



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

## **REPORT**

**ON THE RESULTS OF THE EXTERNAL EXPERT PANEL (EEP) EVALUATION  
OF THE COMPLIANCE WITH THE REQUIREMENTS OF THE SPECIALIZED  
ACCREDITATION STANDARDS  
OF THE ACADEMIC BACHELOR LEVEL PROGRAMME ON THE COURSE  
(SPECIALTY):**

**5B130100 «GENERAL MEDICINE»  
JSC “ASTANA MEDICAL UNIVERSITY”  
APRIL 25-27, 2017**

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
**EXTERNAL EXPERT PANEL**

*Addressed to the  
IAAR Accreditation Council*



Independent agency for  
accreditation and rating

**REPORT**

**ON THE RESULTS OF THE EXTERNAL EXPERT PANEL (EEP) EVALUATION  
OF THE COMPLIANCE WITH THE REQUIREMENTS OF THE SPECIALIZED  
ACCREDITATION STANDARDS  
OF THE ACADEMIC BACHELOR LEVEL PROGRAMME ON THE COURSE  
(SPECIALTY):  
5B130100 «GENERAL MEDICINE»  
JSC “ASTANA MEDICAL UNIVERSITY”  
APRIL 25-27, 2017**

**Astana, 2017**

## CONTENT

I. INTRODUCTION TO THE JSC “AMU” .....	5
II. ANALYSIS OF SELF-ASSESSMENT REPORT .....	8
III. Outline of the EEP Visit .....	15
IV. COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION of the bachelor's academic program in the specialty 5B130100 «GENERAL MEDICINE».....	16
Standard 1: MISSION AND FINAL RESULTS .....	16
Standard 2: ACADEMIC PROGRAM .....	17
Standard 3: STUDENTS EVALUATION .....	18
Standard 4: STUDENTS .....	19
Standard 5: ACADEMIC STAFF / TEACHERS .....	19
Standard 6: EDUCATIONAL RESOURCES .....	20
Standard 7: EVALUATION OF ACADEMIC PROGRAM .....	21
Standard 8: MANAGEMENT AND ADMINISTRATION .....	21
Standard 9: CONTINUOUS IMPROVEMENT .....	22
CONCLUSION.....	23
RECOMMENDATIONS FOR IMPROVING THE ACTIVITY OF THE HIGHER EDUCATION INSTITUTION .....	24
PARAMETERS OF THE SPECIALIZED PROFILE.....	25

Based on the Order of the Independent Agency for Accreditation and Rating (hereinafter – IAAR) no. 13-17-OD as of 15/03/2017 external expert panel evaluated academic activities compliance of the bachelor academic program 5B130100 «GENERAL MEDICINE» of the JSC “ASTANA MEDICAL UNIVERSITY” (hereinafter – AMU) with the IAAR specialized accreditation standards.

**Panel members:**

1. **Chair** – Turdaliyeva Botagoz, Doctor of Medicine, Head of the Department of Policy and Management in Medicine, Kazakh National Medical University named after S. Asfendiyarov (Almaty city);
2. **Foreign Expert** – Ion Bologan, Doctor of Medicine, “Nicolae Testemitanu” State University of Medicine and Pharmacy (Moldova);
3. **National Expert** – Kim Svetlana, associate professor, Department of Children’s Illnesses #2, West-Kazakhstan State Medical University named after M.Ospanov (Aktobe);
4. **National Expert** – Basskakova Irina, Candidate of Medical Sci., Director of Academic Department of Stomatology, Kazakh National Medical University named after S. Asfendiyarov (Almaty city);
5. **Employer** – Atygayeva Saule, Deputy Chief Physician, Astana Hospital of Infectious Diseases (Astana city);
6. **Employer** - Boshanov Essentai, Director of Dentistry Clinics (Astana);
7. **Student** - Tillyabaeva Inabat, student of the 5th course study, Kazakh-Russian Medical University (Almaty city);
8. **Student** - Kulbayev Abilseit, resident of the 1st year study, Kazakh Medical University of Continuing Education (Almaty city);
9. **IAAR Representative** – Nurakhmetova Aiman, Project Manager of IAAR (Astana city).

## I. INTRODUCTION TO THE JSC "AMU"

The University was founded in October 1964 as the Tselinograd State Medical Institute by the decision of the Central Committee of the Communist Party and the Council of Ministers of the Kazakh SSR. Over the years of the Medical Institute existence, there have been multiple changes in its organizational form, reforming the management system based on the requirements of those times. Main stages of the University development:

1. Tselinograd State Medical Institute (1964-1997).
2. Kazakh State Medical Academy (1997-2008).
3. Joint-stock company "Kazakh Medical Academy", with 100% state participation in the authorized capital (13.05.2008-2009).
4. JSC "Astana Medical University" (06.01.2009-01.07.2010) as a part of JSC "National Medical Holding" (hereinafter referred to as NMH).
5. JSC "Astana Medical University" since 01.07.2010 has been under the control of the Ministry of Health of the Republic of Kazakhstan.

At present, JSC "AMU" in organizational and legal form is the only corporatized university among the medical universities of the country. The right to own and use the state shareholding of JSC "AMU" in the amount of 100% of the authorized capital is exercised by the Ministry of Health of the Republic of Kazakhstan.

In the process of reforming, a lot of work has been done to formulate the regulatory framework, introduce principles and mechanisms of corporate governance, and improve the management of the educational process.

At present, the university has a state license from the Control Committee in the field of Education and Science under the Ministry of Education and Science of the Republic of Kazakhstan as of 31.01.2009, registration number 0064050, series AB, without limitation of the term, for the right to conduct educational activities under programs of higher and postgraduate professional education, with the right to issue academic graduation documents of a state sample.

The University has a multilevel system of education: pre-university - preparatory courses of study, higher undergraduate - in 6 specialties of the bachelor's degree, postgraduate - in 25 specialties of the residency, 5 specialties at the master level, 3 specialties for Phd doctorates and additional vocational programme - in 56 specialties.

Within the framework of the state order under program 031 "Implementation of international standards in the field of hospital management", JSC "AMU" implements an educational program for the training of "Master of Business Administration" (MBA) in the field of hospital management.

There are 4,654 students, 1,529 interns, 431 residents, 87 undergraduates and 70 doctoral students, including 206 international students from 10 countries (Russia, Ukraine, Azerbaijan, Uzbekistan, Kyrgyzstan, Turkmenistan, Tajikistan, China, Mongolia, India) at school departments of the University. At the Faculties of Continuous Professional Development and Additional Education about 3,000 students are trained annually.

The University operates a system of international distance learning (MOODLE), which in its work uses the latest achievements in this field.

Since 2012, distance learning has been introduced at the level of additional vocational education, as for today 807 students of qualifications upgrading courses have been trained by this method.

The main structural subdivisions of the University are institutes, deans, departments, departments, centers, which include staff in the following categories: faculty, administrative and managerial staff, training and support staff, service personnel. In accordance with the Organizational Structure of JSC "AMU", the University's activities are carried out by 115 structural divisions. Educational, research, clinical, educational work in JSC "AMU" is provided by staff of 67 departments in 4 main faculties, 50 of them are departments of higher education and 17 departments of postgraduate education.

As of February 1, 2017, the educational process is provided by a total of 1,811 employees, of which 1,380 full-time employees, including administrative and management personnel (AMP) amount to 240 people; training and support staff (TSS) is - 193 people; the operating personnel (OP) - 167 people. There are 1,163 qualified teachers (including 780 (63%) full-time teachers), 97 doctors of sciences, 255 candidates of sciences, 13 doctors of PhD, 55 teachers with a scientific rank - professor, 92 teachers with an academic title - Associate Professor, 75 - teachers with academic title of Master, 159 - teachers with knowledge of English.

JSC "AMU" has a base providing training of qualified specialists that meet modern requirements of the society. The total area of the University is 63,484.16 sq.m., the area of the adjacent territory is 23,999 sq.m., including the lecture halls area – 35,504.2 sq.m., the University has 5 educational buildings with lecture halls and studying rooms with multimedia support, -clinical center, computer classes with access to the Internet and with modern powerful computers, a library with reading rooms, modern laboratories. In addition, all structural units are computerized, there are social facilities - "Medical Center AMU" LLP, a medical center, two student dormitories with a total area of 11,439 square meters, a gym, a conference hall, 2 dining rooms and buffets in academic buildings. The University established the Museum of Astana Medical University to form the cultural, moral and aesthetic personality of the student by cultivating an active civic position, developing a sense of patriotism, and pride for the achievements of teachers and employees of the University.

The entry of JSC "AMU" into the world educational space poses new tasks for the University in the development of international activity, which are inextricably linked both with the development of the international activity of the country in general, and health in particular.

The University is constantly working to expand international relations, direct contacts have been established with many foreign scientific centers and universities. Agreements on cooperation in the field of education and science with 42 foreign universities and organizations of the USA, Europe and Asia have been concluded.

In 2016, the University signed the Executive Protocol, the Agreement on Cooperation and Strategic Partnership with the Medical School of the La Sapienza University of Rome, under the framework of which the University plans to implement a project to modernize medical education, including the development of selected, priority educational programs:

- Public health, management and examination activities in health;
- Neurology;
- Anesthesiology and resuscitation.

In accordance with the law of the Republic of Kazakhstan "On Science", the University's scientific activity in 2014 was successfully accredited as a subject of scientific activity.

The University operates 1 scientific and clinical council and conducts 4 scientific seminars:

- 1) on biological, pharmacological and pharmaceutical specialties,
- 2) on surgical and related specialties,
- 3) on therapeutic and related specialties,
- 4) on public health and hygiene.

The University is the founder of 4 journals.

The following scientific units function in the JSC "AMU":

- Institute of Radiobiology and Radiation Protection (IRRP);
- Scientific Research Center of Pharmacology;
- Scientific school in the field of preventive medicine and nutrition named after E.D.

Dalenova;

- Regional educational and scientific training center;
- Scientific and educational center for evidence-based medicine;
- 22 laboratories.

The University since 2010 has been operating the Foundation for Scientific and Innovation Development of JSC "AMU".



One of the important activities of JSC "AMU" is clinical activity. The treatment work of the University is coordinated and analyzed by the department of clinical work and evidence-based medicine, established in 2011.

At present, 47 clinical departments of JSC "AMU" are based in 66 medical organizations of Astana city. At the clinical departments of the University there are more than 450 highly qualified staff specialists. The manning power of the clinical bases of the University has been qualitatively improved. The lack of own clinic is compensated for today by access to the republican medical centers, research institutes, modern city hospitals and polyclinics of the city of Astana. The work in these institutions is carried out on the basis of agreements on the activity of clinical bases.

Teachers of the university actively interact with health authorities and organizations: they are freelance specialists from the Ministry of Health and the Social Development of the Republic of Kazakhstan, participate in the development and review of clinical protocols, conduct on-site consultative and methodological work in off-base medical organizations, and in the supervised areas of Kazakhstan.

### **Quality assurance**

In order to create conditions for continuous improvement of the university's activities and increase the satisfaction of the needs and expectations of its stakeholders, the University has been certified twice since 2007 in accordance with the international standards of ISO 9000 versions 2000 and 2008, and applies management tools: strategic management, SWOT analysis, outsourcing, benchmarking, balanced scorecard, project management, HR management, standards of institutional accreditation of the higher educational institution (hereinafter – HEI), accreditation standards for laboratories ST RK ISO / ME By 17025-2007.

