



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission on the assessment of compliance with the requirements of the standards of specialized accreditation of educational programs
6B10101 (5B130100) General Medicine, 6B10102 Pharmacy

NORTH KAZAKHSTAN STATE UNIVERSITY NAMED AFTER
MANASH KOZYBAYEV

in the period from 09 to 11 November 2020

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*Addressed to
The IAAR Accreditation
Council*



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Petropavlovsk, 2020

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

AC - Academic Calendar
AIS - Automatic Information System
BD - Basic disciplines
CED - Catalogue of elective disciplines
CT - Complex testing
DET - Distance Education Technologies
DP/DW - Diploma project/diploma work
ECTS - European Credit Transfers and Accumulation System
EELA - External evaluation of learning achievements
EP - Educational programmes
ESG - Standards and guidelines for quality assurance in the European Higher Education Area
EW - Educational work
FC - Final Control
FSC - Final state certification
GED - General education disciplines
HAC - Higher Attestation Commission
HEI - Higher education institution
ICT - Information and communication technologies
ILP - Individual learning plan
IWMS - Independent work of Master's students
IWST - Independent work of students with a teacher
IWT - Independent work of trainees
MC - Mandatory component
MC - Model Curriculum
MEP - Modular educational programmes
MES RK - Ministry of Education and Science of the Republic of Kazakhstan
NKSU - M.Kozybayev North-Kazakhstan State University
OC - Option Component
OTP - Operational Training Plan
PD - Profiling disciplines
PTS - Professorial and teaching staff
QMS - Quality Management System
Rc - Rouge control
RDWS - Research and development work by students
RK - Republic of Kazakhstan
RW - Research work
RWMS - Research work of Master's students
SAC - State Attestation Commission
SESO - State compulsory standard of education
TMC - Training and methodological complex
TMC - Training and Methodological Council
TMCD - Training and methodological complex of the discipline
TMCS - Training and methodological complex of the specialty
UNT - Unified national testing

(II) INTRODUCTION

In accordance with Order No. 99-20-OD of 20.10.2020. Independent Agency for Accreditation and Rating from 09 to 11 November 2020, an external expert commission assessed the compliance of educational programs 6B10101 (5B130100) General Medicine, 6B10102 Pharmacy NJSC " North Kazakhstan University named after M. Kozybayev "(SKU named after M. Kozybayev) (Petropavlovsk) to the standards of primary specialized accreditation of basic medical education programs of the IAAR (No. 68-18/1-OD of May 25, 2018, first edition).

The report of the External Expert Commission (EEC) contains an assessment of the submitted educational programs to the criteria of the IAAR standards, recommendations of the EEC for further improvement of educational programs and parameters of the profile of educational programs.

Composition of the EEC:

1. **Chairman of the IAAR Commission**-Alexey Vladimirovich Shcherbina, Candidate of Economic Sciences, Doctor of PhilosEPhy, Associate Professor, Southern Federal University (SFU) (Rostov-on-Don, Russia);
2. **Foreign expert of IAAR**-Larisa Dmitriyevna Kostelova, Candidate of Pedagogical Sciences, member of the Guild of Experts in the field of Professional education (Novokuznetsk, Russia);
3. **Foreign expert of IAAR**-Bazikov Alexander Sergeevich, Honored Artist of the Russian Federation, Doctor of Pedagogical Sciences, Professor, Gnessin Russian Academy of Music (Russia, Moscow);
4. **International expert of IAAR**-Sousana Michailidou, Vice-Rector for Academic Affairs, Professor at Webster University in Athens, Vice-President of the EurEPean-Mediterranean Academy of Arts and Science (Greece);
5. **Foreign expert of IAAR**-Valentina Alexandrovna Markova, Ph. D., Associate Professor, St. Petersburg State Chemical and Pharmaceutical University of the Ministry of Health of the Russian Federation (St. Petersburg, Russian Federation);
6. **IAAR expert** - Larisa Anatolyevna Lebedeva, PhD, Associate Professor, Abai Kazakh National Pedagogical University (Almaty);
7. **IAAR expert**-Kegenbekov Zhandos Kadyrkhanovich, Candidate of Technical Sciences, Associate Professor, Kazakh-German University (Almaty);
8. **IAAR expert** - Aliya Kairatovna Aldungarova, PhD, Associate Professor, NAO " Toraigyrov University "(Pavlodar);
9. **IAAR expert**-Kudabayeva Aigul Kaldybekovna, Candidate of Technical Sciences, Associate Professor, Taraz Regional University named after M. H. Dulati (Taraz);
10. **IAAR expert**-Rustem Tukenovich Omarov, Candidate of Biological Sciences, PhD, L. N. Gumilyov Eurasian National University (Nur-Sultan);
11. **IAAR expert**-Madiyeva Galiya Bayanzhanovna, c.p.s., Associate Professor, Al-Farabi Kazakh National University (Almaty);
12. **IAAR expert**-Elena Anatolyevna Abenova, c.p.s., Associate Professor, Narkhoz University (Almaty);
13. **IAAR expert**-Zakirova Dilnara Ikramkhanova, PhD, Turan University (Almaty);
14. **Expert IAAR** – Akybaeva Gulvira Saitbekova, c.e.s., IT University of Astana (the city of Nur-Sultan);
15. **IAAR expert**-Galiakbarova Guzal Gazinurovna, PhD, L. N. Gumilyov Eurasian National University (Nur-Sultan);

