the beginning of the 2025/2026 academic year, then permanently.

to amend the regulations on the office registrar department and job descriptions (head of the office registrar department, office registrar specialist), namely, bringing functional responsibilities in line with the work actually performed. The deadline is by the beginning of the 2024/2025 academic year.

2. The Vice-Rector for Academic and Educational Work is recommended to:

- improve the material and technical equipment of the phantom class (increase the number of dental phantoms / simulators), which in the future will allow each student to perform professional activities or its element in accordance with professional standards (protocols) of medical care and provide the opportunity for practical testing using simulation equipment. The deadline is during the 2024/2025 academic year.

- to develop an algorithm that ensures transparency of monitoring and evaluation at all stages of the implementation of the EP with the broad involvement of stakeholders, awareness of participants in the educational process about the monitoring procedure, the results of the assessment of the EP. The deadline is during the 2024/2025 academic year, then permanently.

3. The head of the quality control department of medical education, the main managers of the EP are recommended:

- to develop an algorithm for documenting the reliability and validity of student assessment methods. The deadline is September 2024, then permanently.

- to ensure the implementation of the process of documenting the reliability and validity of student assessment methods. The deadline is during the 2024/2025 academic year, then constantly

4. The head of the EP should strengthen career guidance work to attract applicants to the EP "Medical and preventive care", "Pediatrics". The deadline is during the 2024/2025 academic year, then constantly.

**(X)**

#### **RECOMMENDATION TO THE ACCREDITATION COUNCIL**

The external expert Commission made a unanimous decision to recommend to the IAAR Accreditation Council to accredit educational programs of the NCJSC "Semey Medical University":

- 6B10114 "Medicine" (continuous integrated medical education) — for a period of 5 (five) years;
- 6B10117 "Medical preventive care" (continuous integrated medical education) — for a period of 5 (five) years;
- 6B10116 "Pediatrics" (continuous integrated medical education) — for a period of 5 (five) years;
- 6B10115 "Dentistry" (continuous integrated medical education) — for a period of 5 (five) years.

**Application 1. Evaluation table "PROGRAM PROFILE PARAMETERS"**

**Parameters of primary specialized accreditation of educational programs of NCJSC**

**"Semey Medical University":**

- 6B10114 "Medicine" (continuous integrated medical education);
- 6B10117 "Medical and preventive care" (continuous integrated medical education);
- 6B10116 "Pediatrics" (continuous integrated medical education);
- 6B10115 "Dentistry" (continuous integrated medical education).



№ II/II	№ II/II	№ crit.	EVALUATION CRITERIA	Position OO			
				Strong	Satisfactory	Suggest improvements	Unsatisfactory
Standard "Mission and Results"							
1.1 Defining the mission							
The organization of education must:							
1	1	1.1.1.	Define the mission of the EP and bring it to the attention of stakeholders and the health sector.			+	
2	2	1.1.2.	The mission should reflect the goals and educational strategy to prepare a competent specialist at the level of higher education in the field of healthcare with an appropriate basis for further career in any field of healthcare, including all types of practice, administrative medicine and scientific research in healthcare; able to perform the role and functions of a specialist in accordance with the established requirements of the health sector; prepared for postgraduate education and committed lifelong learning		+		
3	3	1.1.3.	To ensure that the mission of the EP includes research achievements in the field of biomedical, clinical, pharmaceutical, and behavioral and social sciences, aspects of global health and reflects the main international health issues.		+		
1.2 Institutional autonomy and academic freedom							
The organization of education must:							
4	4	1.2.1.	have institutional autonomy in order to develop and implement a quality assurance policy for which the administration and teachers are responsible, especially with regard to the development of the educational program and the allocation of resources necessary for the implementation of the educational program		+		
5	5	1.2.2.	to ensure academic freedom for employees and students to implement the educational program and use the results of new research to improve the study of specific disciplines/issues without EP extensions		+		
1.3 Learning outcomes							
The organization of education must:							
6	6	1.3.1.	to determine the expected learning outcomes that students should achieve upon completion of their studies in relation to achievements at the basic level in terms of knowledge, skills and professional relationships; the appropriate basis for a future career in any field of the healthcare industry; future roles in the healthcare sector; subsequent postgraduate training; lifelong learning commitments; the health needs of society, the needs of health care systems and other aspects of social responsibility			+	
7	7	1.3.2.	to ensure the proper behavior of students in relation to classmates, teachers, medical staff, patients and their relatives		+		
8	8	1.3.3.	to publish the expected learning outcomes		+		
9	9	1.3.4.	, to determine and coordinate the relationship of learning outcomes required upon completion with those required in postgraduate education		+		
10	10	1.3.5.	to provide the opportunity for students to participate in research in the relevant field of health care	+			
11	11	1.3.6.	to pay attention to the expected learning outcomes related to global health		+		
1.4 Participation in the formulation of the mission and learning outcomes							
The organization of education must:							
12	12	1.4.1.	Ensure the participation of key stakeholders in the formulation of		+		