In 2011, the University integrated the EFQM Excellence Model with the existing quality management system. In November 2011, the University successfully passed the validation by international experts (assessors) to meet the criteria and fundamental concepts of the EFQM Excellence Model at the level of "Striving for Excellence", and in November 2012 - the assessment of the level of excellence of the EFQM Model "Recognized Perfection", 4 stars.

The next step in the development of the integrated management system (hereinafter - the IMS) of the University, adopted after the analysis of the EFQM Model validation report, was the introduction of a corporate social responsibility system (CSR) in accordance with ISO 26000: 2010, the information security system - ISS) in accordance with the standard ISO 27001: 2005, the international standard ISO 31000: 2009 "Risk management. Principles and guidelines ", the environmental management system according to the international standard ISO 14001: 2004, the occupational safety and health management system according to the international standard OHSAS 18001: 2007, the energy management system according to the international standard ISO 50001: 2011 and further - the integration of all applied at the University management tools. In June 2013, the University successfully passed the 3 recertification audits of the management system in accordance with the international standard ISO 9001: 2008 and received the Certificate of the AFNOR body (France).

In 2013 the University's activity was highly appreciated by the European Quality Management Foundation - a 5-star certificate of the Excellence Model.

In October 2013, in Bangkok, Thailand, the HEI was awarded the Asian Award for Excellence and Best Practice in Quality Management at the ANQ-2013 Congress of the Asian Organization for Quality. The certificate of the Asian Organization for Quality nominated JSC "AMU" to a new level of excellence, thus confirming the fact that our University is one of the leading HEIs in the Republic of Kazakhstan, where the quality of education and services provided fully comply with all international standards and requirements.

In addition, in 2013 the university has successfully passed the national institutional accreditation (by IQAA), in 2013 and 2014 the specialized accreditation of academic programs of the bachelor degree in the specialties "Dentistry", "Pharmacy", "Medical and preventative care"; as well as master level in the field of "Medicine", "Medical and preventative care"

(IQAA); in 2013 the international accreditation of MBA programs in Public Health and Bachelor's degree in Public Health (Accreditation, Certification and Quality Assurance Institute, ACQUIN, Germany). In 2014, based on the results of a comprehensive assessment of activities, the University was recognized as having passed the state certification for compliance with the requirements of the State Compulsory Educational Standards of the Republic of Kazakhstan, qualification requirements for licensing educational activities and the requirements of regulatory legal enactments in the field of education, and was certified for a period of five years (MES RK and MH RK, April 2014). In 2015, the University successfully passed specialized accreditation of the bachelor degree programs in the specialty "GENERAL MEDICINE", "Nursing care", of the master degree specialty "Public Health", of the doctor's degree in "Medicine", "Public Health" and 21 residency specialties.

Based on the results of the general rating of the best HEIs in Kazakhstan in 2009-2013, our University among medical schools has been steadily taking the leading positions: in 2009, 2010 – it was recognized as the 3<sup>rd</sup> best, for the last 3 years – it has been sustainably the 1<sup>st</sup>. And according to the ranking of academic programs of the bachelor degree of higher education of Kazakhstan among the medical universities of the Republic of Kazakhstan, the successes in the rating of the specialty "GENERAL MEDICINE" were the following:

- in 2010 – 1<sup>st</sup> prize;
- in 2012, the 3<sup>rd</sup> prize;
- in 2013 – 2<sup>nd</sup> place.
- in 2014, 2015 the university did not participate in the ranking of medical HEIs.
- based on the results of the independent rating of HEIs of the Republic of Kazakhstan in 2016, conducted by IAAR the University won the 2<sup>nd</sup> prize. As per the ranking of academic programs for bachelor's, master's and doctoral studies of universities of Kazakhstan among medical universities in Kazakhstan in 2016 by IAAR rating the University won the 2<sup>nd</sup> prize.

#### **General information about the structural unit that implements the accredited academic program.**

The School of "GENERAL MEDICINE", which implements the academic program of the bachelor degree in specialty 5B130100 "GENERAL MEDICINE", is headed by Doctor of Medical Sciences, associate professor Makhambetov Kaergeldy Ombayevich.

Specialty 5B130100 "GENERAL MEDICINE" was opened in JSC "AMU" in 2007 in accordance with the license of the Ministry of Education and Science of the Republic of Kazakhstan as of "31" January 2009 AB # 0064050. At the moment, the school includes 39 departments.

## **II. ANALYSIS OF SELF-ASSESSMENT REPORT**

JSC "Astana Medical University" presented a self-assessment report of the bachelor's academic program on the specialty 5B130100 "GENERAL MEDICINE" to undertake the specialized accreditation procedure by IAAR.

The content of the self-assessment report is structured according to all standards of specialized accreditation of medical specialties of educational organizations, accompanied by cross-references to relevant standards items, including a description of strengths, areas for improvement in each standard.

The report of the university on the specialized self-assessment includes the statement by Rector of the JSC "Astana Medical University" M.Z. Shaidarova, confirming the reliability and objectivity of the information and data contained in the report; it also has the list of members of the internal commission on self-assessment; information about the person responsible for self-assessment - Vice-rector for educational activities G.A. Zhaksylykova.

The self-assessment of the bachelor's academic program on the specialty 5B130100 «GENERAL MEDICINE» was carried out on the basis of the order of the rector as of 03.02.2017 no. 31-n / қ for the period 03.02.2017 to 01.03.2017.



During the period of self-assessment, the necessary information was collected by the working group (sub-commission) in accordance with the accreditation standard of the bachelor's degree program on the specialty 5B130100 "GENERAL MEDICINE", a thorough analysis of the materials was carried out, their contents are reflected in the report.

### **Standard 1: MISSION AND FINAL RESULTS**

The mission of the bachelor's academic program on the specialty 5B130100 "GENERAL MEDICINE" is to ensure the training of highly qualified competitive medical personnel based on the main development areas of higher professional education". The mission was approved at a meeting of the council of the school "GENERAL MEDICINE", protocol No. 7 of 30 March 2017. The mission was brought to the attention of the authorized bodies in the field of medical education and public health, the public, students, teaching staff, school graduates and other stakeholders by its publication on the official website of the university ([www.amu.kz](http://www.amu.kz)), distribution in paper format to all structural units, posting on information stands of departments, publication in guide reference books.

The objectives of the bachelor's academic program, implemented by the JSC "AMU", are regulated by the State Education Standard of the Republic of Kazakhstan 2006, reflect the institutional Mission and vision of the JSC "AMU" and correspond to the State Health Development Program of the Republic of Kazakhstan for 2016-2019 "Densaulyk".

The final result of the education under the Bachelor degree program of the specialty "GENERAL MEDICINE" is to train a competent specialist on the basis of a competence-oriented model of medical education.

According to the State Compulsory Educational Standard on the specialty 5B130100 "GENERAL MEDICINE", a bachelor has the right to continue his education on a master degree if he prefers to work on a specialty not related to clinical practice or to continue studying in an internship in the chosen specialty. In accordance with the mission and strategic goal of the university, the dean's office of the department "GENERAL MEDICINE" was created, which is responsible for the implementation of the academic program at the undergraduate and internship level.

### **Standard 2: ACADEMIC PROGRAM**

JSC "AMU" carries out activity on planning, provision, observing, studying and evaluating, improving and ensuring the quality and integrity of the academic program, the amount of hours and the academic degree awarded. The University implements the academic program of the bachelor degree in the specialty "GENERAL MEDICINE" on the basis of the regulatory legal enactments of the RK – State Compulsory Educational Standard of the Republic of Kazakhstan, standard and working programs of modules and disciplines, Instructive letters approved by the Ministry of Education and Science of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan.

The model of the academic program with the purpose of achievement of the mission, learning aims and final results of training has been developed. The academic process is implemented through curricula and programs based on the principles of integrity, objectivity and flexibility to achieve the end result in the context of a continuous change in the external information environment, revising the goals of higher education and increasing the requirements for the level and quality of training specialists. The university has structural units responsible for curricula that have the authority to plan, organize and monitor studying programs.

Within the framework of the academic program of the specialty, departments have developed educational and methodological learning kits (EMLK) in accordance with the requirements of the regulatory enactments of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan. In all areas of the specialty, according to the standard curricula, working programs have been drawn up, the

contents and design of the curriculum are in accordance with the requirements of the State Compulsory Educational Standards of the Republic of Kazakhstan.

An integrated studying program has been introduced, its goal is to ensure the achievement of the final learning results (knowledge and skills) on the basis of a joint study of clinical and fundamental disciplines.

The academic program is designed in such a way that the theoretical disciplines are integrated with clinical disciplines, both vertically and horizontally from the first year.

The methods of teaching and learning correspond to the content and the final results of the teaching, promote active learning of students. The university is improving traditional and systematically introducing new forms and methods of teaching based on modern principles: PBL, TBL, CBL, the Standardized Patient method, etc., which correspond to the content and final results of learning, promote active learning of students, develop skills to take on self-responsibility for the learning process and determine their needs, promote lifelong learning.

JSC "AMU" constantly supports and stimulates the research activities of university students. Student's Research work is an obligatory studying component and is included in the plans for teaching, educational and scientific work of the university, school, department. The management of research activity is carried out by the entire faculty of the university. The scientific achievements of the teaching staff are constantly being introduced into the educational process.

### **Standard 3: STUDENTS EVALUATION**

Evaluation of the student's academic achievements is an important element of the pedagogical process, a powerful tool for stimulating the student. The university's educational process provides for a differentiated score-grade-rating knowledge assessment, reflecting the final result of training and the level of students' training in accordance with the requirements of the State Compulsory Educational Standard of the Republic of Kazakhstan.

Methods and tools for monitoring and assessment of knowledge are updated annually in the Regulations PL-MUA-13-15 "On conducting current monitoring of academic performance, intermediate and final certification of students." In the development of evaluation criteria and in the evaluation procedure, the main principles are: consistency, variability, awareness, accessibility. Control of educational achievements of students is conducted with the purpose of determining the degree of mastering of the state compulsory standard.

Quality of the academic program in the university is evaluated through the ongoing monitoring, final control, intermediate and final controls of the curriculum disciplines of the specialty in accordance with the working curriculum.

During the entire period of studying disciplines, various types of successfully completed works are done by student, envisaged by the curriculum of the disciplines. When developing control measures and methods for their evaluation, special features, educational and pedagogical principles of teaching discipline are taken into account.

The analysis of the results of the intermediate certification, final control (examination sessions) is constantly considered in various aspects, starting from the analysis of basic knowledge to the analysis of methods for teaching disciplines, at the meetings of the department, Office-Registry, Committee of Academic Programmes, Department of Teaching and Guiding, Educational and Methodological Work, Academic Council.

To monitor the educational achievements of students and the quality of education, the institution annually delivers the results of the interim certification, final control (examination sessions) at the request of the central executive body of the RK in the field of education, at the agreed period and in the prescribed form.

Responsibility for the organization and effectiveness of monitoring the academic work of students is borne by the pro-rector for Educational and Methodological work, the dean of the faculty, the Department of Educational and Methodological work, the Registrar office and the heads of the departments.

The information presented in the report makes it possible to note that the educational process, knowledge monitoring and evaluation of students are conducted on the basis of regulatory external and internal documents. Requirements are developed for assessing the quality of students' knowledge at various stages of control, which meet the requirements of the State Compulsory Educational Standards. The events held in the university promote integrated learning and reduce the overload of the academic program.

