



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

## **REPORT**

**On the results of the work of the external expert Commission  
assessment of compliance with the requirements  
standards of primary specialized accreditation of the specialty  
6B10115 " Kinesitherapy»**

**NJSC "Astana Medical University" in the period from 28 to 30 May 2020**

**INDEPENDENT ACCREDITATION AND RATING AGENCY**  
*External expert commission*

*Addressed  
to the Accreditation  
the IAAR Council*



Независимое агентство  
аккредитации и рейтинга

**REPORT**

**On the results of the work of the external expert Commission  
assessment of compliance with the requirements  
standards of primary specialized accreditation of the specialty  
6B10115 " Kinesitherapy»**

**NJSC "Astana Medical University" in the period from 28 to 30 May 2020**

**Nur-Sultan, 2020**

**May 30, 2020**

## Content

<b>(I) LIST OF SYMBOLS AND ABBREVIATIONS</b> .....	3
<b>(II) INTRODUCTION</b> .....	4
<b>(III) INTRODUCTION TO THE EDUCATION ORGANIZATION</b> .....	5
<b>(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE</b>	7
<b>(V) DESCRIPTION VISIT WEC</b> .....	7
<b>(VI) CONFORMITY TO SPECIALIZED ACCREDITATION STANDARDS</b> ...	9
Standard 1. "MISSION AND FINAL RESULTS" .....	9
Standard 2. "EDUCATIONAL PROGRAM" .....	11
Standard 3. "STUDENT EVALUATION POLICY" .....	12
Standard 4. "STUDENTS" .....	14
Standard 5. "ACADEMIC STAFF / TEACHERS" .....	14
Standard 6. "EDUCATIONAL RESOURCES" .....	15
Standard 7. "EVALUATION OF THE EDUCATIONAL PROGRAM" .....	17
Standard 8. "CONTROL AND INFORMATION PUBLIC" .....	18
<b>(VII) OVERVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD</b> .....	19
<b>(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD FOR THE ACCREDITED EDUCATION PROGRAM SPECIALTY 6V10114 "ERGOTHERAPY"</b> .....	20
<b>X. RECOMMENDATION TO THE ACCREDITATION BOARD</b>	20
Appendix 1. Evaluation table "PARAMETERS OF SPECIALIZED PROFILE" .....	21
Appendix 2. PROGRAM OF VISIT TO THE EDUCATION ORGANIZATION	39
Annex 3. RESULTS SURVEY TEACHERS .....	39
Annex 4. RESULTS SURVEY TRAINEES .....	39

## **LIST OF DESIGNATIONS AND ABBREVIATIONS**

**DB-Basic disciplines**

**GNI – internal regulatory documents**

**SSO – State mandatory standard of education**

**YOKE – the Final state certification of**

**Sole proprietor-Instructive letter**

**IRP-Individual work plan**

**QED-Catalog of elective subjects**

**MOH-Ministry of health**

**MES-Ministry of education and science**

**NAO " MUA " - non-profit joint-stock company "Astana Medical University"**

**R & d – Research work**

**NPA-normative legal acts**

**OP-Educational program**

**PD-Core disciplines**

**Teaching staff – teaching staff**

**RK – Republic of Kazakhstan**

**RP-Work programs**

**RUP-working curriculum**

**TUP-standard curriculum**

**Umkd-Educational and methodical complex of disciplines**

## **(II) INTRODUCTION**

In accordance with the order No. 42-20-OD dated 04/27/2020 of the Independent Agency for Accreditation and Rating (IAAR), from 28 to 30 May 2020, an external expert commission in the NAO MUA was carried out within the framework of primary specialized accreditation to assess the compliance of the educational program 6B10114 "Ergotherapy".

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

### **EEC composition**

1. The Chairman of the commission - Turdalieva Botagoz Saitovna, MD, Professor, AO "Kazakh Medical University of Continuing Education" (Almaty)
2. Foreign expert - Marina Alekseevna Kanushina, director of "AC Institute of international Education", PhD, MBA. (Prague, Czech Republic)
3. Expert - Aimbetova Gulshara Ergazyevna, Candidate of Medical Sciences, Associate Professor, Kazakh National Medical University. S. D. Asfendiyarova (Almaty)
4. Expert - Naylya Igorevna Sheveleva, MD, DSc, Professor, Karaganda Medical University (Karaganda)
5. Expert - Andasova Zhanar Myrzagalievna, Ph.D., Associate Professor, JSC "Kazakh Medical University of Continuing Education" (Almaty)
6. Expert - Omarkulov Bauyrzhan Kadenovich, Candidate of Medical Sciences, Associate Professor, NJSC "Medical University of Karaganda" (Karaganda)
7. Expert - Elena Leonidovna Stepkina, Ph.D., Kazakhstan Medical University "VSHO" (Almaty)
8. Expert - Sadykova Sholpan Sauatbekovna, Candidate of Medical Sciences, Associate Professor, NUO "Kazakh-Russian Medical University" (Almaty)
9. Expert - Torlanova Botagoz Ongarovna, Ph.D., South Kazakhstan Medical Academy JSC (Shymkent)
10. Expert - Ivanchenko Nellya Nikolaevna, Ph.D., Kazakh National Medical University named after S.D. Asfendiyarov (Almaty)
11. Employer - Saule Sotsialovna Smakova, Medical College under LLP "Republican Medical Academy" (Nur-Sultan)
12. Student - Ilyasova Bayansulu Begim- Muratkyzy, Eurasian National University named after L.N. Gumilyov (Nur-Sultan)
13. Observer from the Agency - Aimurzieva Aigerim Urinbaevna, head of medical projects of the Agency (Nur-Sultan)



### **(III) REPRESENTATION OF THE EDUCATION ORGANIZATION**

The Council of Ministers of the Republic adopted a resolution on the opening of the Medical Institute in Tselinograd on October 26, 1964. In 1997, the institute was reorganized into an academy, and in January 2009 it achieved the status of a University. Based on the decree of the Government of the Republic of Kazakhstan, the University became part of the National Medical Holding. Since July 2010, it has been transferred to the jurisdiction of the Ministry of Health of the Republic of Kazakhstan.

Currently, the university has a state license of the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated January 31, 2009, No. KZ93LAA00014823, for an unlimited period, for the right to carry out educational activities under the programs of higher and postgraduate professional education, according to which it has the right to issue documents on education of the state standard.

The University has a multilevel education system.

5647 students, 1460 interns, 580 residents, 88 undergraduates and 63 doctoral students study at the faculties of the University, including 639 foreign students.

The university operates a system of international distance learning (MOODLE), which uses the latest advances in this area in its work.

Since 2012, distance learning has been introduced at the level of additional professional education.

According to the organizational structure of NJSC "MUA", the main structural divisions of the University are institutes, deans, departments, departments, departments, centers, which include a staff in the following categories: teaching staff, administrative and managerial personnel, training and support personnel, service personnel.

NJSC "MUA" was the first among the medical universities of Kazakhstan to begin multilevel training of medical and scientific-pedagogical personnel (system of continuous higher education) in the following areas: bachelor's degree - internship - residency; Bachelor's - Master's - PhD doctoral studies.

As part of the state assignment under program 031 "Implementation of international standards in hospital management", NJSC "MUA" also showed leadership and was the first to launch an educational program for the preparation of "Masters of Business Administration" (MBA) in the field of hospital management.

In June 2013, the University successfully passed the 3rd recertification audit 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 activities were highly appreciated by the European Foundation for Quality Management - a 5-star certificate of the Model of Excellence.