			the mission and expected learning outcomes				
13	13	1.4.2.	Ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders.		+		
<b>Total</b>				<b>1</b>	<b>10</b>	<b>2</b>	<b>0</b>
<b>Standard 2. EDUCATIONAL PROGRAM</b>							
<b>2.1 Educational program model and teaching methods</b>							
<b>The organization of education must:</b>							
14	1	2.1.1.	Define the EP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, and the required qualifications.		+		
15	2	2.1.2.	to use teaching and learning methods that stimulate, prepare and support students to take responsibility for the learning process		+		
16	3	2.1.3.	to ensure that EP is implemented in accordance with the principles of equality.		+		
17	4	2.1.4.	to develop students' lifelong learning abilities		+		
<b>2.2. The scientific method</b>							
<b>The organization of education must:</b>							
18	5	2.2.1.	throughout the entire training program, to instill in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine		+		
19	6	2.2.2.	to provide the opportunity to include the results of modern scientific research in the EP		+		
<b>2.3 Basic biomedical sciences</b>							
<b>The organization of education must:</b>							
20	7	2.3.1.	to identify and include in the EP the achievements of basic biomedical sciences in order to form students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and practical application of clinical scientific knowledge		+		
21	8	2.3.2.	to provide mechanisms for reviewing and updating the EP, taking into account the achievements of the achievements of biomedical sciences, reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and health systems		+		
<b>2.4. Behavioral and Social Sciences, Medical/Pharmaceutical ethics and jurisprudence</b>							
<b>The organization of education must:</b>							
22	9	2.4.1.	identify and include in the EP the achievements of behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence		+		
23	10	2.4.2.	to provide mechanisms for reviewing and updating the EP taking into account achievements, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the system health care; changing demographic and cultural context		+		
<b>2.5. Clinical/Pharmaceutical Sciences and Skills</b>							
<b>The organization of education must:</b>							
24	11	2.5.1.	identify and include the achievements of clinical/pharmaceutical sciences in the EP to ensure that students, upon completion of their studies, have acquired sufficient knowledge, clinical and professional skills to take appropriate responsibility in subsequent professional activities;		+		
25	12	2.5.2.	to ensure that students spend a sufficient part of the program in planned contacts with patients, consumers of services in appropriate clinical/industrial settings and gain experience in health promotion and disease prevention		+		
26	13	2.5.3.	determine the amount of time devoted to the study of the main clinical/specialized disciplines		+		
27	14	2.5.4.	to organize training with appropriate attention to the safety of the learning environment and patients, including monitoring the		+		