#### **Standard 4: STUDENTS**

The policy for the selection and admission of students to the university is fully consistent with the current legislation - the Law of the Republic of Kazakhstan "On Education", the Standard Rules for Admission to Higher Educational Institutions of the Republic of Kazakhstan,

Individuals applying for the entry to the university are admitted through the placement of the state educational order (educational grants) on the specialty 5B130100 "GENERAL MEDICINE", as well as based on self-funded terms and other sources. Citizens are admitted based on their applications on a competitive basis in accordance with the grades of the certificate issued on the basis of the results of the unified national testing (UNT) or complex testing of entrants (CTE).

The order for transfer from a course to a course, to another institution of higher learning, from one specialty to another, as well as transfer from paid study to a state grant, expel and restoration of students are carried out on the basis of the regulatory and directive documents.

The University's policy in the field of quality is aimed at ensuring high competitiveness of the university in the market of educational and medical services, based on the introduction of innovative methods and technologies in the training of medical specialists.

The HEI regularly conducts research on the demands of the Northern Region of Kazakhstan (Astana, Akmola, North Kazakhstan, Kostanay regions) in the training of medical personnel, primarily in the specialty "GENERAL MEDICINE", which allows the University to plan the recruitment of entrants in the specialties and evenly distribute graduates to regions, including in rural areas.

The University has a student support service. Information about the programs of social support of students, access to medical care, material assistance, allocation of additional scholarships is made available to students through the official website of the University, Sirius. Assistance is rendered based on the principles of confidentiality. Student self-government in the HEI is considered as a real form of student democracy with the corresponding rights, opportunities and responsibilities. The university has student self-government bodies: Student Council of the University (Instagram: amu\_sc, VK: vk.com/astanamedicaluniversity, vk.com/overhearmua), Student Council of the dormitory. Many students of the university are active members of the youth wing "Zhas Otan". Students are members of the advisory bodies of the HEI.

#### **Standard 5: ACADEMIC STAFF / TEACHERS**

The policy of the manning power of JSC "AMU" is reflected in the documents "Rules of internal labor regulations of JSC "AMU" (PV- AMU -02 / 01-11 as of 04.05.2011), "Distribution of management responsibilities", "Rules for the formation of regulations on units" (PR- AMU -02-12 as of 09.04.12), "Rules for the formation of provisions for job descriptions" (PR- AMU -01-12 as of 07.05.12), "Job descriptions of employees", the map of the process "Personnel Management" (KP- AMU -PP-16-12 as of June 19, 2012), "Code of corporate culture and ethics" (as of 8.09.12).

The university conducts continuous monitoring of the qualitative and quantitative composition of the teaching staff. The qualitative composition of the teaching staff is determined by the personnel potential with the scientific degree of a doctor or Ph.D., an academic degree of a master, the title of associate professor, professor, and the corresponding certificate of a

specialist. The academic degree holders rate of the faculty for the last 5 years remains stable and is approaching 50%.

Due attention is paid to the planned work on the training of young personnel through the master degree course, residency, doctoral PhD and advanced training.

Analysis of data on the number of full-time staff and part-time employees indicates that the average number of full-time teaching staff working at a full pedagogical rate is 85% on average, which corresponds to regulatory requirements.

Since 2011 the University has been proactively implementing the programme of academic mobility of students, teaching staff and staff, which make it possible to acquire and implement best international practices, expand professional, pedagogical and clinical knowledge and skills, discuss, develop and implement project ideas, strengthen the image of the university.

Methods of the faculty motivation are an important component of the quality management system, ensuring its effectiveness, including the system of cash bonuses, financial allowance to teachers for publication in the most rated scientific journals and financing participation in conferences, congresses, convocations, symposiums, etc., differentiated labor remuneration scheme.

JSC "AMU" provides the faculty with equal opportunities for continuous professional development in their careers that are consistent and contribute to the achievement of the mission and purpose of the HEI. To implement its policy on the development of the teaching staff, the University identified 7 key competencies: knowledge and skills in the specialty, effective teaching, assessment and inspection, academic program planning, management research, communication skills, information and communication technologies.

#### **Standard 6: EDUCATIONAL RESOURCES**

The analysis of this standard, carried out within the framework of self-assessment procedure, reflects academic resources that allow implementing the bachelor's academic program on the specialty 5B130100 "GENERAL MEDICINE" at a proper level. The following facilities may be noted: the infrastructure of the university; availability of modern information resources; Laboratory base of the University, accredited; automation of the educational process, provision of the necessary information to all participants of the process; functioning of the Scientific and Practical Center of the University, which includes scientific, training and practical laboratories that allow performing scientific research; Training and Clinical Practical Skills Center, using in the educational process simulation technologies; Anatomical and historical museum for conducting educational and career guidance work among students on the formation of a harmoniously developed personality and raising the educational level; expansion of the range of international partners at the regional and global levels for the integration of education in the international educational space; Grant financing of scientific and technical programs, the results of which are widely introduced into the educational and clinical processes.

#### **Standard 7: ASSESSMENT OF THE ACADEMIC PROGRAM**

The university conducts continuous monitoring of the quality of education to determine the degree and completeness of the educational standards implementation, the compliance of operational objectives of the HEI with the strategic requirements of the specialist labor market, the level of the teachers' ability to train a competitive specialist.

To assess the academic program of the bachelor degree in the specialty 5B130100 «GENERAL MEDICINE» the HEI applies external and internal mechanisms. Each stage and level in the quality assurance system is regulated by the relevant regulatory legal documents.

For the quality of the educational service monitoring and improvement purposes, questionnaires of trainees and employers are conducted to identify the needs of stakeholders, which are conducted systematically throughout the learning process.

The bachelor's degree program on the specialty 5B130100 "GENERAL MEDICINE" is assessed in the context of the educational process based on the results of the comprehensive



certification of structural subdivisions and departments, annual reports, internal audits of the structural divisions of the HEI.

According to the strategic goal of the University "Improvement of academic programs", modular based learning has been introduced, taking into account all competencies and skills, with the final results of training in the form of presented Dublin descriptors, which the graduate-bachelor shall master. Taking into account the opinion of employers, the practical health care needs the Educational and Methodological Board approves the pathways for studies in the specialty "GENERAL MEDICINE": Internal medicine, General practitioner, Surgical diseases, Obstetrics and gynaecology, Pediatrics, changes in the volume of hours of general education, basic and specialized disciplines, elective component). More flexible to the changes, the academic program provides an opportunity for the detailed development of the pathway for instruction recommended by employers. Flexibility of the academic program through an increase in the components of choice can provide an orientation to the needs of society, the priorities of the national health system, to respond in a timely manner to the achievements of science and education.

To determine the indicators of consumer satisfaction and of other stakeholders, the University conducts regular feedback, developed questionnaires: "Students' satisfaction with the quality of the academic program," "Teacher with the eyes of a student," and others.

The mastering of the academic program of the bachelor degree of the faculty "GENERAL MEDICINE" is confirmed by the results of the students' academic achievements: 100% pass for the final state attestation and enrolling in an internship. The success of mastering the academic program is determined by: a logical and balanced structure of the program; qualitative and quantitative teaching staff; effective educational technologies.

Activities implemented in the HEI to study and evaluate the academic program, as well as a program for monitoring the effectiveness of the learning process and the results of academic program implementation meet the criteria of the standard.

#### **Standard 8: MANAGEMENT AND ADMINISTRATION**

To date, the University is the only corporatized HEI among medical HEIs in the country and has experience in realizing the possibilities of a new status.

In the process of reforming, work has been done to formulate the regulatory and legal framework, introduce the principles and mechanisms of corporate governance (the Board of Directors, the Management Board, the Internal Audit Service, the introduction of the Code of Corporate Governance, the Code of Corporate Culture and Ethics, the development and annual amendments to the Strategic and Operational Development Plan, System of corporate awards, improvement management of educational process, creation of institutes, department of vocational guidance and psychological adaptation, the department of the office-registrar, the service of tutors and advisors, the department of innovative teaching technologies, the training and clinical center, the computer testing center, the information technology department, the Committee of Academic Programmes, etc.).

The main educational, scientific and administrative structural subdivision that implements the academic program of the bachelor degree in the specialty "GENERAL MEDICINE", as well as manages all kinds of activities of the departments, training students, is the dean's office of the "General Medicine" school. The general management of the school is carried out by the School Council. The main objectives of the school are the implementation of the mission and goals set by the University to train highly qualified, competent health professionals who own modern methods and technologies in health care.

The school is subordinate to the pro-rector for educational activities, on issues of the organization of educational and methodical work it cooperates with the Department of Educational and Methodological work; on issues of planning and monitoring the implementation of the bachelor's academic program the school works with the committees of academic

programs; on the improvement of scientific activity it works with the scientific departments of the university.

The powers, responsibilities and relationships of the administrative personnel are based on the regulatory framework of the Republic of Kazakhstan and are clearly described in the relevant local documents.

JSC "AMU" constructively cooperates with the healthcare sector, relying on official documents governing mutually beneficial cooperation.

The management system of the university involves the participation of all stakeholders, including the health sector, and reflects the responsibility of the university's management.

The main direction of financial stability of JSC "AMU" remains the increase in the volume of resources obtained from various sources. The financial stability of JSC "AMU" is confirmed by the availability of its assets, in composition and volume, meeting the tasks of its long-term development, and reliable sources of their formation, which, although subject to inevitable and not always favorable external factors, have sufficient margin of safety.

### **Standard 9: CONTINUOUS IMPROVEMENT**

This standard provides complete information on the process of updating and continuous improvement, carried out in JSC "AMU".

The implemented academic program is reviewed, studied, assessed, which ensures the quality of the program management process and determines the degree of interaction between teaching, research and learning of the quality assurance policy of the program. Every year, the academic program is studied and evaluated by receiving feedback from students, the teaching staff and stakeholders, including employers, and by analyzing the learning achievements of students. The monitoring of the implementation of the academic program and the students' progress at the University is based on the results of the progress in the disciplines, the results of the questionnaire survey of students and teaching staff, the minutes of the meetings of the departments, Committees of academic programmes, Department of Educational and Methodological work, Educational and Methodological Board, inspection acts, reports of the State Attestation Committee Chair, as well as reports of the monitoring units, materials of the working groups for monitoring certain sections of the program and their reports.

The process of renewal and restructuring of the "GENERAL MEDICINE" school, responsible for the implementation of the Bachelor's degree program in the specialty "General Medicine", implies an increase in the degree of adaptability of the organization to the market situation, bringing its structure and activities closer to the requirements of consumers. The central point of the process of improvement is the coordination of internal transformations with changes in the external environment.

The organizational structure of the school, processes and decision-making policies are clear and consistent with the mission of the HEI. A significant optimization of the management of the main processes has been carried out. The work in areas has received a strict systematization, the subordination and hierarchy of structural units has been defined.

The university regularly monitors and analyzes the satisfaction of the main consumers (students, employers, teachers) of the HEI. The meetings of the rector with the students are organized twice a year, where the issues of the quality of the content of the academic program, teaching, the organization of the educational process, the teaching technologies, the forms of control of students' knowledge, the conditions for training, material and technical, methodical, information support of the educational process, food conditions, etc. are discussed. During the year the University also organizes meetings with pro-rectors and deans, dean offices on a daily basis study the requirements of students. The rector's blogs, deans of schools, a helpline, a trust box are open.