In 2013, the University successfully passed the national institutional accreditation (IQAA), in 2013 and 2014 specialized accreditation of bachelor's educational programs in the specialties "Dentistry", "Pharmacy",

"Medical and Preventive Business"; magistracy in the specialties "Medicine", "Preventive medicine" (NKAOKO); in 2013, international accreditation of MBA educational programs in Public Health and Bachelor in Public Health (Institute for Accreditation, Certification and Quality Assurance, ACQUIN, Germany). In 2014, based on the results of a comprehensive assessment of its activities, the University was recognized as having passed the state certification for compliance with the requirements of the State Educational Standard of the Republic of Kazakhstan, qualification requirements for licensing educational activities and the requirements of regulatory legal acts in the field of education, and certified for a period of five years (MES RK and MH RK, April 2014). In 2015, the University has successfully passed specialized accreditation of educational programs for undergraduate specialties

General Medicine, Nursing, Master's degree in Public Health, doctoral degrees in Medicine, Public Health, and 21 residency specialties.

In 2017, the educational programs of the bachelor's degree "General Medicine", "Dentistry", the Master's degree "Nursing", residency "Pulmonology, including children's", in 2019 the University passed institutional accreditation, as well as specialized accreditation of a number of educational programs.

Since 2017, the University has been the developer of the State Educational Standard of the Republic of Kazakhstan in the specialty "Nursing".

The main corporate values and principles of NJSC "MUA" are:

**1.respect for the person** - is respect for the rights of individuals to freedom of expression, respect for the opinions of others, tolerance of any differences between the members of the group, openness and goodwill in dialogue and joint problem solving;

**2.professionalism** - a responsible and conscientious attitude towards fulfilling one's duties, deep knowledge of one's specialty, high-quality and timely fulfillment of assigned tasks, systematic renewal of one's competence;

**3.continuous improvement** - the development and improvement of the abilities of teaching staff, staff and students; NJSC "Astana Medical University" - cooperation - interaction with domestic and foreign universities;

**4.efficiency** - the use of available human, intellectual, material, informational and financial resources to achieve maximum results;

**5.innovativeness** - the introduction of modern teaching technologies, scientific research achievements in the educational process;

**6.continuity** - loyalty to their traditions, respect for their history, concern for the implementation of the best experience and enrichment of it with new ideas;

**7.caring for veterans** - due respect for the older generation, memory of their merits, preservation and enhancement of traditions, honor and encouragement of veterans;

**8.caring for a person** - promoting the welfare and social protection of the teaching staff, students, employees, the implementation of social programs, providing conditions for the implementation of mutual obligations of the teaching staff, students, employees on the one hand and the university on the other, which are provided for by the Collective and labor agreements;

**9.labor motivation** - an effective system of moral encouragement and material remuneration of teaching staff, students, employees.

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

The dean's office of "Nursing", coordinating and implementing educational programs of the bachelor's degree "Ergotherapy", is headed by PhD Saltabaeva Ulbolsyn Sheralievna ( [http://www.MUA.kz/resident\\_graduate\\_doctoral/](http://www.MUA.kz/resident_graduate_doctoral/) ).

Characteristics of the surveyed educational programs:

Implementation level: bachelor's degree

Academic Degree: Bachelor of Health in Educational Programs

"Ergotherapy"

Term of

development: 4

years Form of

development:

full-time

Qualifications of graduates: occupational therapist

#### **(IV) PRESENTATION OF THE EDUCATION ORGANIZATION**

This educational program was not previously accredited in the IAAR.

#### **(V) DESCRIPTION OF THE REVIOUS ACCREDITATION PROCEDURE**

The visit of the external expert commission (EEC) to the MUA is organized from May 28 to May 30, 2020 in accordance with the program agreed with the chairman of the EEC, MD, prof. Turdalieva B.S.

The commission examined the normative and educational-methodical documents on educational disciplines, including standard curricula, work programs, educational-methodical complexes and other materials provided by the university.

All materials requested by the commission were provided by the University on time and in full. In order to obtain objective information on the assessment of the activities of the NAO MUA, members of the EEC used the following methods: visual inspection, observation, interviewing employees of various structural divisions, teachers, students, employers, questioning the teaching staff and students. On the part of the team, the presence of all persons indicated in the visit program is ensured. The 3-day program of visiting the EEC has been fully completed.

On May 28, 2020, a preliminary meeting of the IAAR EEC members took place. During the organizational meeting, they familiarized themselves with the goals of the visit, clarified the visit program, and assigned the responsibility of the EEC members. A brief review of reports on the specialized self-assessment of the University's specialties was carried out, key issues were discussed, additional information was determined that must be requested from the university for validation and full awareness of the EEC members during specialized accreditation.

In accordance with the visit program, **on May 28**, the EEC members held talks with the Rector, vice-rectors for directions, heads of accredited programs, heads of structural divisions, heads of departments. A visual inspection of the dean's office of nursing, the department of organization and quality control of educational activities, a library, a simulation center was carried out. During the visit to the University departments, presentations and answers to questions from EEC experts were heard. So, the dean of the Faculty of Nursing gave a short presentation on the organization of the educational process, showed an analysis of student progress, the work of the dean's office on the employment of graduates. Held a meeting with the teachers, conducted the online survey of PPP.

**On May 29, 2020**, experts visited the Department of Sports Medicine, Rehabilitation and Physical Education, after a visual examination of the clinical bases of the department: City Polyclinic No. 4, st. T. Shevchenko, 1 and City polyclinic №5, st. Akan Sery, 20. At the clinical sites examined rooms for exercise therapy, massage, ergotherapy; familiarized themselves with the safety documentation; office passports, instructions for working in the exercise therapy office.

An online meeting was held with employers, graduates of the nursing specialty.

**On May 30**, the Head of the Center for Youth Affairs made a presentation on the activities of the center, answered questions from experts.

A visual inspection of the vocational guidance center was carried out. A report on the organization of career guidance for potential applicants was presented, meetings with school graduates are organized, medical classes for schoolchildren are held free of charge, online courses on preparation for entrance exams are organized, work with a recruiting agency is shown.

In accordance with the accreditation procedure, an on-line survey of teachers and students was carried out. According to the results of a survey of teachers, in which 24 people took part, it was revealed that 100% of respondents noted that they were satisfied with the content of the educational program, 100% noted that the university provides an opportunity for the continuous development of the potential of teachers, and more than 93% can actively use their 8



own methods learning in the educational process. All respondents took , that the level of development conditions for the students with different physical abilities as a relatively good noted 84%, creation of conditions for PPP - to combine teaching with research studies have noted 72%; Providing benefits for teaching staff: rest, sanatorium treatment can be identified as satisfactory - 68%; 24% are not satisfied with the food system, medical and other services .

Based on the results of the online survey of students, the following was revealed: satisfaction with the level of accessibility of the dean's office, accessibility and responsiveness of the university management, academic consulting, the availability of library resources, Teaching Methods in general, Quality of teaching, Academic load / student requirements, ensuring equal opportunities is above 872%; however, 20-30% of the respondents are not fully satisfied with the library equipment, modernity , safety of equipment and equipment, the opportunity for sports and leisure. The teacher's proficiency in the professional language and objectivity of the assessment of achievement, the use of understandable assessment criteria do not agree with 4%, and only 70-76% note full agreement with the criterion.

A total of 102 representatives took part in the meetings (Table 1).

Table 1 - Information about employees and students who took part in the meetings with the EEC of the IAAR

<b>Participant category</b>	<b>amount</b>
Rector	1
Vice-rector	6
Heads of accredited EP	6
Heads of structural divisions	18
Heads of departments	13
Teachers	13
Employers	5
Undergraduate students	40
<b>Total</b>	<b>102</b>

Recommendations for improving the activities of educational programs of accredited specialties of the university, developed by the EEC based on the results of the examination, were presented at a meeting with the leadership on May 30, 2020.