			actions performed by the student in the conditions of clinical/industrial bases				
28	15	2.5.5.	, to provide the opportunity to change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the health system		+		
29	16	2.5.6.	to ensure that each student has early contact with real patients, consumers of services, including his gradual participation in the provision of services and including responsibility: - in terms of examination and/or treatment of the patient under supervision in appropriate clinical conditions; - in the procedures of sanitary and epidemiological supervision in terms of inspection and/or inspection of the object under supervision, which is carried out in the relevant production bases (sanitary and epidemiological examination centers, territorial departments of sanitary and epidemiological control, including transport, disinfection organizations and medical facilities); - in terms of advising the patient on the rational use of medicines, which is carried out in appropriate production conditions		+		
30	17	2.5.7.	structure the various components of training in clinical, hygienic skills for monitoring environmental and industrial factors and other production skills in accordance with a specific stage of the training program.		+		
<b>2.6. The structure of the educational program, content and duration</b>							
<b>The organization of education must:</b>							
31	18	2.6.1.	describe the content, scope and sequence of disciplines/modules, including compliance with the appropriate ratio between basic biomedical, behavioral, social and clinical/specialized disciplines.		+		
32	19	2.6.2.	to provide horizontal integration of related sciences and disciplines;		+		
33	20	2.6.3.	to provide vertical integration of clinical/specialized sciences with basic biomedical and behavioral and social sciences		+		
34	21	2.6.4.	to provide an opportunity for elective content (electives) and to determine the balance between the mandatory and elective part of the EP		+		
35	22	2.6.5.	to determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of the impact of the environment and man-made production loads, the social situation on the health of the population.		+		
<b>2.7. Program management</b>							
<b>The organization of education must:</b>							
36	23	2.7.1.	define procedures for the development, approval and revision of EP		+		
37	24	2.7.2.	To identify a committee under the direction of academic leadership responsible for planning and implementing the EP to ensure that the expected learning outcomes are achieved.		+		
38	25	2.7.3.	to ensure the representation of teachers, students, representatives from other stakeholders, including representatives from clinical, industrial bases, healthcare professionals involved in the learning process in the NGO committee responsible for the EP.		+		
39	26	2.7.4.	to provide an opportunity to plan and implement innovations in the EP through the committee responsible for the EP		+		
<b>2.8. Communication with medical/pharmaceutical practice and the healthcare system</b>							
<b>The organization of education must:</b>							
40	27	2.8.1.	to ensure continuity between the EP and the subsequent stages of professional training or practical activity, which the student will begin upon graduation		+		
41	28	2.8.2.	, take into account the specifics of the conditions in which graduates will work and modify the EP accordingly		+		
<b>TOTAL</b>				<b>0</b>	<b>28</b>	<b>0</b>	<b>0</b>
<b>Standard 3. STUDENT ASSESSMENT POLICY</b>							