The Map of the process "Management of the educational process" (KP-AMU-AP-05-13) has been developed at the University, which describes the teaching and methodological process at the University, including the development of work programs, their examination, taking into



account the requirements of state compulsory education standards, consideration at the Committees of academic programs and its approval on the Educational and Methodological Board. The system for monitoring the compliance with the norms of development is successfully functioning in accordance with the developed documents of the IMS.

The development of partnership between the higher education system and the labor market allows us to modernize the educational process, taking into account the requirements of the labor market for specialists, and, thereby, to improve the efficiency of both the education process and the degree of successful employment of graduates.

### III. Outline of the EEP Visit

The visit of the external expert panel to the JSC "Astana Medical University" was organized in accordance with the program coordinated with the EEP Chair and approved by the rector of the university.

A preliminary meeting of the members of the External Expert Panel (EEP) of the IAAR took place on 24.04.2017. During the organizational meeting, the visit program was clarified, the responsibilities of EEP members were assigned. A brief overview of the reports on the specialized self-assessment of the JSC "AMU" was carried out, additional information was identified which should be requested from the university to fully inform EEP members when conducting specialized accreditation.

To obtain objective information on the evaluation of the university's activities, the following methods were used by the EEP members: visual inspection, observation, interviewing of employees of various structural units, teachers, students, graduates and employers, questionnaire survey of the teaching staff and students.

The visit program of the EEP was implemented in full. JSV "AMU" ensured the presence of all attendees as indicated in the visit program.

During the visit, meetings of the EEP members with the university administration, heads of accredited academic programs, heads of departments, teachers, students, graduates and employers were held. In accordance with the visit program, EEP members visited the general medicine dean's office; dean's office for internships and employment, dean's office for youth affairs; Institute of Radiobiology and Radiation Protection.

#### Information about employees and students, who took part in meetings with the EEP IAAR

Category of participants	Quantity
Acting Rector	1
Vice-Rectors by areas of activity	5
Heads of structural units	10
Deans	4
Heads of departments	21
Teachers	41
Students	57
Graduates	15
Employers	17
<b>Total</b>	<b>171</b>

A visual inspection of the units ensuring the quality of the learning process was carried out: the department of vocational guidance and psychological adaptation of students; Educational-methodical center; Committee of academic programs by specialty "GENERAL MEDICINE", Educational and Clinical Center; Department office-registrar, department of computer testing; library; department of automation management and e-learning, department of

innovative technologies and quality monitoring of training; department "Student Town". Meetings and interviews were held with the leaders of the above-mentioned structural units.

An interview was conducted with heads of academic programs, heads of departments, teachers, students, graduates, employers.

In accordance with the program, the EEP members visited the JSC "AMU" dormitory, where students studying under the accredited program live, a gym, a canteen, a museum of the JSC "AMU" were inspected as well.

During the visit, a visual inspection of the departments of basic medical disciplines, the department of internal diseases No. 1, department of oncology, pathophysiology named after V.G. Korpachev, department of general and biological chemistry, obstetrics and gynecology, internship, surgery with a course of urology, campus building and other facilities on the territory of the university was completed.

EEP members visited the training buildings of the JSC "AMU" and the clinical facilities: Oncological Center of the Mayor of Astana, Perinatal Center No. 1, City Hospital No. 1, where EEP attended practical classes at the obstetrics and gynecology department, department of surgery with the course of urology, oncology.

In accordance with the accreditation procedure, on-line questionnaires of teachers and students were conducted.

Comfortable conditions were created for the EEP work with an access to all necessary information resources.

The Panel notes the high level of the corporate culture of the JSC "AMU", the high degree of openness of the team in provision of information to the EEP members.

Recommendations for improving the HEI activities, developed by the EEP upon the examination results were presented at a meeting with the management of JSC "AMU" on April 27, 2017.

#### **IV. COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION of the bachelor's academic program in the specialty 5B130100 «GENERAL MEDICINE»**

##### **Standard 1: MISSION AND FINAL RESULTS**

1. The mission and objectives of the bachelor's degree program on the specialty 5B130100 «GENERAL MEDICINE» are developed in accordance with the general strategy of the state and HEI, comply with the university's articles of association and determine the main areas of the HEI activity. The Panel found that the mission was updated and approved at a meeting of the council of the faculty "GENERAL MEDICINE", protocol No. 7 as of March 30, 2017. A set of measures has been developed to promote the mission and bring it to the teaching staff, the public, health authorities, applicants and other stakeholders through publication on the official website of the HEI ([www.amu.kz](http://www.amu.kz)), its distribution in paper format to all structural units, publication on the information stands of departments, publications in guiding references.

To ensure the training of a competent and competitive specialist, modern technologies are widely introduced into the educational process, early clinical training of students is realized, modular, interdisciplinary approaches in the development of disciplines, principles of evidence-based medicine, etc. are introduced. For the development and improvement of clinical skills, rational implementation of simulation technologies in the educational process has been carried out, which creates favorable conditions both for training students' clinical skills and for their reliable evaluation.

*According to the standard 1 "Mission and final results", the Panel noted the following strengths:*

1. Conformity of the HEI activity with the requirements of the quality management system based on state and international standards.

2. Training of competitive graduates in accordance with the needs of the modern labor market through the social partnership of JSC "AMU" and employers of Astana city, the regions of the Republic of Kazakhstan, which is confirmed by the demand and high level of employment.

3. Close cooperation with practical healthcare in the implementation of the academic program and the achievement of the final results.

4. Deployment of perspective strategic partnership with the Medical School of the La Sapienza Rome University, within the framework of which the university plans to implement the project of the medical education modernization.

The area of improvement is the introduction of the university graduates' monitoring up to 5 years.

#### **Recommendations:**

To reflect in the mission the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences, aspects of global health, international health problems. Greater involvement in the discussion and approval of the mission and objectives of the academic program of the practical health representatives.

### **Standard 2: ACADEMIC PROGRAM**

The Panel established that the university has structural units responsible for studying programs with the authorities to plan, organize and monitor learning programs. The content, volume and consistency of the bachelor's degree courses of the program on specialty 5B130100 «GENERAL MEDICINE» strictly comply with the education standards.

According to the State Compulsory Educational Standard of the Republic of Kazakhstan 2006 on the bachelor degree specialty "GENERAL MEDICINE" in the JSC "AMU" an integrated training program is integrated aiming at ensuring achievement of the final results of education (knowledge and skills) on the basis of joint study of clinical and fundamental disciplines. The academic program is designed in such a way that the theoretical disciplines are integrated with clinical disciplines, both vertically and horizontally from the first year of study.

Methods of teaching and learning in the JSC "AMU" correspond to the content and the final results of the training, and contribute to the active learning of students.

At the university, new forms and methods of teaching are being improved and systematically implemented, based on modern principles: PBL, TBL, CBL, the "Standardized Patient" methodology. The use of standardized patients and the modeling of a clinical scenario contribute to the development of the students' basic clinical and manual skills necessary for future practical work.

The Panel notes that the management of the JSC "AMU" constantly supports and stimulates the research activities of university students. Students' Research Work is an obligatory component of the training and is included in the plans of educational and scientific work of the university, school, department. The management of research activities is carried out by all teaching staff of the university, as well as undergraduates, doctoral students and residents. The scientific achievements of the school are constantly being implemented in the educational process of the university.

*According to the standard 2 "Academic program", the following strengths may be noted:*

1. The model of the academic program for the bachelor degree in the specialty "GENERAL MEDICINE" was developed, based on competency-oriented training, which was discussed and approved at all stages and levels of the University with the involvement of leading faculty members, Committees of academic programs, Educational and Methodological Board, as well as representatives of students and employers.

2. Implementation of modern information and communication technologies in the management of the educational process

3. Participation of stakeholders (students, employers) in collaboration with the faculty members in compilation of topics for elective disciplines, involving representatives of practical health care to the learning process.

The **area for improvement** includes strengthening of the relationship with complementary medicine, which includes unconventional, or conventional and alternative practices, establishing feedback from students on improving the educational process at the departments, with analytical outcomes and specific approaches to improvement.

### **Standard 3: STUDENTS EVALUATION**

The Panel noted that the evaluation of the students' academic achievements is the main component of the evaluation of the effectiveness of the training at the JSC "AMU" and is carried out using criteria, regulations and procedures developed in accordance with the goals and objectives set for the implementation of the bachelor's degree program in specialty 5B130100 "GENERAL MEDICINE". At the university, the assessment methods used are fully consistent with the State Compulsory Educational Standards and other regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan.

In the JSC "AMU", the common criteria and principles for assessing the learning achievements of students have been established, methods and tools for monitoring and evaluating knowledge have been defined, which is undoubtedly one of the most important mechanisms for managing the learning process in managing the monitoring of student learning.

Assessment of clinical competence of students is conducted by the method of OSCE (objective structured clinical examination).

The Panel members evaluated the advanced automated information system introduced at the university, which also includes an e-journal and a personal card of the student. The University developed and approved a unified methodology for calculating the rating for all disciplines, providing a ranking of assessments of students for the various components of the academic program.

Continuous monitoring of knowledge at all stages of training includes checking and assessing knowledge, skills and habits throughout the academic year. When developing control measures and methods for their evaluation, the university takes into account the peculiarities of the discipline and the educational and pedagogical principles of its teaching.

*As a strength of the "Student Assessment" standard, the Panel notes:*

1. Introduction of innovative technologies in the procedure for assessing the quality of students' knowledge in various teaching methods: "Learning achievement", portal "Interactive learning", portal of the educational process LMS "Distance Learning".

2. Creation of the "Questionnaire" module on the educational and studying portal "Sirius" - edu.amu.kz, which excludes a conflict of interests and allows reviewing, studying and evaluating the implemented academic program through the student survey.

The **area for improvement** is to increase the accessibility (openness) of processes and evaluation methods for examination by external experts, reduce the number of students in groups in order to improve the quality of education, increase the percentage of classes (studies) devoted to the formation of practical skills for students.

#### **Recommendations:**

1. To revise the existing methods for assessing the knowledge and skills of students in accordance with the accepted competence-oriented model of medical education and the possibility of an adequate assessment of active / interactive teaching methods used in the university.



2. To envisage an opportunity to reduce the group's size to 6-7 students in one group.
3. To revise the calendar-themed plans of the classes, the learning kit (working curriculum, syllabus) for increasing the time for students to study at the patient's bed and developing practical skills.

#### **Standard 4: STUDENTS**

The policy for the selection and admission of students to the university is fully consistent with the current legislation - the Law of the Republic of Kazakhstan "On Education", the Model Rules for Admission to Higher Educational Institutions of the Republic of Kazakhstan, etc.

Admission of individuals entering the university is carried out through the placement of the state educational order (educational grant) on the specialty 5B130100 "GENERAL MEDICINE", as well as payment for training at the expense of the citizens' own funds and other sources.

The number of students enrolled is planned taking into account the following criteria for compliance of licensing requirements: the total area of teaching and laboratory facilities, the availability of the teaching staff, the provision of educational, academic and scientific literature, the capacity of the university's clinical facilities, the availability of social and educational conditions for studying and living of students.

The university's policy in the field of quality is aimed at ensuring high competitiveness of the HEI in the market of educational and medical services, based on the introduction of innovative methods and technologies in the training of medical specialists. Students who live in different regions of the Republic of Kazakhstan are involved in vocational guidance to attract the best applicants to vocational training. Such work experience enables applicants of remote regions to obtain information about the HEI, the specifics of the procedure for entrance exams, etc.

The meeting with bachelor students showed the wide involvement of students in public and scientific research work.