## **VI. COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS**

### 6.1 Standard "Mission and end results"

#### **Proof part**

To implement the priority directions for the development of medical education, the vision and mission of the University were revised and the Strategic Directions of NJSC “MUA” for 2019 - 2023 were developed ”(approved by the Board of Directors of 07.24.2019, Protocol No. 7). The mission of the University is "Development of the Society by ensuring high quality education, science and clinical practice through the training of a new generation of medical personnel, modern science and the concept of the nation's health."

The mission of the educational program " Kinesitherapy " in accordance with the mission and strategic directions of the NAO "MUA" and consists in high-quality training of competitive specialists in kinesitherapy

The university has a website [www.MUA.kz](http://www.MUA.kz) that supports the mission, goals and objectives of the university, which is effectively used to improve the quality of educational programs. The University website provides official presentation of information about the University on the Internet. The information resource of the site is open and public. In order to integrate the University website with social networking site is associated with the social network facebook.com, the system microblogging twitter.com, with video sharing youtube.com, page on the social network , "My World» [meduniver.astana@mail.ru](mailto:meduniver.astana@mail.ru) .

### **Analytical part**

The aim of the educational program " Kinesitherapy " is to train specialists who are able to provide qualified medical and social services for the use of kinesiotherapy to correct biomechanical disorders and restore lost functions, train the mechanisms of compensation and adaptation of the patient's body to physical, social, household and industrial loads. Based on the formulated mission and goals, the objectives of the program were determined.

When considering the available resources to provide the educational program, it presented contracts with 11 clinical bases in Nursultan, both in a polyclinic and in hospitals, and a specialized rehabilitation institution. But the material and technical equipment of the department with equipment for obtaining practical skills (diagnostics, treatment) in the specialty is not shown enough. There are not enough teachers in rehabilitation at the department , so, according to the state, out of 11 teachers, only 2 have an academic degree, but not in a specialized specialty, 2 full-time teachers have a certificate in "exercise therapy", but there is no academic degree and category. Part-time doctors of the highest category in the specialty of medical rehabilitation are involved in the work at the department .

The issues of informing the public about the mission and the final results of training of the EP " Kinesitherapy " are not fully reflected . The educational program does not specify the role of a graduate in the specialty " Kinesitherapy " in the system of medical rehabilitation.

The University monitors and periodically evaluates the EP, uses a feedback mechanism (survey, questioning of students) through the program

Sirius, questionnaires provided. But there are no materials on the results of the analysis and correction of the questionnaire.

### **Strengths / Best Practice**

- Availability and operation of the required documented procedures.
- Openness and availability management OP for students, faculty, employers, parents.

### **EEC recommendations**

- Optimize the procurement of educational and methodological materials for core disciplines,
- To organize retraining of teachers in the field of " Kinesitherapy ", and advanced training of the teaching staff to conduct classes in certain disciplines of the educational program " Kinesitherapy " .
- Conduct a comprehensive assessment of the educational program together with employers, students and other interested parties in order to determine the final learning outcomes, determine the role and place of the kinesitherapist in the rehabilitation system , and ensure the employment of future graduates of the specialty.

### **Area for improvement**

Further improvement of the university website to raise awareness of all interested parties in the implementation of the mission of the educational program, and the final learning outcomes.

### **Conclusions of the EEC on the criteria:**

strong-4 satisfactory - 8 suggest improvements-2 unsatisfactory -0

[6.2 Standard: "Educational program"](#)

### **Proof part**

The educational program and RUPL in the specialty " Kinesitherapy " were developed and approved from 04/23/2020, No. 359-f / cds ., Agreed by the department for the organization and quality control of educational activities, the dean, the vice-rector for educational activities. Reviews of the educational program from employers are presented.

The normative documents regulating the processes of development and approval of educational programs are presented: a map of the process "Management of the educational and 10

methodological process", consideration for the COPS and approval for the UMC; University standard "General requirements for the development of educational and methodological complex of disciplines" SU-MUA-16-18.

According to the working curriculum, the volume of the OOD cycle is no more than 23% of the total volume of the undergraduate educational program or 56 academic credits. Of these, 51 academic credits are allocated for the disciplines of the compulsory component: The disciplines of the CV cycle of the OOD are at least 5 academic credits. Independent work is carried out in accordance with the "Regulations on the organization of independent work of students." Mechanisms for organizing clinical training to ensure patient safety are provided, so at the clinical base of the city hospital No. 4, in the reabilitology department, there is a program, No. SMK\_SP\_32.01 "Standard of the exercise therapy room and the quality management system", a logbook for familiarization with safety rules for students.

Training of students in the specialty "Kinesitherapy" will be carried out by clinical departments based in the clinics of Nur-Sultan on a contractual basis: GKP on REM "City Hospital No. 1", NIITO, National Center for Children's Rehabilitation, GKP on REM "City Polyclinic No. 5", GKKP on REM "City Polyclinic No. 4", GKP on REM "City Hospital No. 10", children's rehabilitation center "Zhuldyzai".

The clinical facilities of the specialized department provide clinical training with attention to patient safety.

#### **Analytical part.**

In NJSC "MUA", the Dean's Office of Nursing, profiling departments and advisory bodies (Faculty Council, Commission on Academic and Scientific Work under the Senate) are responsible for managing the educational program of kinesitherapy. The management of the educational process is carried out by the vice-rector for teaching and educational work and structural divisions (the department for the organization and quality control of educational activities, the center for planning the organization and control of the educational process).

The presented educational program does not contain modules that provide integrated training. The educational program does not disclose the mechanisms for ensuring the depth of training in specialized disciplines.

In the educational program, based on the results of passing specialized disciplines, the learning outcomes aimed at the formation of clinical and professional skills in the specialty "Kinesitherapy" are not sufficiently disclosed. The experience of training specialists in the field of rehabilitation, including kinesitherapy, assumes theoretical and practical training in the theory and methodology of physical education, hygiene of physical education, biomechanics, clinical kinesiology, clinical rehabilitation management, health-improving physical culture.

#### **Strengths / Best Practice**

The University conducts a large amount of scientific research in the field of basic biomedical sciences, a high% of the degree of teachers in the departments of basic biomedical sciences.

The University promotes the acquisition of skills and contact with the patient by concluding agreements with clinical bases in the specialty.

#### **Recommendations**

1. The educational program must use the criteria for assessing learning outcomes, introduce assessment sheets for the implementation of practical skills.

2. The EP's management needs to increase the number of credits by discipline to acquire practical skills in kinesitherapy, to introduce disciplines to provide the depth of training in the field of the determined specialty.

3. It is necessary to develop an integrated modular educational program based on modules focused on mastering professional competencies in the specialty "Kinesitherapy".

#### **Conclusions of the EEC on the criteria:**

strong-4; satisfactory - 20

suggest improvements-2; unsatisfactory -0



## Standard " Student Assessment Policy "

### **Proof part**

The assessment policy at the University is carried out on the basis of the Academic policy P-MUA-8.110.20 / 03.2019 approved by the decision of the Board No. 19 with amendments and additions dated October 01, 2019 , **and the Regulations** "On current monitoring of progress, intermediate and final certification of students" PL-MUA-13-19. To calculate the rating assessment of current academic performance, midterm, intermediate and final control of the level of knowledge, an electronic module is used

"Journal of progress" AIS "Sirius". The procedure for analyzing the results of monitoring the educational achievements of students ( Power BI) has been modified .

The university independently (by the decision of the Senate) determines the form of the exam: oral questioning, written exam, testing, complex testing, etc. Each department, taking into account the specifics of disciplines, the volume of hours, the content of the discipline, determines the form and stages of the exam. In the junior courses, the exam is carried out in one stage (testing or oral questioning), in the senior courses of the department they switched to a two-stage admission of exams: testing + reception of practical skills / OSKE; testing + oral interview and oral interview + OSKE.

According to the internal document SU-MUA-12 "Monitoring feedback", monitoring and analysis of satisfaction and perception of the main consumers (students, employers, teaching staff) is carried out.