<b>3.1. Assessment methods</b>							
<b>The organization of education must:</b>							
42	1	3.1.1.	Identify and approve the principles, methods and practices used to evaluate students, including including the number of exams, criteria for establishing passing scores, grades and the number of allowed retakes;		+		
43	2	3.1.2.	to ensure that assessment procedures cover knowledge, skills, attitudes and professional behavior		+		
44	3	3.1.3.	, use a wide range of assessment methods and formats depending on their "utility assessment", including a combination of validity, reliability, learning impact, acceptability and effectiveness of assessment methods and format		+		
45	4	3.1.4.	to provide for the possibility of ensuring the expertise of the assessment process and methods by external experts		+		
46	5	3.1.5.	to demonstrate a willingness to ensure that the assessment methods and results avoid conflicts of interest and use a system for appealing the results of the assessment of students		+		
47	6	3.1.6.	to provide for the possibility of ensuring an open assessment procedure and its results, informing students about the criteria and assessment procedures		+		
48	7	3.1.7.	used to provide for the possibility of documenting and evaluating the reliability and validity of assessment methods, as well as the involvement of external examiners			+	
<b>3.2. The relationship between assessment and learning</b>							
<b>The organization of education must:</b>							
49	8	3.2.1.	to use the principles, methods and practices of assessment that are comparable with the planned RO and methods of teaching and learning, guarantee the achievement of the planned learning outcomes, facilitate the learning of students, ensure an appropriate balance of formative and final assessment for the direction of learning and decision-making on academic performance		+		
50	9	3.2.2.	provide for the possibility of adjusting the number and nature of exams to stimulate both the acquisition of knowledge and integrated learning		+		
51	10	3.2.3.	to provide timely, specific, constructive and fair feedback to students based on the assessment results			+	
<b>TOTAL</b>				<b>0</b>	<b>8</b>	<b>2</b>	<b>0</b>
<b>Standard 4. STUDENTS</b>							
<b>4.1. Admission and selection policy</b>							
<b>The organization of education must:</b>							
52	1	4.1.1.	have a policy and implement admission practices based on the principles of objectivity and including a clear statement about the selection process for students		+		
53	2	4.1.2.	have a policy and implement the practice of admitting persons with disabilities		+		
54	3	4.1.3.	have a policy and implement the practice of transferring students from other educational organizations, including foreign		+		
55	4	4.1.4.	ones, establish a link between selection and the mission of the educational organization, the educational program and the desired quality of graduates; periodically review the admission policy		+		
56	5	4.1.5.	and demonstrate readiness to use the system of appealing decisions on admission of students		+		
<b>4.2. Recruitment of students</b>							
<b>The organization of education must:</b>							
57	6	4.2.1.	to determine the number of accepted students in accordance with the capabilities of the educational organization at all stages of the educational program			+	
58	7	4.2.2.	to demonstrate a willingness to regulate the number and contingent of accepted students, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs			+	

			of the population and society as a whole				
59	8	4.2.3.	provide for the possibility to periodically review the number and nature of accepted students in consultation with other stakeholders and regulate in order to meet the health needs of the population and society as a whole			+	
<b>4.3. Advising and supporting students</b>							
<b>The organization of education must:</b>							
60	9	4.3.1.	demonstrate the possibilities of using the academic counseling system for students		+		
61	10	4.3.2.	demonstrate a willingness to offer students a support program aimed at social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counseling and support		+		
62	11	4.3.3.	demonstrate a willingness to use a feedback system with students to assess the conditions and organization of the educational process		+		
63	12	4.3.4.	demonstrate readiness to provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript)		+		
64	13	4.3.5.	to provide an opportunity to take into account the needs of various groups of students and provide an opportunity to form an individual educational trajectory		+		
65	14	4.3.6.	to demonstrate readiness to provide academic counseling, which is based on monitoring the student's academic performance and includes issues of professional orientation and career planning		+		
<b>4.4. Representation of students</b>							
<b>The organization of education must:</b>							
66	15	4.4.1.	have a policy and implement the practice of student representation and their proper participation in defining the mission, developing, managing and evaluating the educational program and other issues related to students		+		
67	16	4.4.2.	to provide the opportunity to encourage and assist and support student activities and student organizations		+		
<b>TOTAL</b>				<b>0</b>	<b>13</b>	<b>3</b>	<b>0</b>
<b>Standard 5. "ACADEMIC STAFF / TEACHERS"</b>							
<b>5.1. Recruitment and selection policy</b>							
<b>The educational organization should develop and implement a staff selection and recruitment policy that:</b>							
68	1	5.1.1.	defines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for the adequate implementation of the EP, including the appropriate ratio between teachers of medical, non-medical, pharmaceutical profiles, full-time or part-time teachers, as well as the balance between academic and non-academic staff		+		
69	2	5.1.2.	It takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research and "service" functions		+		
70	3	5.1.3.	determines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical, hygienic, pharmaceutical sciences.		+		
71	4	5.1.4.	It provides an opportunity in the selection and recruitment policy to take into account such criteria and features as attitude to the mission and economic opportunities of the educational organization, as well as significant features of the region		+		
<b>5.2. Staff activity and development policy</b>							
<b>The educational organization should develop and implement a staff activity and development policy aimed at:</b>							
72	5	5.2.1.	maintaining a balance of opportunities between teaching, research and "service" functions, ensuring recognition of worthy academic activities with appropriate emphasis on teaching, research and professional qualifications		+		
73	6	5.2.2.	ensuring sufficient knowledge by individual employees of the		+		