In the course of the interview, the members of the Panel noted the high patriotism and sincere interest of students in all fields of the university's activity, fluency in the state and Russian languages, the desire to study and improve the English language, and good orientation in the academic systems of the RK and foreign countries.

#### ***According to the standard 4 "Students", the following strengths may be noted:***

1. Comprehensively developed student support service.
2. The existence of environment for the harmonious and all-round development and students growth.
3. Motivated, purposeful and result-oriented students. A high percentage of students holding "Altyn belgi", as well as prize-winners of international and republican subject Olympiads, graduates of Nazarbayev Intellectual Schools.

**The area for improvement** is to increase the activity of students in the development, management and evaluation of academic programs, the expansion of the HEI's capacities to provide accommodation for non-resident students.

#### **Recommendations:**

1. Initiate the process of looking for the possibility of expansion and acquiring additional places for students to live in by negotiating with the Mayor's administration of Astana city (for instance, renting residential complexes built under the EXPO-2017, development of state business entrepreneurship, etc.)

#### **Standard 5: ACADEMIC STAFF / TEACHERS**

The information provided by the HEI on this standard allows concluding that the qualitative and quantitative composition of the university's teaching staff ensures a full-fledged

organization and conduct of the educational process, and that the training of bachelors of general medicine meets regulatory requirements.

The ongoing personnel policy helps maintain a balance of relationships between medical and non-medical professors and between full-time and part-time teachers.

The Panel held a meeting and an interview and notes the high level of involvement and motivation of the faculty members of JSC “AMU”.

Personnel policy of the university is aimed at ensuring that the profile of the teaching staff corresponds to the balance of pedagogical skills for the implementation of the bachelor's degree program in specialty 5B130100 "GENERAL MEDICINE". In particular, university teachers are exposed to competitive selection, certification, and may be recommended to a higher position. The terms of the employment contract are extended on condition of effective performance of official duties, proactive scientific work, participation in the training of scientific and pedagogical personnel, the production of textbooks, teaching aids and taking into account the achievements of certain successes in clinical activity.

**Strengths:**

1. Effective personnel policy.
2. Availability of the Program for the teaching staff development of the JSC “AMU” on 7 key competencies. Provision of a unified system of teaching faculty members to innovative educational technologies, including with the involvement of specialists from the world's leading medical schools.
3. Effective incentive system for the teaching staff (differential payment, rental housing, cash bonuses, etc.).

**The area for improvement** is to advance the Program for the development of the JSC “AMU” faculty on 7 key competencies, and increase the academic holders rate of the teaching staff.

**Recommendations:**

1. to elaborate a career development program for the teaching staff with the definition of the need for scientific and pedagogical personnel, to increase the request for training of specialists in the master and doctoral studies under the state order, and on a contractual basis; proactive search for qualified specialists.

**Standard 6: EDUCATIONAL RESOURCES**

The Panel notes that the JSC “AMU” has a sufficient and appropriate material and technical infrastructure, information resources, educational and information technologies, resources for the specialty 5B130100 "GENERAL MEDICINE" for the training bachelors and for scientific research.

The University has the necessary resources for clinical training of university students, fully ensures the acquisition of adequate clinical experience, including a sufficient number of patients and facilities for clinical training of students.

Medical organizations and enterprises of the city, with which contracts are concluded, are used as additional clinical facilities of the university.

All members of the Panel noted a well-functioning program of comprehensive student support, as well as the presence of the Department for Management of Scientific Research (including the biostatistics sector), which allows students to practice the principles of evidence-based medicine.

JSC “AMU” implements the principle of internal and external academic mobility of students. In order to integrate education into the international educational space, the university cooperates with leading foreign universities on the basis of concluded memorandums of understanding, treaties, agreements on international cooperation, the number of which is increasing every year.

**The EEP notes the strengths of the "Educational Resources" standard:**



1. Large laboratory facility at the University;
2. Complete automation of the educational process, with the provision of the necessary information to all participants in the process.
3. Accreditation of the testing laboratory of the Institute of Radiobiological Research, which is a structural subdivision of the University.
4. Functioning of the Scientific and Practical Center of the University, which includes scientific and educational, practical laboratories that allow performing scientific research;
5. Availability of the Educational and Clinical Center of Practical Skills, using in the educational process simulation technologies;
6. A wide range of international partners.

**Weaknesses:** lack of own university clinic.

**The area for improvement** is to upgrade the provision of thematic patients; to effectively use medical technologies in the health care system. Actively implement the policy of examination of academic programs and teaching methods. Promote the aspirations for research in medical education, regional and international exchange of employees.

**Recommendations:** Initiate the process of acquiring own university clinic.

### **Standard 7: EVALUATION OF ACADEMIC PROGRAM**

The university conducts continuous monitoring of the quality of education to determine the degree and completeness of the implementation of educational standards, the compliance of operational objectives of the university with the strategic requirements of the specialist labor market, the level of the ability of teachers to prepare a competitive specialist.

To determine the indicators of satisfaction of consumers and other stakeholders, the University conducts regular feedback, and has developed questionnaires: "Students' satisfaction with the quality of the academic program," "Teacher with the eyes of a student," and others.

The creative potential of the student is disclosed through participation in the scientific and research work of a student. At the university, student scientific circles function in all departments and courses.

During the meeting and interviews with employers, the Panel concluded that representatives of the regional clinical facilities of the university actively cooperate with the university in both educational and clinical work. On the whole, employers are satisfied with the quality of graduate training of JSC "AMU". At the same time, EEP members noted the need for a broader interaction of the university with patient-oriented and other public and professional associations.

Within the framework of the visit program, members of the EEP conducted a meeting and interviews with students, followed by an anonymous questionnaire survey.

Activities implemented in the university to study and evaluate the academic program, as well as a program for monitoring the effectiveness of the learning process and the results of implementing the academic program meet the criteria of the standard.

**The area for improvement** is a comprehensive assessment of the academic program, including the study of feedback from other stakeholders, aimed at overall outcomes.

### **Standard 8: MANAGEMENT AND ADMINISTRATION**

During the visit, the Panel determined that the university has its own management system that contributes to the achievement of mission and objectives, supports institutional effectiveness and integrity, creates and maintains an environment for teaching, conducting research, curative work and creative activity.

The highest form of collegial management of the university is the Academic Council of the JSC "AMU", whose competence also includes the definition of the organizational structure and the concept of the university's development. The JSC "AMU" approved the provisions of structural divisions and job descriptions of employees, in which the responsibility of vice-rectors, managers and employees of structural subdivisions, including for academic programs, is defined.

The University has implemented the EFQM Excellence Model. In 2011, the University integrated the EFQM Excellence Model with the existing quality management system. In November 2011, the University successfully passed validation for the compliance to the criteria and concepts of the EFQM Excellence Model at the level of "Striving for Excellence", in November 2012 - an assessment of the level of excellence of the EFQM model "Recognized Perfection" with 4 stars, and on December 23-24, 2013 the university received a certificate proving that the management system of the organization corresponds to the fundamental concepts and criteria of the EFQM - 2013 Excellence Model, at the level of "Recognized perfection" with 5 stars. These certificates recognize the existence of many approaches to achieving sustainable excellence in all aspects of the University. In October 2013, in Bangkok, Thailand, JSC "AMU" was awarded the Asian Award for Excellence and Best Practice in Quality Management at the ANQ-2013 Congress of the Asian Quality Organization.

JSC "AMU" constructively cooperates with the healthcare sector, relying on official documents regulating mutually beneficial cooperation.

The main area of financial stability of JSC "AMU" remains the increase in the amount of resources obtained from various sources. Financial stability of JSC "AMU" is confirmed by the availability of its assets, in composition and volume, meeting the tasks of its long-term development, and reliable sources of their formation.

**In general, according to the standard 8 "Management and administration", it is possible to note such strengths as:**

1. Effective management of the academic program.
2. Responsibility of academic management in the development and management of the educational program
3. Sustainable financial condition of the University

**The area for improvement** is to further upgrade the university development strategy taking into account new prospects of the healthcare system in terms of introducing insurance medicine, implementing the state program for the development of healthcare for 2016-2019, initiating the process of granting greater autonomy to higher education institutions.

## **Standard 9: CONTINUOUS IMPROVEMENT**

The Panel notes that the university provides procedures and activities that are used to regularly review and revise its mission and objectives, structure and functions. The HEI clearly defined the measures to continuously improve the university's activities, based on an analysis of the implementation of the university's strategic plan, SWOT-analysis of the university's activities, market needs.

In the course of the external expert evaluation of the JSC "AMU" activity, one of the University's strengths was the availability of the Strategic Development Plan for the implementation of the bachelor's academic program on the specialty 5B130100 "GENERAL MEDICINE". The strategic plan ensures timely response to changing conditions, namely: improvement of information resources, educational and information technologies, annual provision of departments and other structural subdivisions with equipment, devices, instruments and computers in accordance with the filed applications.

The university regularly monitors and analyzes the satisfaction of the main consumers (students, employers, teachers) of the HEI's activity.

The development of partnership between the higher education system and the sphere of labor allows us to modernize the educational process, taking into account the requirements of the

labor market for specialists, and, thereby, to improve the efficiency of both the education process and the degree of successful employment of graduates.

The measures implemented in the HEI to continuously improve the activities and implement the academic program meet the criteria of the standard.

**Area for improvement:**

Introduce procedures for regular review, ground the process of updating and renewal on prospective studies of analyzes and on the results of one's own study, evaluation and literature on medical education.

Adapting the mission statement and the final learning outcomes to the ever-changing needs of society in improving public health.

## **CONCLUSION**

Thus, according to the results of the specialized accreditation of the bachelor's academic program on the specialty 5B130100 "GENERAL MEDICINE", EEP identifies the following **strengths** in JSC "AMU":

1. Training of professional staff in accordance with the needs of the modern labor market through the social partnership of JSC "AMU" and employers of Astana, the regions of the Republic of Kazakhstan, which is validated by the demand and high level of graduates' employment.

2. Availability of perspective strategic partnership with the Medical School of La Sapienza University of Rome, within the framework of which the university plans to implement the project of modernization of medical education.

3. Conformity of the HEI activity with the requirements of the quality management system based on state and international standards.

4. Implementation of the model of the academic program of the bachelor degree in the specialty "GENERAL MEDICINE", based on competency-oriented learning, which was discussed and approved at all stages and levels of the University with the involvement of leading faculty members, Committee of academic programmes, Educational and Methodological Board, as well as representatives of studentship and employers.

5. Implementation of modern information and communication technologies in the management of the educational process.

6. Creation of the "Questionnaire" module on the educational and learning portal "Sirius" - edu.amu.kz, which allows to review, study and evaluate the implemented academic program through the student survey.

7. Comprehensively developed student support service.

8. The availability of environment for the harmonious and comprehensive development and growth of students.

9. Motivated, purposeful and result-oriented students.

10. Effective personnel policy, the availability of a development program for the teaching staff of the JSC "AMU" for 7 key competencies. Effective incentive system for the teaching staff (differential payment, provision of rental housing, etc.).

11. Productive management of the academic program.

**Weaknesses:**

1. Lack of own university clinic.

2. Insufficient provision of out-of-town students with student accommodation.

3. Insufficient allocation of hours for practicing practical skills at the patient's bedside.

4. A large number of students in groups at the bachelor level (up to 12 people)

**Opportunities:**

1. Improving the effective conduct of educational, scientific and clinical activities for the

purpose of professional quality training of competitive graduates.