### **Analytical part**

During the visit to the center for planning and quality control of the educational process, questionnaires, the results of the questionnaire were presented, but documents showing the existence of a process for providing feedback and analyzing customer satisfaction were not provided, a report on the analysis of the questionnaire, minutes of discussion, a correction plan based on the results of the analysis were not provided.

The results of the assessment of knowledge are available to learners in the Sirius program, but the process of providing fair feedback on the results of the assessment of their knowledge and skills has not been shown.

**Strengths / Best Practice:** Not identified

### **Recommendations**

**1. The University needs to systematize the procedure of** informing and feedback and provide monitoring and analysis of satisfaction and perception of the main consumers (students, employers, teaching staff); to develop and use in the educational process specialized questionnaires for monitoring the quality of the educational process.

**2. The university needs to provide a procedure for providing** timely, specific, constructive and fair feedback to prospective students based on the results of the assessment of their knowledge and skills.

**EEC conclusions by criteria: Strong-0 Satisfactory-7**

**Suggests improvements-1 Unsatisfactory-0**

[6.3 Standard "Students"](#)

### **Proof part**

The University has established student support services. The university has a selection committee, psychologists, an office-registrar, e- University , a youth affairs center, student government, an institute of curators, a legal service, a library,

"Campus", a center for planning, organizing and monitoring the educational process, a center for international cooperation and academic mobility, a center for working with foreign students.



Academic counseling of students is carried out by structural divisions, a specialized department of the University, a guidebook is presented.

The University has all the necessary conditions and resources for the personal development and education of students (dormitories, equipped gyms, amateur art circles, student government). There are student support programs (service of socio-psychological, legal support). The policy of student representation in the university governing bodies (Academic Council, Methodical Council, KOP, Faculty Councils) is being implemented.

### **Analytical part.**

Protocols and lists of students on the allocation of material resources in the amount of more than 50 million tenge, the allocation of funds for meals for more than 150 students were presented; participation of students in the work of the Senate, Faculty Councils, Methodological Council and Economic Council is confirmed by the approved lists.

### **Strengths / Best Practice**

1. Comprehensive student support service.
2. Medical services for students are carried out at the "MUA Medical Center" LLP, which offers a full range of medical services to students wishing to undergo examination, treatment and rehabilitation of various diseases.
3. Availability at the University of mechanisms of material support for students from socially vulnerable groups of the population.

**Recommendations:** No recommendation.

### **Conclusions of the EEC on the criteria:**

strong -6

satisfactory - 7 suggest improvements - 0 unsatisfactory - 0

### 6.4 Standard "Academic staff / teachers"

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

The university has developed internal normative documents to regulate the work of teachers:

Regulations "On the rating of educational, scientific and clinical activities of the teaching staff" approved by the Decision of the Board No. 26 dated November 22, 2019. The system of advanced training at the University is carried out in accordance with the following documents:

-The program for the development of the teaching staff of JSC "MUA" for 2017-2021. (approved by the decision of the Board of NJSC "MUA", minutes No. 10 of February 24, 2017); The plan for advanced training of the teaching staff of NJSC "MUA" for 2020 - 2021. (approved by the vice-rector for educational - educational work Zhaksylykova GA from 06.02.2020, the);

-The concept of multilingual education in JSC "MUA" for 2015 - 2020.

PL-MUA-01-19 "Regulations on wages, bonuses and social security of employees of NJSC" MUA",

In accordance with the Organizational structure of NJSC "MUA", the University is carried out by 48 structural divisions. Educational, research, clinical, educational work in NJSC "MUA" is provided by employees of 56 departments in 5 main faculties. the educational process is provided by a total of 1840 employees, of whom 1279 are full-time employees, including 150 (11.7%) people in administrative and managerial personnel (AUP); training and support personnel (OEC) is - 141 (11%) people; service personnel (OP) - 58 (4.5%) people. Only 1384 (75.2%) work at the departments

qualified teachers (to incl . 823 (59.5%) staff), 94 (11.4%) - Doctors of Sciences,

of them 93 (11.3%) are full-time employees (average age - 60 years); 196 (23.8%) candidates of science, of which 196 (23.8%) are full-time employees (average age - 56 years); 50 PhD doctors; 49/49 (5.9%) - a teacher with an academic title - professor, 84/84 (10.2%) - a 13

teacher with an academic title of associate professor. The share of teachers with academic degrees and titles is 56.1%.

### ***Analytical part***

EP will be preliminary implemented by a total of 42 teachers, of which 2 are doctors of sciences, 3 candidates of sciences, 2 doctors of PhD ; 1 teacher with the academic title - professor, 3 - teachers with the academic title of associate professor.

The percentage of graduation in the specialized department was 2.3%: as of 01.04.

Full-time teachers of the department who have a certificate in medical rehabilitation do not have an academic degree, and a category in their specialty; part-time specialists in medical rehabilitation , doctors from clinical bases of the University were involved in the work .

Documents on advanced training in kinesitherapy were not provided. The priority topic of the department is "Diagnostics of the health level"

05/30/2020 there are no initiative research topics in the field of rehabilitation .

### ***Strengths / Best Practice***

Internationalization of the university's activities, cooperation with more than 90 leading foreign universities, clinics.

Expansion of external academic mobility of teachers .

Organization of the regulation of the work of teachers, the presence of the Development Program for the teaching staff of the MUA.

### ***Recommendations***

1. It is necessary to optimize the scientific and methodological activities of the teaching staff according to the profile of the specialty.

2. Strengthen the personnel potential of the EP by attracting specialists in the specialty profile (medical rehabilitation ), training in the specialty " Kinesitherapy ", improving the qualifications of the teaching staff, training personnel in the magistracy, doctoral studies.

**Conclusions of the EEC by criteria: strong - 1  
satisfactory - 4**

**suggest improvements-3 unsatisfactory-0**

### ***6.5 Standard "Educational resources"***

#### **Proof part**

The analysis according to this standard, carried out as part of a self-assessment, reflects educational resources that allow to implement an educational program in a specialty: material and technical base, information resources and technologies, resources for practical training of students. The infrastructure includes administrative and educational and laboratory buildings, clinical bases, laboratories, and auxiliary resources.

The department of sports medicine, rehabilitation and physical education is located in the building at the address: st. Beibitshilik , 49, 2nd floor. The material and technical base of the department is represented by the laboratory of health diagnostics (total area 15 sq . M. ), Equipment: height meter, exercise machine for arms and legs, universal power bench, electronic scales, exercise bike, treadmill , fat analyzer. It is planned to use the equipment at clinical bases of the department. : GP number 5 at the address: st. Akan Seri 20; MC " Zhuldyz -ai" at the address: Kabanbai batyr 46/1; RD RC at the address: st . Turan, 36, City polyclinic number 4 about the address: st. Shevchenko, 1, Scientific Research Institute of Traumatology and Orthopedics at the address: ave. Abylai khan 15 a.

The volume of the book and magazine fund is 789 847 copies. educational, methodological, scientific literature in the state, Russian and foreign languages, of which educational literature 589 163 copies, of which 163 680 copies are in the state language.

The University has concluded contracts with 11 clinical bases of the level of primary care and inpatient care, equipped with the necessary equipment and opportunities for the development of practical skills in the field of medical rehabilitation , exercise therapy and massage.

### **Analytical part**

At the Department of Sports Medicine, Rehabilitation and Physical Education, there is not enough equipment for teaching students to work on rehabilitation equipment, methods of kinesitherapy , and functional diagnostics of the state of body systems and monitoring the effectiveness of rehabilitation.

In the provided list of educational and methodological literature, on May 28, 2020, it is planned to purchase literature on specialized disciplines; during a visit to the library, textbooks on kinesitherapy were not presented.

### **Strengths / Best Practice**

Cooperation with clinical bases in medical reabilitology has been established .