			entire educational program, as well as training and advanced training of teachers, their development and evaluation				
74	7	5.2.3.	the ability to take into account the teacher-student ratio depending on various components of the educational program			+	
75	8	5.2.4.	develop and implement a staff career development policy		+		
<b>TOTAL</b>				<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>
<b>Standard 6. EDUCATIONAL RESOURCES</b>							
<b>6.1. Material and technical base</b>							
<b>The organization of education must:</b>							
76	1	6.1.1.	demonstrate readiness to provide sufficient material and technical base to ensure adequate implementation of the educational program, as well as to create a safe learning environment for staff, students, patients and their relatives		+		
77	2	6.1.2.	demonstrate readiness to improve the learning environment by regularly updating and expanding the material and technical base to meet changes in educational practice			+	
<b>6.2. Resources for practical training</b>							
<b>The organization of education must:</b>							
78	3	6.2.1.	demonstrate a willingness to provide the necessary resources to provide students with appropriate clinical/practical experience, including: • quality and categories of patients/consumers of services, • number and categories of clinical/production bases; • monitoring the practice of students	+			
79	4	6.2.2.	demonstrate a willingness to evaluate, adapt and improve clinical/practical training conditions to meet the needs of the population		+		
<b>6.3. Information technology</b>							
<b>The organization of education must:</b>							
80	5	6.3.1.	to develop and implement policies aimed at the effective and ethical use and evaluation of relevant information and communication technologies			+	
81	6	6.3.2.	to provide for the possibility of providing access to websites or other electronic media			+	
82	7	6.3.3.	to provide teachers and students with access to relevant patient data and health information systems using existing and relevant new information and communication technologies for self-study, access to information, patient databases and work with health information systems		+		
<b>6.4. Research and scientific achievements</b>							
<b>The organization of education must:</b>							
83	8	6.4.1.	demonstrate willingness to use research activities and scientific achievements in the field of medicine and pharmacy as the basis for an educational program		+		
84	9	6.4.2.	formulate and implement policies that strengthen the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the organization of education		+		
85	10	6.4.3.	to provide for the relationship between scientific research and education is taken into account in teaching, encourages and prepares students for and participation in scientific research in the field of health		+		
<b>6.5. Expertise in the field of education</b>							
<b>The organization of education must:</b>							
86	11	6.5.1.	have a policy and put into practice access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels; develop and implement an expertise policy in the development, implementation and evaluation of an educational program, the development of teaching methods and assessment		+		