2. Expansion of the network of academic partnerships.
3. Development of human resources and intellectual capital.
4. Increase in the number of publications of the research results of teaching staff and students, including in foreign publications with a high citation index.
5. The possibility of adapting the evaluation of academic programs to the international evaluation criteria.
6. Accreditation in the recognized accreditation agencies and entry into the ratings of leading international rating agencies.

### **Threats / Risks**

#### **External**

1. The high cost of international academic mobility programs
2. Potential competition with other medical universities of the Republic of Kazakhstan

## **RECOMMENDATIONS FOR IMPROVING THE ACTIVITY OF THE HIGHER EDUCATION INSTITUTION:**

1. Reflect in the mission statement of the University the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences, aspects of global health, international health problems with broad involvement in the discussion and approval of the mission and objectives of the academic program of representatives of practical health care.
2. Envisage studying and documenting the validity of methods for assessing the learning achievements of students and reviewing existing methods for assessing students' knowledge and skills in accordance with the accepted competence-oriented model of medical education and the possibility of adequate evaluation of active / interactive teaching methods used in the HEI.
3. Envisage the possibility to reduce the group's size to 6-7 students in one group, revise the calendar-thematic plans for classes, the learning kits (working curriculum, syllabus) to increase the time for students to study at the patient's bed and develop practical skills
4. Initiate the process of searching for the possibility to expand and acquire additional accommodation for students to live in by negotiating with the Mayor's house of Astana city (for instance, renting residential complexes built under EXPO-2017, developing state and business partnership, etc.).
5. Further improvement the process of increasing the staff potential by advancing a career development program for the teaching staff with the definition of the need for scientific and pedagogical personnel, increasing the request for training of specialists for the master and doctoral studies in the framework of the state order, and on a contractual basis; active search for qualified specialists.
6. Initiate the process of acquiring own university clinic.

**PARAMETERS OF THE SPECIALIZED PROFILE**  
**JSC "Astana Medical University" academic program of the bachelor degree in the**  
**specialty 5B130100 - GENERAL MEDICINE**

No.	ASSESSMENT CRITERIA	Comments	Compliance	Partial compliance	Non-compliance
<b>1.</b>	<b>«MISSION AND FINAL RESULTS»</b>				
1.1	<b>Mission statement</b>				
1.1.1	The medical institution of education should determine its <i>mission</i> and communicate it to the stakeholders and the <b>health sector</b> .		+		
1.1.2	The mission statement should contain <b>goals and an educational strategy</b> that allows the training of a competent doctor at the level of <b>undergraduate medical education</b>		+		
1.1.3	with an appropriate basis for further career in any field of medicine, including all types of medical practice, <b>administrative medicine</b> and scientific research in medicine		+		
1.1.4	able to fulfill the role and functions of a physician in <b>accordance with the ascertained requirements of the health sector</b>		+		
1.1.5	prepared for postgraduate studies, <b>which includes an internship, residency, specialization</b>		+		
1.1.6	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance evaluation, auditing, study of own practices and recognized activities in <i>Continuous professional development / continuous medical education</i> .		+		
1.1.7	The medical institution of education <b>must</b> ensure that the mission statement includes <i>problems of public health</i> , the needs of the health care system and other aspects of <i>social responsibility</i> .		+		
1.1.8	The medical institution of education must have a strategic development plan that corresponds to the stated mission, the goals of the medical institution of education and approved at the advisory council of the HEI.		+		
1.1.9	The medical institution of education must systematically collect, accumulate and analyze information about its activities; assess the strengths and weaknesses of the institution (SWOT-analysis), on the basis of which the Rector's office together with the advisory council of the HEI should determine the policy and develop strategic and tactical plans.		+		
1.1.10	The mission and goals of the medical institution of education should correspond to the available resources, the capabilities of the medical institution of education, market		+		



	requirements and the ways of their support should be defined with ensured access to information about the mission, the goals of the medical institution of education for the public (availability of information in the media, on the HEI website), the mission and goals of the medical institution of education are approved at the advisory council meeting of the HEI.				
1.1.11	The medical institution of education should ensure that the mission includes the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences.			+	
1.1.12	The medical institution of education should ensure that the mission includes aspects of global health and reflects the major international health problems.			+	
<b>1.2</b>	<b>Participation in mission statement formulation</b>				
<b>1.2.1</b>	The medical institution of education <b>must</b> ensure that the <i>main stakeholders</i> participate in the development of the mission statement.			+	
1.2.2	The medical institution of education <b>should</b> ensure that the mission statement is based on the opinion / suggestions of other <i>relevant stakeholders</i> .			+	
<b>1.3</b>	<b>Institutional autonomy and academic freedom</b>				
	A medical institution of education <b>should</b> have <i>institutional autonomy</i> for the development and implementation of policies for which the teaching staff and administration are responsible, especially with respect to:				
1.3.1	development of an academic program			+	
1.3.2	Use of allocated resources necessary for the implementation of the academic program.		+		
	The medical institution of education <b>should</b> guarantee <i>academic freedom</i> to its employees and students:				
1.3.3	In relation to the <i>current academic program, which will be allowed to rely on different points of view in the description and analysis of medical issues;</i>		+		
1.3.4	in the possibility of using the results of new research, to improve the study of specific disciplines / issues without expanding the academic program.			+	
<b>1.4</b>	<b>Learning Outcomes</b>				
	The medical institution of education <b>should</b> determine the expected <i>learning outcomes</i> that students should demonstrate upon completion, with respect to:				
1.4.1	their achievements at the basic level with respect to knowledge, skills and attitudes;		+		
1.4.2	an appropriate basis for a future career in any medical sector;		+		
1.4.3	their future roles in the health sector;		+		
1.4.4	their subsequent postgraduate training;		+		
1.4.5	their commitment to lifelong learning;		+		
1.4.6	Health needs of public health, health system needs and other aspects of social responsibility		+		
1.4.7	The medical institution of education <b>must</b> ensure that the		+		



	student fulfills obligations with respect to doctors, teachers, patients and their relatives in accordance with the Code of Conduct.				
<b>1.4.8</b>	The medical institution of education <b>should</b> :				
1.4.9	identify and coordinate the relationship of the final learning outcomes required upon completion with those required in postgraduate studies;		+		
1.4.10	to determine the results of students' involvement in conducting research in medicine;		+		
	<b>Total</b>		<b>21</b>	<b>6</b>	
<b>2</b>	<b>EDUCATIONAL PROGRAM</b>				
<b>2.1</b>	<b>Model of the academic program and teaching methods</b>				
2.1.1	The medical institution of education should determine the model of the academic program, including an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or a spiral design.		+		
2.1.2	The medical institution of education should determine the methods of teaching and learning used.		+		
2.1.3	The medical institution of education must ensure that the academic program develops students' ability for the lifelong learning.		+		
2.1.4	The medical institution of education must ensure that the academic program is implemented in accordance with the principles of equality.		+		
2.1.5	The medical institution of education should use the academic program and methods of teaching and learning based on modern teaching principles that stimulate, prepare and support students and ensure the formation of students' responsibility for the process of learning.		+		
<b>2.2</b>	<b>Scientific method</b>				
	The medical institution of education should teach the students throughout the entire training program:				
2.2.1	Principles of scientific methodology, including methods of analytical and critical thinking;		+		
2.2.2	Scientific methods of research in medicine;		+		
2.2.3	Evidence-based medicine that require the appropriate competence of teachers and will be an obligatory part of the academic program and will involve medical students in conducting or participating in minor research projects.		+		
2.2.4	The medical institution of education <b>should</b> include in the academic program the <i>elements of fundamental or applied research, including mandatory or elective analytical and experimental research, thereby facilitating participation in the scientific development of medicine as professionals and colleagues.</i>		+		
<b>2.3</b>	<b>Basic Biomedical Sciences</b>				
	The medical institution of education should identify and include in the academic program:				
2.3.1	Achievements of basic biomedical sciences in order to form students' understanding of scientific knowledge;		+		

2.3.2	Concepts and methods that are fundamental for the acquisition and application of clinical scientific knowledge.		+		
	The medical institution of education should, in the academic program, adjust and make new achievements in biomedical sciences for:				
2.3.4	Scientific, technological and clinical developments;		+		
2.3.5	Current and expected needs of society and the health system.		+		
<b>2.4</b>	<b>Behavioral and social sciences and medical ethics</b>				
	The medical institution of education should identify and include in the academic program the achievements of:				
2.4.1	<i>Behavioral sciences;</i>		+		
2.4.2	<i>Social sciences;</i>		+		
2.4.3	<i>Medical ethics;</i>		+		
2.4.4	<i>Medical jurisprudence that will provide knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural causes of the reasons, the spread and consequences of medical health problems, as well as knowledge of the national health system and the rights of the patient, which will facilitate analysis of public health problems, effective communication, the adoption of clinical decisions and ethical practice.</i>		+		
	The medical institution of education should, in the academic program, adjust and introduce new achievements of behavioral and social sciences and also of medical ethics for:				
2.4.5	Scientific, technological and clinical developments;		+		
2.4.6	Current and anticipated needs of society and the health system;		+		
2.4.7	Changing demographic and cultural conditions.		+		
<b>2.5</b>	<b>Clinical sciences and skills</b>				
	The medical institution of education should, in the academic program, identify and implement the achievements of clinical sciences and ensure that students:				
2.5.1	Acquire sufficient knowledge, clinical and professional skills in order to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
2.5.2	conduct a reasonable part (one third) of the program in planned interaction with patients, including the consideration of the goal, the appropriate number and their sufficiency for training in the relevant clinical bases;		+		
2.5.3	Conduct work on health promotion and disease prevention.		+		
2.5.4	The medical institution of education should determine a certain amount of time for the training of the basic clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
2.5.5	The medical institution of education should organize clinical training with appropriate attention to the patient's safety,		+		

	including monitoring the student's actions in the clinical setting.				
	The medical institution of education should, in the academic program, adjust and introduce new achievements of clinical sciences for:				
2.5.6	Scientific, technological and clinical developments;		+		
2.5.7	Current and expected needs of society and the health system.		+		
2.5.8	The medical institution of education should ensure that each student has an early contact with the real patients, including his gradual involvement in the care of the patient, including the responsibility for examining and / or treating the patient under supervision, which is carried out in appropriate clinical bases.		+		
2.5.9	The medical institution of education should structure the various components of the clinical skills training in accordance with the specific stage of the training program.		+		
<b>2.6</b>	<b>Structure of the academic program, content and duration</b>				
2.6.1	The medical institution of education should provide a description of the content, volume and sequence of courses and other elements of the academic program in order to ensure the appropriate ratio between basic biomedical, behavioral, social and clinical disciplines.		+		
	The medical institution of education follows in the academic program:				
2.6.2	to ensure the integration across the contiguous sciences and disciplines;		+		
2.6.3	ensure vertical integration of clinical sciences with basic biomedical, behavioral and social sciences;		+		
2.6.4	to provide an opportunity for elective content (electives) and to determine the balance between the compulsory and elective part of the academic program, including a combination of mandatory elements and electives or special components of choice;		+		
2.6.5	to determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices.			+	
<b>2.7</b>	<b>Program Management</b>				
2.7.1	The medical institution of education must identify the structural unit responsible for the academic program, which is managed by the academic management, which is responsible and has the authority to plan and implement the academic program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student evaluation and academic program evaluation and training courses, in order to ensure the achievement of the final learning results.		+		
2.7.2	A medical institution of education should guarantee representation from teachers and students in the structural unit responsible for academic programs.		+		
2.7.3	The medical institution of education should, through the		+		