### **Recommendations**

- The management of the university and the EP to provide the equipment of the specialized department with modern equipment for the formation of professional competencies, including practical skills in diagnosing the functional state of body systems in the process of rehabilitation, means of physical rehabilitation and kinesitherapy .
- The EP management must ensure the availability of educational and methodological literature on the core disciplines of the specialty.
- The management of the university and the EP to create the necessary conditions for conducting scientific research in the field of rehabilitation ( kinesitherapy ), the participation of teaching staff and students in scientific projects.

### **Conclusions of the EEC on the criteria:**

**Strong - 1**

**Satisfactory - 14**

**Suggest improvements-2**

### 6.6 Standard "Evaluation of the educational program"

#### **Proof part**

The survey process was authorized for the convenience and efficiency of collecting information, on the educational and training portal "Sirius" - edu.MUA.kz, a module was created "Questioning", thanks to which it is possible to fully cover the contingent of students, electronic counting and distribution of survey results to students.

For effective feedback with stakeholders , blogs are functioning on the [University](http://www.MUA.kz) website [www.MUA.kz](http://www.MUA.kz).

The educational program provides for the participation of stakeholders, including employers, in the evaluation of educational programs. For effective feedback with stakeholders , blogs are functioning on the University website [www.MUA.kz](http://www.MUA.kz).

#### **Analytical part**

**For the participation of stakeholders in the evaluation of the program** , the faculty council, which discusses the development and implementation of the educational program, includes a representative of practical health care: Ryzhinkova E.I., a sports doctor of the highest category of the NOC RK. There is a review of this educational program from the chief physician of the center, Dr. Bubnovsky, Nur- Sultan Sherkhonov R.T., physician - rehabilitologist , master of medical sciences. Also, representatives of practical health care are part-timers of departments that implement the educational program. The results of the EP assessment are discussed at the Senate of the university, department meetings, faculty councils, which make decisions on



measures to ensure the quality of education. The forms of the final control (oral, written, computer testing) are approved by the faculty council. All documents OP approval procedure conducted in accordance with the regulatory reglamentriuyuschimi documents of the university.

**Strengths / Best Practice:** None

**Recommendations:** no

*The area of improvement* is the active involvement of stakeholders at all stages of development, consideration, and evaluation of the educational program.

**Conclusions of the EEC on the criteria:**

Strong-0 Satisfactory - 4 Suggest improvement-0 Unsatisfactory-0

### 6.7 Standard "Governance and Public Information "

#### **Proof part**

Information about the university is shown on the university website and additional resources, social networks.

The University has a quality management system, has been functioning at the University since 2006 and meets the requirements for QMS by the international standard ISO 9001.

The section on ensuring the availability and transparency of information on the activities of Astana Medical University is disclosed in detail. The structural unit responsible for the implementation of the educational program is the dean's office of nursing and the department.

For self-training of students there is a reference and bibliographic apparatus of the library, which combines five catalogs: alphabetical; systematic; subject; service; electronic. The corporate network of the university provides access to modern databases in the field of medicine and health care of large publishing houses with an extensive list of information. The effective use of information and communication technologies is ensured by a special department.

The block "Students" contains all the information about the form of intermediate and final certification <http://www.MUA.kz/info/student/pgk.php> , [the qualification characteristics of the graduate](http://www.MUA.kz/info/student/qualification_characteristics_of_the_graduate.php) [http://www.MUA.kz/info/student/pamiatka\\_student.pdf](http://www.MUA.kz/info/student/pamiatka_student.pdf) , student guide on assessment criteria <http://www.MUA.kz/info/student/perevodnyebally/index.php> . Block

"For the employer" <http://www.MUA.kz/info/employer/> contains information for both graduates and employers on specialties, graduates, indicative characteristics of graduates and job fair .

#### **Analytical part.**

The distribution of resources that provide support and improvement of the educational program is carried out under the guidance of the vice-rector for teaching and educational work and the dean's office. The development and evaluation of educational programs in areas of training is carried out at the Faculty Council, which includes representatives of the student asset and practical health care. The final consideration and approval of the educational program is carried out by the Commission for Academic and Scientific Work under the Senate.

The system for monitoring compliance with development standards is successfully functioning in accordance with the developed IMS documents: the art of the process "Management of the educational process", Working instructions for organizing and conducting intra- department control and mutual attendance of classes . The university has an effective, continuous mechanism for internal quality assessment and examination of educational programs.

The block "Applicant" contains information on the name of the educational program bachelor 's degree in the specialty " Kinesitherapy ", the qualification of the future specialist - " Kinesitherapist ", but there is no opportunity to get acquainted with the mission and end results, employment opportunities .

The Center for Support of Publications, Library Literature and the University Museum provide the materials necessary for training - educational, technical, scientific and reference 16



literature, various periodicals of medical publications, etc. there is a sufficient amount of literature on basic, clinical disciplines.

The subsection "About the University" of the "Corporate Governance" section [http://www.MUA.kz/korparup/about\\_the\\_university/](http://www.MUA.kz/korparup/about_the_university/) contains general information about the university, its history, mission, vision and strategic directions. Information on the educational program "Kinesitherapy" is not sufficiently disclosed (name of the specialty, qualifications, terms of study)

#### **Strengths.**

- The university has a unified system of information support for students, the web portal [www.MUA.kz/functions](http://www.MUA.kz/functions). IT specialists of the university constantly administer the corporate network of the university.

- Broad partnership with foreign universities in the field of healthcare.

#### **Recommendations: No**

#### **Conclusions of the EEC on the criteria:**

Strong -4

Satisfactory - 6 Suggest improvement - 0 Unsatisfactory - 0

**Area for improvement:** *strengthening the awareness of the public about the educational program, its mission and the results of training.*

## **(VII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY**

### **7.1 Standard "Mission and end results"**

- Availability and operation of required documented procedures.
- Openness and accessibility of EP management for students, teaching staff, employers, parents.

### **7.2 Standard "Educational program"**

- The University carried out a large amount of research in the field of basic biomedical sciences, high osteopenennyh teachers in the departments of basic biomedical sciences.
- It is necessary to determine the model of the educational program including It is necessary to develop an integrated modular educational program based on modules focused on mastering professional competencies in the specialty "Kinesitherapy".

### **7.4 Standard "Students"**

- Comprehensively developed student support service .
- Medical services for students are carried out at the "MUA Medical Center" LLP, which offers a full range of medical services to students wishing to undergo examination, treatment and rehabilitation of various diseases.
- Availability at the University of mechanisms of material support for students from socially vulnerable groups of the population.

### **7.5 Standard "Academic staff / teachers"**

- Internationalization of the university's activities, cooperation with more than 90 leading foreign universities, clinics. Expansion of external academic mobility of teachers .
- Organization of the regulation of the work of teachers, the presence of the Program for the development of the teaching staff of the MUA.

### **7.6 Standard "Educational resources"**

- established cooperation with the clinical bases of medical rehabilitology.

### **7.8 Standard "Governance and Public Information"**

- The university has a unified system of information support for students, the web portal [www.MUA.kz](http://www.MUA.kz) functions. IT specialists of the university constantly administer the corporate network of the university.
- Broad partnership with foreign universities in the field of healthcare.

## **(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY**

### **7.1 Standard "Mission and end results"**

- Optimize the procurement of teaching materials for core disciplines.
- Organize retraining of teachers in the field of "Kinesitherapy", and advanced training of teaching staff to conduct classes in certain disciplines of the educational program "Kinesitherapy".
- Conduct a comprehensive assessment of the educational program together with employers, students and other interested parties in order to determine the final learning outcomes, determine the role and place of the kinesitherapist in the rehabilitation system, and ensure the employment of future graduates of the specialty.