87	12	6.5.2.	demonstrate willingness to provide evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting the interests of staff in conducting research in education		+		
<b>6.6. Exchange in the field of education</b>							
<b>The organization of education must:</b>							
88	13	6.6.1.	have a policy and implement the practice of national and international cooperation with other educational organizations, including staff and student mobility, as well as transfer of educational credits		+		
89	14	6.6.2.	, demonstrate a willingness to facilitate the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources for these purposes		+		
<b>TOTAL</b>				<b>1</b>	<b>10</b>	<b>3</b>	<b>0</b>
<b>Standard 7. EVALUATION OF THE EDUCATIONAL PROGRAM</b>							
<b>7.1. Monitoring and evaluation mechanisms of the program</b>							
<b>The organization of education must:</b>							
90	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and academic performance of students		+		
91	2	7.1.2.	to develop and demonstrate the readiness to use an educational program evaluation mechanism that examines the program, its main components, student performance, identifies and solves problems, ensures that the relevant evaluation results affect the EP		+		
92	3	7.1.3.	demonstrate readiness for periodic evaluation of the program, comprehensively considering the educational process, components of the educational program, expected learning outcomes and social responsibility		+		
<b>7.2. Feedback from the teacher and the student</b>							
<b>The organization of education must:</b>							
93	4	7.2.1.	provide for the systematic conduct, analysis and response to feedback from teachers and students		+		
94	5	7.2.2.	to demonstrate the willingness to use the feedback results to improve the educational program		+		
<b>7.3. Educational achievements of students</b>							
<b>The organization of education must:</b>							
95	6	7.3.1.	demonstrate willingness to analyze students' academic performance in accordance with the mission and expected learning outcomes, the training program and the availability of resources		+		
96	7	7.3.2.	demonstrate willingness to analyze students' academic performance taking into account the conditions of their previous education, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of an educational program, advising students		+		
<b>7.4. Stakeholder engagement</b>							
<b>The organization of education must:</b>							
97	8	7.4.1.	demonstrate a willingness to involve key stakeholders in monitoring and evaluating the educational program			+	
98	9	7.4.2.	demonstrate a willingness to provide stakeholders with access to the results of the evaluation of the program, collect and study feedback from them about the educational program		+		
<b>TOTAL</b>				<b>0</b>	<b>8</b>	<b>1</b>	<b>0</b>
<b>Standard 8. MANAGEMENT AND ADMINISTRATION</b>							
<b>8.1. Management</b>							
<b>The organization of education must:</b>							
99	1	8.1.1.	to define structural units and their functions, including relationships within the university		+		
100	2	8.1.2.	to define committees in the management structure, their		+		

			responsibilities, the composition reflecting the representation of the main and other stakeholders, ensuring transparency of the work of management bodies and their decisions				
<b>8.2. Academic leadership</b>							
<b>The organization of education must:</b>							
<b>101</b>	3	8.2.1.	describe the responsibilities of academic leadership in defining and managing the educational program		+		
<b>102</b>	4	8.2.2.	to demonstrate a willingness to periodically evaluate academic leadership in relation to achieving its mission and expected learning outcomes		+		
<b>8.3. Budget for training and allocation of resources</b>							
<b>The organization of education must:</b>							
<b>103</b>	5	8.3.1.	have a clear distribution of responsibility and authority to provide resources for the educational program, including the target budget for training		+		
<b>104</b>	6	8.3.2.	demonstrate readiness to allocate the resources necessary for the implementation of the educational program and allocate educational resources in accordance with their needs		+		
<b>105</b>	7	8.3.3.	provide for the opportunity to independently allocate resources, including remuneration for teachers who properly achieve the planned learning outcomes; when allocating resources, take into account scientific achievements in the field of public health and public health problems and their needs.		+		
<b>8.4. Administrative staff and management</b>							
<b>The organization of education must:</b>							
<b>106</b>	8	8.4.1.	demonstrate readiness to have administrative and professional staff to implement the educational program and related activities, ensure proper management and allocation of resources			+	
<b>107</b>	9	8.4.2.	demonstrate readiness to ensure the participation of all departments of the educational organization in the processes and procedures of the internal quality assurance system		+		
<b>8.5. Interaction with the health sector</b>							
<b>The organization of education must:</b>							
<b>108</b>	10	8.5.1.	demonstrate a willingness to engage constructively with the health system and sectors of society and government related to health, including foreign	+			
<b>109</b>	11	8.5.2.	ones, demonstrate a willingness to give official status to cooperation, including the involvement of employees and students, with partners in the health sector		+		
<b>8.6. Informing the public</b>							
<b>The organization of education must:</b>							
<b>110</b>	12	8.6.1.	provide for regular publication on the official website of the educational organization and in the media of complete and reliable information about the educational program and its achievements		+		
<b>TOTAL</b>				<b>1</b>	<b>10</b>	<b>1</b>	<b>0</b>
<b>THAT MAKES A TOTAL</b>				<b>3</b>	<b>94</b>	<b>13</b>	<b>0</b>