	structural unit responsible for academic programs, plan and implement innovations in the academic program.				
2.7.4	The medical institution of education should include representatives from other relevant stakeholders, the structural unit of the medical education organization responsible for academic programs, including other participants in the educational process, representatives from clinical bases, graduates of medical education organizations, health professionals involved in the learning process or other teachers of the university faculties.		+		
2.8	<b>Communication with the medical practice and the health care system</b>				
2.8.1	Medical institution of education should ensure operational links between the curriculum and the subsequent stages of training (internship, specialization, Continuous professional development / Continuous medical education) or practical placement that the student will be involved in after graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements of academic programs and their interrelations in the various stages of training and practice, taking due account of the local, national, regional global environment, and also feedback to / from the health sector and the participation of teachers and students in the work of a team of specialists in health care.		+		
	The medical institution of education should ensure that the structural unit responsible for the academic programs:				
2.8.2	takes into account the peculiarities of the conditions in which the graduates are to work and accordingly modify the academic programs accordingly;		+		
2.8.3	Considers the modification of the academic programs on the basis of feedback from the public and society as a whole.		+		
	<b>Total</b>		<b>40</b>	<b>1</b>	
3.	<b>STUDENTS' ASSESSMENT</b>				
3.1	<b>Methods of evaluation</b>				
	The medical institution of education <b>shall:</b>				
3.1.1	determine, approve and publish the <i>principles, methods and practices used to assess students, including the number of exams and other tests, the balance between written and oral examinations, the use of evaluation methods based on criteria and reasoning and special examinations (OSEC or Mini-Clinical Examination)</i> , as well as determine the criteria for identifying passing scores, marks and the number of permitted retakes;			+	
3.1.2	ensure that the marks takes account of knowledge, skills and attitudes;		+		
3.1.3	use a wide range of assessment methods and formats depending on their " <i>utility evaluation</i> ", which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of evaluation methods and its format;		+		

3.1.4	ensure that the assessment methods and results avoid conflicts of interest;		+		
3.1.5	ensure that the evaluation process and methods are open (available) for the external experts' inspection.		+		
	The medical institution of education <b>should</b> :				
3.1.6	<i>document and evaluate the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing evaluation practices;</i>		+		
3.1.7	introduce new methods of assessment in accordance with the demands;		+		
3.1.8	use the system to appeal the assessment results.		+		
<b>3.2</b>	<b>The relationship between evaluation and learning</b>				
	The medical institution of education <b>should</b> use the principles, methods and practice of assessment, including the students' academic achievements and the assessment of knowledge, skills, professional values of relationships that:				
3.2.1	are clearly comparable with the methods of learning, teaching and learning outcomes;		+		
3.2.2	ensure that students achieve the final learning outcomes;		+		
3.2.3	promote learning;		+		
3.2.4	provide an appropriate balance between formative and cumulative assessment in order to manage learning and <i>evaluate the student's academic progress, which requires determination of rules for assessing progress and their relationships to the evaluation process.</i>		+		
	The medical institution of education <b>should</b> :				
3.2.5	<i>regulate the number and nature of examinations of various elements of the academic programs in order to promote knowledge and integrated learning, and to avoid negative impact on the learning process and eliminate the need to study excessive information and the overload of the academic programs;</i>		+		
3.2.6	ensure feedback to students on the basis of evaluation results.		+		
	<b>Total</b>		<b>13</b>	<b>1</b>	
<b>4.</b>	<b>STUDENTS</b>				
<b>4.1</b>	<b>Admission and selection policy</b>				
	The medical institution of education <b>shall</b> :				
4.1.1	identify and implement the <i>admission policy, including a clearly established position on the student selection process, which includes justification and selection methods such as secondary school results, other relevant academic experience, other admission examinations and interviews, assessment of motivation to become a doctor, including changes in demands related to the diversity of medical practice;</i>		+		
4.1.2	have a <i>policy and implement the practice of students admission with disabilities in accordance with applicable laws and regulations of the country;</i>		+		
4.1.3	have a policy and implement the practice of transferring students from other programs and medical education		+		



	organizations.				
	The medical institution of education <b>should</b> :				
4.1.4	establish relations between the selection of students and the mission of the medical education organization, the academic programs and the desired quality of graduates;		+		
4.1.5	periodically review the policy of admission on the basis of relevant data from the public and professionals in order to meet the <i>health needs of the population and society as a whole, including considering the recruitment of students based on their gender, ethnicity and language, and the potential need for a special admission policy for students from low-income families and national minorities</i> ;		+		
4.1.6	use the system to appeal admission decisions.		+		
<b>4.2</b>	<b>Students admission</b>				
4.2.1	The medical institution of education <b>must</b> determine the number of students enrolled in accordance with the material and technical capacities and capabilities at all stages of education and training, and the decision to recruit students requires the regulation of national requirements for human resources for health, in the case where medical educational organizations do not control the number of recruited students, it is necessary to demonstrate their obligations, by explaining all relationships, paying attention to consequences of the decisions made (the imbalance between the students enrollment and the material, technical and academic potential of the HEI).		+		
4.2.2	The medical institution of education <b>should</b> periodically review the number and students population admitted in consultation with <i>relevant stakeholders responsible for the planning and development of human resources in the health sector, as well as with experts and organizations on global aspects of human health resources (such as inadequate and uneven distribution of human resources of health care, the migration of doctors, the opening of new medical schools)</i> and regulate to meet the health needs of the population and society as a whole.		+		
<b>4.3</b>	<b>Counseling and students support</b>				
	The medical institution of education <b>shall</b> :				
4.3.1	have a system of <i>academic counseling</i> of students, which includes issues related to the choice of electives, preparation for residency, career planning, the appointment of academic supervisors (mentors) for individual students or small groups of students;		+		
4.3.2	to offer a program of students support aimed at <i>social, financial and personal needs, which includes support in response to social and personal problems and events, health and financial problems, access to health care, immunization programs and health insurance, as well as financial support in the form of financial assistance, scholarships and loans</i> ;		+		
4.3.3	allocate resources for students support;		+		
4.3.4	ensure confidentiality regarding counseling and support.		+		

	Medical institution of education <b>should</b> provide advice that:				
4.3.5	is based on monitoring the progress of the student and is aimed at the social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial issues;		+		
<b>4.4</b>	<b>Students representation</b>				
4.4.1	The medical institution of education <b>should</b> identify and implement a <i>policy of students representation and their respective participation</i> in the development, management and evaluation of the academic programs, and other issues relevant to students, which includes <i>student self-government, the participation of student representatives in the school's councils, the university and other relevant bodies, and in social activities and local projects in health care.</i>		+		
4.4.2	The medical education organization <b>should</b> render <i>assistance and support of student activities and student organizations, including provision of technical and financial support to student organizations.</i>		+		
	<b>Total</b>		<b>15</b>		
<b>5.</b>	<b>ACADEMIC STAFF / FACULTY</b>				
<b>5.1</b>	<b>The policy of selection and admission</b>				
	The medical institution of education <b>should</b> define and implement the <i>policy of selection and recruitment of employees, which:</i>				
5.1.1	defines their category, responsibility and balance of academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the academic programs, including the proper ratio between medical and non-medical professors, full-time and part-time teachers, and a balance between academic and non-academic staff;		+		
5.1.2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;		+		
5.1.3	defines and monitors the responsibilities of academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
	The medical institution of education <b>should</b> follow in its policy on the selection and admission of employees to take into account such criteria as:				
5.1.4	attitude to its mission, the <i>importance of local conditions, including gender, nationality, religion, language and other conditions relevant to the medical institution of education and the academic program;</i>		+		
5.1.5	<i>economic opportunities that take into account institutional conditions for the financing of staff and efficient use of resources.</i>		+		
<b>5.2</b>	<b>Development policy and staff activities</b>				
	The medical institution of education should define and implement the policy of activity and employees				

	development, which:				
5.2.1	allows to <i>balance the teaching, scientific and service functions, which include setting the time for each activity, taking into account the needs of the medical institution of education and the professional qualifications of the teachers;</i>		+		
5.2.2	guarantees <i>recognition of the merits of academic activity, with an appropriate emphasis on pedagogical, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;</i>		+		
5.2.3	ensures that clinical activities and research are used in teaching and learning;		+		
5.2.4	guarantees the <i>adequacy of the knowledge of each employee of the academic programs, which includes knowledge of the teaching / learning methods and the general content of the academic programs and other disciplines and subject areas in order to promote cooperation and integration;</i>		+		
5.2.5	<i>includes training, development, support and evaluation of the teachers activities, which involves all teachers not only recruited, but also teachers drawn from hospitals and clinics.</i>		+		
	The medical institution of education <b>should:</b>				
5.2.6	take into consideration the ratio of "teacher-student" depending on various components of the academic programs;		+		
5.2.7	develop and implement employee promotion policies.		+		
	<b>Total</b>		<b>12</b>		
<b>6.</b>	<b>EDUCATIONAL RESOURCES</b>				
<b>6.1</b>	<b>Infrastructure</b>				
	The medical institution of education <b>shall:</b>				
6.1.1	have sufficient <i>infrastructure</i> for teachers and students, allowing to ensure adequate performance of the academic programs;			+	
6.2.2	ensure a <i>safe environment</i> for employees, students, patients and those who care for them, including providing the necessary information and <i>protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and in using equipment.</i>		+		
6.1.3	The medical institution of education <b>should</b> improve the learning environment of students through regular update, expansion and strengthening of the material and technical base, which must correspond to the development in the practice of teaching.		+		
<b>6.2</b>	<b>Resources for clinical training</b>				
	The medical institution of education <b>should</b> provide the necessary resources for students to acquire adequate clinical experience, including, sufficient: Number and categories of patients;				
6.2.1	количество и категории пациентов;			+	
6.2.2	the number and categories of <i>clinical bases</i> (facilities) that <i>include clinics (for primary, specialized and highly</i>		+		