#### Area for improvement

Further improvement of the university website to raise awareness of all stakeholders in the implementation of the mission of the educational program, and the final learning outcomes.

### **7.2 Standard "Educational program"**

- The educational program must use the criteria for assessing learning outcomes, introduce assessment sheets for the implementation of practical skills.
- EP needs to increase the number of credits in disciplines to acquire practical skills in kinesitherapy, to introduce disciplines to ensure the depth of training in the field determined by the specialty.
- It is necessary to determine the model of the educational program including It is necessary to develop an integrated modular educational program based on modules focused on mastering professional competencies in the specialty "Kinesitherapy".

### **7.3 Standard "Student Assessment Policy"**

- The University needs to systematize the procedure of informing and feedback and provide monitoring and analysis of satisfaction and perception of the main consumers (students, employers, teaching staff); develop and use in the educational process specialized questionnaires for monitoring the quality of the educational process.
- The university needs to provide a procedure for providing timely, concrete, constructive and fair feedback to prospective students based on the results of their knowledge and skills assessment.

### **7.5 Standard "Academic staff / teachers"**

- It is necessary to optimize the scientific and methodological activities of the teaching staff in the specialty profile.
- Strengthen the personnel potential of the EP by attracting specialists in the specialty profile (medical rehabilitation), training personnel in the specialty "Kinesitherapy" to improve the qualifications of the teaching staff, train personnel in the magistracy, doctoral studies.

### **7.5 Standard "Academic staff / teachers"**

- It is necessary to optimize the scientific and methodological activities of the teaching staff in the specialty profile.

- Strengthen the personnel potential of the EP by attracting specialists in the specialty profile (medical rehabilitation ), training personnel in the specialty " Kinesitherapy " to improve the qualifications of the teaching staff, train personnel in the magistracy, doctoral studies.

**Standard "Educational Resources"**

- The management of the university and the EP to ensure that the specialized department is equipped with modern equipment for the formation of professional competencies, including practical skills in diagnosing the functional state of body systems in the process of rehabilitation, means of physical rehabilitation and kinesitherapy.
- The EP management must ensure the availability of educational and methodological literature on the core disciplines of the specialty.
- The management of the university and the EP to create the necessary conditions for scientific research in the field of rehabilitation (kinesitherapy), the participation of teaching staff and students in scientific projects

**7.6 Standard "Evaluation of the educational program"**

- The area of improvement is the active involvement of strategic stakeholders at all stages of development, consideration, and evaluation of the educational program.

**7.7 Standard "Governance and Public Information"**

Area for improvement: Strengthening public awareness of the educational program, its mission and learning outcomes.

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

- The University needs to systematize the procedure of informing and feedback and provide monitoring and analysis of satisfaction and perception of the main consumers (students, employers, teaching staff); to develop and use in the educational process specialized questionnaires for monitoring the quality of the educational process.

## Appendix 1 parameters of a specialized profile

No. P \ P	CRITERIA FOR EVALUATION	Position of the educational organization			
		strong	Satisfactory	suggests improvements	Unsatisfactory
<b>2</b>	<b>STANDARD " MISSION AND FINAL RESULTS» MISSION STATEMENT AND FINAL RESULTS</b>				
	The medical education organization should define the mission of the pre-graduate educational program and widely inform the public and the health sector about the stated mission.	x			
2.1.2	The medical organization of education should determine the mission of the educational program based on consideration of the health needs of society, the needs of the medical care system and, accordingly, other aspects of social responsibility.	x			
2.1.3	The medical education organization must ensure that the main stakeholders are involved in the development (formulation) of the educational program's mission.		x		
2.1.4	The medical organization of education must ensure that the mission of the educational program corresponds to the mission of the organization and allows you to prepare a competent specialist at the level of pre-graduate medical education.			x	
2.1.5	The mission statement should contain goals and an educational strategy that will allow you to prepare a competent specialist at the level of pre-graduate medical education.		x		
2.1.6	The mission of the educational program: - must meet the available resources, opportunities, and market requirements; - ways to support it should be defined; - the public should be provided with access to information about the mission of the educational program (information available on the University's website).		x		
2.1.7	The mission and goals of the educational program should be discussed at the Advisory councils/commissions of the University and approved by the Advisory Council of the University.		x		



2.1.8	The medical organization of education should systematically collect, accumulate and analyze information about its activities in preparation for the implementation of the educational program; conduct an assessment of strengths and weaknesses (SWOT analysis), on the basis of which the management of the medical organization of education, together with the Advisory Council, should determine policy and develop strategic and tactical plans.		x		
<b>2.2</b>	<b>THE END RESULT OF ATA TRAINING</b>				
2.2.1	The medical education organization should define the end-of-life learning outcomes that future students should achieve as the result of the training program in relation to: basic level achievements in terms of knowledge, skills and attitudes; the appropriate Foundation for future careers in any field of medicine; future roles in the health sector; subsequent postgraduate training; lifelong learning commitments; the health needs of society, the needs of the health system, and other aspects of social responsibility.			x	
2.2.2	The medical organization of education should determine the final results of training in General and specific to the discipline/specialty components that students need to achieve at the end of the program.		x		
2.2.3	The medical education organization should determine the end results of training regarding appropriate behavior and treatment of patients and their relatives.	x			
2.3.4	The medical organization of education should have mechanisms to guarantee proper professional behavior and attitude of students to students and other medical personnel, teachers, other health care workers, and compliance With the code of honor.	x			
2.2.5	The medical educational organization should inform the public about the established final results of the program in the relevant specialties.		x		
2.2.6	The medical education organization should guarantee continuity between the final results of basic and postgraduate medical education programs		x		
	<b>Итого</b>	<b>4</b>	<b>8</b>	<b>2</b>	
<b>3.</b>	<b>STANDARD " EDUCATIONAL PROGRAM»</b>				
3.1	Content of the basic medical education program				
3.1.1	The medical education organization should define an educational program model that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, and a model based on modules or spiral design.			x	

3.1.2	Medical education organization should ensure that the content of the programme to GOSO RK requirements and provide breadth of training in accordance with the program's name and the necessary depth of training in the region defined by the specialty.			X	
3.1.3	The medical education organization should describe the content, scope, and sequence of courses and other elements of the educational program in order to ensure that the appropriate balance is maintained between the basic biomedical, clinical, behavioral, and social disciplines.		X		
3.1.4	The medical organization of education should provide mechanisms for providing elective content (ellektivny) and determine the balance between the mandatory and elective part of the educational program, including a combination of mandatory elements and electives or special components of choice;		X		
3.1.5	The medical education organization should use appropriate teaching and learning methods and guarantee the integration of practice and theory components, which include didactic classes and experience in patient care, as well as independent and active learning.		X		
3.1.6	The medical education organization must ensure that training is conducted in accordance with the principles of equality.		X		
3.1.7	A medical education organization must use the student-a focused approach to learning that encourages, prepares and supports future students to take responsibility for their own learning process and demonstrate in their practice.		X		
3.1.8	The medical education organization should provide mechanisms for regular evaluation and feedback, informing about the program and the rights and responsibilities of prospective students, and include ethical obligations in the program.		X		
3.1.9	Medical education organizations should provide mechanisms to increase the independence and responsibility of students regarding their knowledge, skills and experience development.		X		
3.1.10	Medical education organizations should recognize gender, cultural, and religious differences and prepare future students for appropriate relationships with patients.		X		
3.1.11	The medical education organization should organize educational programs with due attention to patient safety and autonomy. The medical organization of education should define mechanisms for involving stakeholders in the formulation of the mission and final results of training in the educational program.		X		
<b>3.2</b>	<b>SCIENTIFIC METHOD</b>				

3.2.1	The educational program should contain disciplines aimed at developing analytical and critical thinking, such as the scientific basis and methodology of medical research, including clinical research.		x		
3.2.2	The medical education organization must ensure that future students will study and know evidence-based medicine, which should be an integral part of the educational program.		x		
3.2.3	Medical education organizations should provide for teaching and training critical evaluation of literature, articles and scientific data, and the use of scientific developments.		x		
<b>3.3</b>	<b>BASIC BIOMEDICAL SCIENCES, BEHAVIORAL SCIENCES, SOCIAL SCIENCES AND MEDICAL ETHICS</b>				
	The medical organization of education must define and include in the educational program:				
3.3.1	achievements in basic biomedical Sciences to develop students' understanding of scientific knowledge;	x			
3.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.	x			
3.3.4	The medical education organization should identify and include in the educational program achievements that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditions of the causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and patient rights, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practice, by including disciplines in the behavioral Sciences; social Sciences; medical ethics; and medical jurisprudence in the OP.		x		
<b>3.4</b>	<b>CLINICAL SCIENCES AND SKILLS</b>				
3.4.1	The medical education organization should identify and implement the achievements of clinical Sciences in the educational program and ensure that students acquire sufficient knowledge, clinical and professional skills to take on appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		x		
3.4.2	The medical education organization must provide for at least one third of the educational program in planned contacts with patients on clinical bases;		x		
3.4.3	The medical education organization must set a certain amount of time for training in the main clinical disciplines, including internal medicine, surgery, psychiatry, General medical practice (family medicine), obstetrics and gynecology, and Pediatrics.	x			
3.4.4	The medical educational organization should provide mechanisms for organizing clinical training with appropriate attention to patient safety, including monitoring the actions performed by the student in the conditions of clinical bases.	x			

3.4.5	The medical organization of education should ensure that each student has early contact with real patients, including their gradual participation in patient care, including responsibility for the examination and/or treatment of the patient under supervision, which will be carried out in the appropriate clinical bases.		x		
3.4.6	The medical education organization should structure the various components of clinical skills training according to the specific stage of the training program.		x		
<b>3.5</b>	<b>PROGRAM MANAGEMENT AND ORGANIZATION OF TRAINING</b>				
3.5.1	The medical education organization should determine the structural unit(s) responsible for basic educational programs and have the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, evaluating students, and evaluating the educational program and courses to achieve the final learning outcomes.		x		
3.5.2	The medical organization of education should provide representation from teachers and students in the structures/councils/commissions responsible for educational programs.		x		
3.5.3	Medical education organizations should guarantee training in different clinical bases, which are characterized by the profile of clinics, different categories of patients, the level of medical care (primary care, specialized medical care, highly specialized medical care), hospitals and outpatient clinics.		x		
3.5.4	Medical education organizations should provide mechanisms for introducing innovations in the educational program.		x		
	<b>Subtotal</b>	<b>4</b>	<b>20</b>	<b>2</b>	
<b>4</b>	<b>STANDARD " STUDENT ASSESSMENT POLICY» EVALUATION</b>				
<b>4.1</b>	<b>METHOD</b>				
4.1.1	The medical education organization should formulate and implement a student assessment policy that includes principles, goals, methods, and practices for evaluating students, including the number of exams and other tests, maintaining a balance between written and oral exams, using criteria-based and reasoning-based assessment methods, and special exams (OCE or Mini-clinical exam), and defining criteria for establishing passing scores, grades, and the number of allowed retakes;		x		
4.1.2	A medical education organization should use a set of assessment methods and formats in accordance with their" applicability", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats in relation to established learning outcomes.		x		
4.1.3	Medical education organizations should study and document the reliability, validity, and fairness of assessment methods.		x		



4.1.4	Medical education organizations should use the system of appeal of evaluation results based on the principles of fairness and compliance with the legal process.		x		
4.1.5	Medical education organizations should ensure that the assessment process and methods are open (accessible) to external experts for examination.		x		
<b>4.2</b>	<b>RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING</b>				
4.2.1	The medical education organization should use evaluation principles, methods, and practices that are compatible with established learning outcomes and teaching methods.		x		
4.2.2	Medical education organizations should have mechanisms to provide timely, specific, constructive and fair feedback to prospective students based on the results of their knowledge and skills assessment.			x	
4.2.3	Medical education organizations should use evaluation principles, methods, and practices that promote integrated learning and involvement in practical clinical work, achieve end-results, and provide interprofessional learning.		x		
	<b>Subtotal</b>		<b>7</b>	<b>1</b>	
<b>5</b>	<b>STANDARD «STUDENTS ADMISSION AND SELECTION POLICY»</b>				
<b>5.1</b>					
5.1.1	The medical education organization should define and implement an admission policy, including an established regulation/rule on the student selection process, which includes the rationale and selection methods;		x		
5.1.3	The medical education organization should have a policy and implement the practice of transferring students from other programs and medical education organizations.		x		
5.1.4	The medical education organization must guarantee transparency in the selection process and equal access to basic education.		x		
5.1.5	The medical educational organization should develop an appeal procedure against the decision of the admissions Committee.		x		
<b>5.2</b>	<b>NUMBER OF STUDENTS</b>				
5.2.1	Medical educational organization should determine the number of accepted students in accordance with material and opportunities at all stages of education and training, and the decision on the admission of students suggests the need to regulate national requirements for human resources for health, in the case where medical education institutions do not control the number of recruited students, should demonstrate their commitments by explaining all the relationships, paying attention to the consequences of the decisions made (the imbalance between the recruitment of students and the material, technical and academic potential of the University).		x		

5.2.2	The medical education organization should have accessible information about the health needs of the community, which includes consideration of balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, including the potential need for a special policy for the recruitment and admission of their groups of small peoples and students from rural areas.	x			
5.2.3	The medical education organization should determine the number of students by consulting with interested parties.	x			
<b>5.3</b>	<b>SUPPORT AND ADVICE FOR STUDENTS</b>				
5.3.1	The medical organization of education should have a system of academic counseling for future students.		x		
5.3.2	The medical organization of education should have mechanisms for supporting students that are focused on social, financial and personal needs, and allocate appropriate resources for social and personal support.	x			
5.3.3	The medical education organization must guarantee confidentiality in relation to the advice and support provided.		x		
5.3.4	Медицинская организация образования должна предусмотреть выделение ресурсов для поддержки студентов	x			
5.3.5	Medical education organizations should provide support in case of professional crisis and problem situations. Candidates for the PhD doctoral program must have a level of education corresponding to the master of science degree in the corresponding doctoral profile or have completed residency training in medical specialties.	x			
<b>5.4</b>	<b>REPRESENTATION OF STUDENTS</b>				
5.4.1	The medical education organization should develop and implement policies on student representation, including in the formulation of the mission and final learning outcomes, participation in the development of the training program, planning of working conditions, evaluation of the training program, management of the training program, and other issues related to students, which includes student self-government, participation of student representatives in the councils of faculties, higher education institutions, and other relevant bodies, as well as in public activities and local health projects.				
	<b>Subtotal</b>	<b>6</b>	<b>7</b>		
<b>6</b>	<b>STANDARD " ACADEMIC STAFF/ TEACHERS»</b>				
6.1.1	The medical education organization should develop and implement a policy for the recruitment and admission of teachers, staff, defines their category, responsibilities and balance of academic staff/teachers in basic biomedical Sciences, behavioral and social Sciences and clinical Sciences for the adequate implementation of the educational program, including the appropriate ratio between medical and non-medical teachers, full-time and part-time teachers, and the balance between academic and non-academic staff;	x			