	<i>specialized care), outpatient services (including primary health care), primary health care facilities, health centers and other health care facilities, and centers / Clinical skills labs that allow clinical training, using the capabilities of clinical bases and provide rotation in the main clinical disciplines;</i>				
6.2.3	observation of clinical practice of students.		+		
6.2.4	The medical institution of education should <i>study and evaluate</i> , adapt and improve the resources for clinical training to meet the needs of the served population, which will include <i>consistency and quality for clinical training programs regarding clinical facilities, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.</i>		+		
<b>6.3</b>	<b>Information Technology</b>				
<b>6.3.1</b>	The medical institution of education <b>should</b> define and implement a policy that is aimed at the <i>effective use and evaluation of relevant information and communication technologies</i> in the academic programs.		+		
	The medical institution of education <b>should</b> provide teachers and students with opportunities to use information and communication technologies:				
6.3.2	for self-study;		+		
6.3.3	access to information;		+		
6.3.4	management of patients;			+	
6.3.5	work in the health care system.			+	
6.3.6	The medical institution of education <b>should</b> ensure students' access to relevant patient data and health information systems.		+		
<b>6.4</b>	<b>Research in the field of medicine and scientific achievements</b>				
	The medical institution of education <b>shall</b> :				
6.4.1	have <i>research activity in the field of medicine and scientific achievements</i> as a basis for the academic programs;		+		
6.4.2	identify and implement policies that promote the relationship between research and education;		+		
6.4.3	provide information on the research base and priority areas in the field of scientific research of the medical education organization.		+		
	The medical education organization <b>should</b> ensure that the relationship between research and education:		+		
6.4.4	is considered in teaching;		+		
6.4.5	encourages and prepares students for participation in scientific research in the field of medicine and their development.		+		
<b>6.5</b>	<b>Examination in the field of education</b>				
	The medical institution of education <b>shall</b> :				
6.5.1	have access to <i>expertise in the field of education</i> , where necessary, and conduct an examination that studies the processes, practices and problems of medical education and can involve physicians with experience in research in		+		

	medical education, psychologists and sociologists in the field of education that is provided by the Department of Medical Education Development of the University or by attracting experts from other national and international institutions.				
	The medical institution of education <b>should</b> define and implement a policy on the use of inspection in the field of education:				
6.5.2	in the development of an academic program;			+	
6.5.3	in developing methods for teaching and assessing knowledge and skills.			+	
	The medical institution of education <b>should:</b>				
6.5.4	provide evidence of the use of internal or external inspection in medical education to develop staff potential;		+		
6.5.5	give due attention to the development of inspection in the evaluation of medical education and in studies in medical education as a discipline, including the study of theoretical, practical and social issues in medical education;		+		
6.5.6	to promote aspiration and interests of employees in conducting research in medical education.			+	
<b>6.6</b>	<b>Exchange in the field of education</b>				
	The medical institution of education should define and implement a policy for:				
6.6.1	cooperation at the national and international levels with other medical schools, public health schools, faculties of dentistry, pharmacy and other university departments;		+		
6.6.2	transfer and netting of academic credits, which includes consideration of the limits of the volume of the academic programs that can be transferred from other educational institutions and which can be facilitated by the conclusion of agreements on the mutual recognition of the elements of the academic programs and the active coordination of programs between universities and the use of a transparent system of credit units and flexible requirements for courses .		+		
	The medical institution of education <b>should:</b>				
6.6.3	promote regional and international exchange of employees (academic, administrative and teaching staff) and students by providing appropriate resources;			+	
6.6.4	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of employees, students, and observing ethical principles.		+		
	<b>Total</b>		<b>21</b>	<b>8</b>	
<b>7.</b>	<b>ASSESSMENT OF THE ACADEMIC PROGRAMS</b>				
<b>7.1</b>	<b>Mechanisms for the program monitoring and evaluation</b>				
	The medical institution of education <b>should</b>				
7.1.1	have a program on an academic programs for monitoring processes and results, including routine data collection on key aspects of the academic programs in order to ensure that the educational process is carried out appropriately, and to identify any areas requiring intervention, and data collection is part of the administrative procedures in		+		



	<i>relation with the admission of students, evaluation of students and the training completion.</i>				
	The medical education organization <b>should</b> establish and apply mechanisms for evaluation of the academic programs that:				
7.1.2	<i>aim at the academic programs and its main components, including the model of the academic programs, the structure, content and duration of the academic programs, and the use of compulsory and elective parts (see the Standard "Academic programs");</i>		+		
7.1.3	<i>aim at student progress;</i>		+		
7.1.4	<i>identify and address problems that include insufficient achievement of the expected outcomes of training, and will involve collecting information on the final results of the training, including on identified shortcomings and problems, and be used as feedback for activities and corrective action plans, to improve the academic programs and curriculum disciplines.</i>		+		
	The medical institution of education <b>should</b> periodically conduct a comprehensive evaluation of the academic programs, aiming to:				
7.1.5	<i>on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical education organization;</i>		+		
7.1.6	<i>on special components of the academic programs, which include a description of discipline and methods of teaching and learning, clinical rotations and assessment methods;</i>		+		
7.1.7	<i>on the overall final results, which will be measured by the results of the national licensing exams, benchmarking procedures, international examinations, career choice and postgraduate studies results;</i>			+	
7.1.8	<i>on their social responsibility.</i>		+		
<b>7.2</b>	<b>Teacher and student feedback</b>				
7.2.1	The medical institution of education <b>should</b> systematically collect, analyze and provide feedback to the teachers and students, which includes <i>information on the process and products of the academic programs, and also include information about unfair practices or inappropriate behavior of teachers or students with and / or legal consequences.</i>		+		
7.2.2	The medical institution of education <b>should</b> use the feedback results to improve the academic programs.		+		
<b>7.3</b>	<b>Academic achievements of students and graduates</b>				
	The medical institution of education <b>should</b> analyze the <i>academic achievements of students and graduates in relation to:</i>				
7.3.1	<i>its mission and the final results of the academic program, which includes information on the average length of study, academic grade average, frequency of passes and failures in examinations, success stories and dropouts, student reports on the conditions of training for the courses passed, the time</i>		+		

	<i>spent studying the areas of interest , including electives, as well as interviews with students on repeated courses, and interviews with students who leave the academic program;</i>				
7.3.2	academic program;		+		
7.3.3.	availability of resources.		+		
	The medical institution of education <b>should</b> analyze the <i>students' academic achievements</i> regarding:				
7.3.4	<i>their previous experience and conditions, including social, economic, cultural conditions;</i>		+		
7.3.5	the level of training at the time of admission to a medical institution of education.		+		
	the medical institution of education <b>should</b> use the analysis of students' academic achievements to provide feedback to the structural units responsible for:				
7.3.6	selection of students;		+		
7.3.7	planning of the academic program;		+		
7.3.8	students' counseling.		+		
<b>7.4</b>	<b>Involvement of stakeholders</b>				
	The medical institution of education <b>should</b> , in its monitoring program and activities to evaluate the academic programs, involve:				
7.4.1	teaching staff and students;		+		
7.4.2	its administration and management.		+		
	The medical institution of education <b>should</b> for other stakeholders, including other representatives of academic and administrative staff, representatives of the public, authorized bodies for education and health, professional organizations, as well as those responsible for postgraduate education:				
7.4.3	provide access to the results of the course evaluation and academic program;		+		
7.4.4	to collect and study the feedback from them on the clinical practice of graduates;		+		
7.4.5	to collect and study the feedback from them on the academic program.			+	
	<b>Total</b>		<b>21</b>	<b>2</b>	
<b>8.</b>	<b>MANAGEMENT AND ADMINISTRATION</b>				
<b>8.1</b>	<b>Management</b>				
8.1.1	The medical institution of education <b>should</b> determine management structures and functions, <i>including their relationship with the university, if the medical institution of education is a part or the university branch.</i>		+		
	The medical institution of education <b>should</b> , in its management structures, identify the <i>structural units with the responsibility of each structural unit and include it in its composition:</i>				
8.1.2	representatives of academic staff;		+		
8.1.3	students;		+		
8.1.4	<i>other stakeholders, including representatives from the Ministry of Education and Health, the health sector and the general public.</i>				

8.1.5	The medical institution of education <b>should</b> ensure the <i>transparency</i> of the management system and the decisions taken, which are <i>published in the newsletter, and uploaded on the HEI website, included in the protocols for familiarization and implementation.</i>		+		
<b>8.2</b>	<b>Academic Leadership</b>				
8.2.1	The medical institution of education <b>should</b> clearly define the responsibility of the <i>academic management</i> in the development and management of the academic programs.		+		
8.2.2	The medical institution of education <b>should</b> periodically evaluate the academic management regarding the achievement of its mission and the final learning outcomes.		+		
<b>8.3</b>	<b>Academic budget and allocation of resources</b>				
	The medical institution of education <b>shall:</b>				
8.3.1	have a clear terms of responsibilities and authorities to provide the academic programs with resources, including the target academic budget;		+		
8.3.2	allocate the resources necessary to implement the academic programs and allocate academic resources in accordance with their needs.		+		
8.3.3	The financing system for a medical education organization should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, delineation and independence of all levels of budgets.		+		
	The medical institution of education <b>should:</b>				
8.3.4	provide sufficient autonomy in the allocation of resources, including a decent remuneration of teachers in order to achieve the final learning results;		+		
8.3.5	when allocating resources, take into account scientific advances in medicine and public health problems and their needs.		+		
<b>8.4</b>	<b>Administrative staff and management</b>				
	The medical institution of education <b>should</b> have the <i>appropriate administrative and academic staff, including their number and composition in accordance with the qualifications, in order to:</i>				
8.4.1	ensure the implementation of the academic program and related activities;		+		
8.4.2	ensure proper management and allocation of resources.		+		
8.4.3	The medical institution of education <b>should</b> develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
<b>8.5</b>	<b>Interaction with the public health sector</b>				
8.5.1	The institution of education <b>should</b> have a <i>constructive interaction</i> with the health care sector, with related sectors of public health and government, <i>including information exchange, cooperation and organization initiatives that facilitate the provision of qualified doctors in accordance with the needs of society.</i>		+		
8.5.2	The medical institution of education <b>should</b> give an <i>official</i>		+		

	<i>status of cooperation with partners in the health sector, which includes the conclusion of formal agreements with the definition of the content and forms of cooperation and / or the conclusion of a joint contract and the establishment of a coordinating committee and conduct of joint activities.</i>				
	<b>Total</b>		<b>16</b>		
<b>9.</b>	<b>CONTINUOUS IMPROVEMENT</b>				
	The medical institution of education <b>should</b> both be a dynamic and socially responsible institution:				
9.1.1	initiate procedures for regular review;			+	
9.1.2	revision of structure and functions;		+		
9.1.3	allocate resources for continuous improvement.		+		
	The medical institution of education <b>should</b> :				
<b>9.1.4</b>	ground the process of renewal and updating on prospective studies and analyzes and on the results of own study, evaluation and literature on medical education;			+	
9.1.5	ensure that the process of renewal and restructuring leads to a review of its policies and practices in accordance with previous experience, ongoing activities and prospects for the future; direct the upgrade process to the following questions.		+		
9.1.6	Adaptation of the Regulations on mission and final results to the scientific, socio-economic and cultural development of society.			+	
9.1.7	Modification of the final results of graduates learning in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of medical care to patients in accordance with the responsibilities that are assigned to graduates after graduation.			+	
9.1.8	Adapt the model of the academic programs and methodological approaches to ensure that they are relevant and relevant and takes into account modern theories in education, the methodology of adult education, the principles of active learning.		+		
9.1.9	Adjustment of the elements of the academic programs and their interrelation in accordance with the achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health / structure of the incidence of the population and socio-economic and cultural conditions, and the adjustment process will ensure the incorporation of new relevant knowledge, concepts and methods, and the elimination of obsolete ones.		+		
9.1.10	Development of evaluation principles, methods of conducting and number of examinations in accordance with changes in the final results of teaching and methods of teaching and learning.		+		
9.1.11	Adaptation of the policy of students' admission and methods of students selection in view of changing expectations and circumstances, requirements for human		+		

	resources, changes in the system of pre-university education and the needs of the academic programs.				
9.1.12	Adaptation of the selection policy and formation of an academic staff of employees in accordance with changing needs.		+		
9.1.13	Updating educational resources in accordance with changing needs, such as students' admission, number and profile of academic staff, academic programs.		+		
9.1.14	Improving the monitoring and evaluation of the academic programs.		+		
9.1.15	Improving the organizational structure and management principles to ensure effective operation in the conditions of changing circumstances and demands, and, in the long term perspective, to meet the interests of different stakeholder groups.		+		
	<b>Total</b>		<b>11</b>	<b>4</b>	
	<b>ALTOGETHER</b>		<b>170</b>	<b>22</b>	