6.1.2	The medical education organization should take into account the criteria for scientific, pedagogical and clinical merits of applicants in its selection policy, including the appropriate balance between pedagogical, scientific and clinical qualifications;			X	
6.1.3	Medical educational organization should define and implement policies for the activities and development of employees, which allows to strike a balance between teaching, research and service functions, which include setting time for each activity, considering the needs of medical education institutions and professional teachers;		X		
6.1.4	The medical education organization should implement an employee performance and development policy that guarantees the recognition of academic performance, with an appropriate focus on teaching, research, and clinical qualifications, and is implemented in the form of awards, promotions, and / or remuneration;		X		
6.1.5	The medical education organization should implement a policy of employee activity and development that ensures that each employee has sufficient knowledge of the educational program, which includes knowledge of teaching/learning methods and the General content of the educational program, and other disciplines and subject areas in order to encourage cooperation and integration;			X	
6.1.6	The medical education organization should implement an employee performance and development policy that includes training, development, support and evaluation of teachers, which involves all teachers, not only newly hired, but also teachers drawn from hospitals and clinics.			X	
6.1.7	The medical educational organization should take into account the attitude to its mission, the significance of local conditions, including gender, nationality, religion, language, and other conditions related to the medical educational organization and the educational program when selecting employees/teachers;		X		
6.1.8	Medical education organizations should develop and implement policies for promoting staff/teachers.		X		
	<b>Subtotal</b>	<b>1</b>	<b>4</b>	<b>3</b>	
<b>7</b>	<b>STANDARD "EDUCATIONAL RESOURCES" MATERIAL AND TECHNICAL SUPPORT AND EQUIPMENT</b>				
<b>7.1</b>	<b>SUPPORT AND EQUIPMENT</b>				
7.1.1	The medical organization of education must have sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;			X	
7.1.2	The medical education organization must provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and when using equipment.		X		

7.1.3	The medical education organization should provide the necessary resources for students to acquire adequate clinical experience, including the number and categories of clinical bases that include clinics (for primary, specialized and highly specialized care), outpatient services (including PHC), primary health care facilities, health centers and other public health care facilities, as well as centers/laboratories of clinical skills that allow for clinical training, using the capabilities of clinical databases and ensure rotation in the main clinical disciplines; sufficient number and categories of patients; opportunities to monitor the clinical practice of students.	x			
7.1.4	Medical education organizations should improve the learning environment of students by regularly updating, expanding and strengthening the material and technical base, which should correspond to the development in the practice of training.		x		
<b>7.2</b>	<b>INFORMATION TECHNOLOGY</b>				
7.2.1	The medical education organization should define and implement policies that aim to effectively use and evaluate relevant information and communication technologies in the educational program.		x		
7.2.2	The medical organization of education should provide library resources, including the Fund of educational, methodological and scientific literature on General education, basic and specialized disciplines on paper and electronic media, periodicals, and access to scientific databases.			x	
7.2.3	The medical organization of education must provide access to educational Internet resources, Wi-Fi operation on the territory of the educational organization		x		
7.2.4	Medical education organizations should provide teachers and students with opportunities to use information and communication technologies for self-study; access to information; patient management; and work in the health care system.		x		
7.2.5	Medical education organizations should ensure that students have access to relevant patient data and health information systems.		x		
<b>7.3</b>	<b>RESEARCH IN THE FIELD OF MEDICINE AND SCIENTIFIC ACHIEVEMENTS</b>				
7.3.1	Medical education organizations should have research activities in the field of medicine and scientific achievements as the basis for educational programs;			x	
7.3.2	The medical education organization should define and implement policies that promote the relationship between research and education;			x	
7.3.3	The medical organization of education must provide information about the research base and priority areas in the field of scientific research of the medical organization of education.		x		



7.3.4	The medical education organization should ensure that the relationship between research and education is taken into account in teaching; encourages and prepares students to participate in and develop research in the field of medicine.		x		
<b>7.4</b>	<b>EXPERTISE IN THE FIELD OF EDUCATION</b>				
7.4.1	A medical education organization should have access to educational expertise and conduct expertise that examines the processes, practices, and problems of medical education and can involve doctors with research experience in medical education, psychologists, and sociologists in the field of education provided by the University's medical education development Department or by involving experts from other national and international institutions.		x		
7.4.2	The medical organization of education should define and implement a policy on the use of expertise in the field of education: - in the development of an educational program; - development of teaching methods and assessment of knowledge and skills.		x		
7.4.3	The medical education organization should provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;		x		
7.4.4	Medical education organizations should pay due attention to the development of expertise in the evaluation of education and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		x		
7.4.5	Medical education organizations should promote the desire and interests of employees to conduct research in medical education.	x			
<b>7.5</b>	<b>EXCHANGE IN THE FIELD OF EDUCATION</b>				
7.5.1	The medical education organization should define and implement policies for cooperation at the national and international levels with other medical universities, schools of public health, faculties of dentistry, pharmacy, and other University faculties;		x		
7.5.2	The medical organization of education should have mechanisms for transferring and offsetting educational credits, which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program and active coordination of programs between Universities and the use of a transparent system of credit units and flexible course requirements.		x		
7.5.3	The medical education organization should promote regional and international exchange of staff (academic, administrative, and teaching staff) and students by providing appropriate resources;		x		

7.5.4	The medical education organization should ensure that the exchange is organized in accordance with the goals, taking into account the needs of employees, students, and in compliance with ethical principles. The medical education organization / scientific organization must define, approve, and publish the principles, methods, and practices used for evaluating doctoral students, including the criteria for evaluating scientific work.		X		
	<b>Subtotal</b>		<b>1</b>	<b>14</b>	<b>2</b>
8.	<b>STANDARD " EVALUATION OF THE EDUCATIONAL PROGRAM»</b>				
8.1	The medical organization of education should have mechanisms for monitoring the educational program, taking into account the mission, the required final results of training, the content of the educational program, the assessment of knowledge and skills, and educational resources.		X		
8.2	The medical education organization should evaluate the program regarding student admission policies and the needs of education and the health care system for medical personnel.		X		
8.3	The medical organization must ensure that the education program's stakeholders participate in the evaluation		X		
8.4	The medical education organization should provide mechanisms to ensure transparency of the process and results of the evaluation of the educational program for management and all interested parties.		x		
	<b>Subtotal</b>		<b>4</b>		
9	<b>STANDARD " MANAGEMENT AND INFORMATION FOR THE PUBLIC»STANDARD " MANAGEMENT AND INFORMATION FOR THE PUBLIC»</b>				
9.1	The medical organization of education should determine the structural unit responsible for educational programs and achieving the final results of training.		X		
9.2	The structural unit responsible for educational programs should have the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, evaluating students, evaluating the educational program and courses of study.		X		
9.3	The medical education organization should define the responsibilities and responsibilities of the management/staff for basic medical education.		X		
9.4	The medical education organization should have a clear range of responsibilities and powers to provide educational programs with resources, including a target budget for training, allocate the resources necessary for the implementation and implementation of the training program, and allocate educational resources in accordance with needs.			X	

9.5	The medical organization of education should publish accurate, objective, up-to-date information about the specifics of the OP, which should include the programs being implemented, indicating the expected learning outcomes; information about the possibility of awarding qualifications at the end of the OP; information about teaching, training, evaluation procedures; information about passing points and educational opportunities provided to students; information about employment opportunities for graduates.			X	
9.6	The medical education organization should provide for a variety of ways to disseminate information, including the media, information networks to inform the General public and interested persons.		X		
9.7	The medical organization of education should publish adequate and objective information about the teaching staff of the OP, about cooperation and interaction with partners in the framework of the OP.			X	
9.8	The medical organization of education must demonstrate the reflection on the web resource of information that characterizes the University as a whole and in the context of educational programs.			X	
9.9	Medical education organizations should develop a quality management program, including regular reviews.			X	
9.10	The medical organization of education should ensure transparency of the management system and decisions that are published in bulletins, posted on the University's website, and included in the protocols for review and execution.			X	
	<b>Subtotal:</b>	<b>4</b>	<b>6</b>		
	<b>IN TOTAL:</b>	<b>20</b>	<b>70</b>	<b>10</b>	