16. **IAAR expert**-Zhumabekov Meiram Kenesovich, Candidate of Philology, Associate Professor, Karaganda University named after Academician E. A. Buketov (Karaganda);
17. **IAAR expert**-Saule Zhorabekovna Burbekova, c.ph.s, Associate Professor, Astana IT University (Nur-Sultan);
18. **IAAR expert**-Niyazova Raigul Esengeldievna, Candidate of Biological Sciences, Al-Farabi Kazakh National University (Almaty);
19. **IAAR expert**-Kulzhumieva Ayman Amangeldinovna, c.p.m.s, Makhambet Utemisov West Kazakhstan University (Uralsk);
20. **IAAR expert**-Khamraev Sheripidin Itakhunovich, Candidate of Technical Sciences, Professor, Abai Kazakh National Pedagogical University (Almaty);
21. **IAAR expert**-Gabdulina Ainur Zhumagazyevna, c.h.s., Acting Associate Professor, S. Seifullin Kazakh Agrotechnical University (Nur-Sultan);
22. **IAAR expert**-Isayeva Kuralai Smetkanovna, c.t.s., NJSC "Toraigyrov University" (Pavlodar);
23. **IAAR expert**-Tautenov Ibadulla Aigalievich, Doctor of Agricultural Sciences, Professor, Korkyt Ata Kyzylorda University (Kyzylorda);
24. **IAAR expert**-Nurgazy Kuat Shaipollauly, Doctor of Agricultural Sciences, Professor, Kazakh National Agrarian University (Almaty);
25. **IAAR expert**-Gani Zhasymbekovich Stybaev, Candidate of Agricultural Sciences, Professor, S. Seifullin Kazakh Agrotechnical University (Nur-Sultan);
26. **IAAR expert**-Omarkulov Bauyrzhan Kadenovich, c.m.s., Associate Professor, NJSC "Medical University of Karaganda" (Karaganda, Republic of Kazakhstan);
27. **IAAR employer**-Yuri Alexandrovich Pilipenko, the Chairman of the Board of Directors, International Association of Manufacturers of Goods and Services "EXPOBEST" (Almaty);
28. **IAAR Employer**-Mikhail Grigoryevich Rezov, Chief Specialist of the Department for Electronic Document Management Support, National Information Technologies JSC (Nur-Sultan);
29. **IAAR student**-Aziza Zhomartovna Rakhimova, the 4th year student of EP "Construction", Karaganda Technical University (Karaganda);
30. **IAAR student**-Svetlana Sergeevna Bobkova, the 4th year student of EP "Finance", A. Baitursynov Kostanay Regional University (Kostanay);
31. **IAAR student**-Almukhanov Ablai Khan Kabdrashitovich, the member of the Alliance of Students of Kazakhstan, the 4th year student of EP "Agronomy", Kokshetau University named after Sh. Ualikhanov (Kokshetau);
32. **Observer from the IAAR Agency**-Kanapyanov Timur Yerbolatovich, PhD, Head of International Projects and Public Relations of the IAAR (Nur-Sultan).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

North Kazakhstan University named after Manash Kozybayev is one of the oldest educational institutions of the Republic of Kazakhstan with the 83-year history, which is established by the resolution of the Cabinet of Ministers of the Republic of Kazakhstan dated 02.06.1994, No. 584 on the basis of Petropavlovsk pedagogical Institute named after K. D. Ushinskiy dated 1937. In the formation and development of one of the oldest educational institutions in the country, the following stages can be distinguished::

- 1937-opening of the Petropavlovsk Teachers ' Institute on the basis of the resolution of the Council of People's Commissars of the Kazakh SSR of March 19, 1937, due to the tasks of further development of the education system in the region. According to the order of the People's Commissariat of Education of the Kazakh SSR No. 835 of July 25, 1937, classes began on September 1, 1937 at two faculties: natural geography and history.
- 1938-opening of the part-time department of Petropavlovsk Teachers ' Institute.
- 1939-the Petropavlovsk Teachers ' Institute was granted the status of a state one.
- 1945-The Petropavlovsk State Teachers ' Institute was named after the great teacher of the XIX century K. D. Ushinsky.
- 1955-Reorganization of Petropavlovsk State Teachers ' Institute into Petropavlovsk Pedagogical Institute.
- 1978-Reorganization of Petropavlovsk General Technical Faculty of Ural Polytechnic Institute into the General Technical Faculty of the Karaganda Order of the Red Banner of Labor Polytechnic Institute with evening and part time forms of education.
- 1982-Formation of Petropavlovsk branch of the Karaganda Polytechnic Institute.
- 1994-opening of Higher Technical College on the basis of Petropavlovsk branch of Karaganda Polytechnic Institute.
- 1994-opening of North Kazakhstan University on the basis of Petropavlovsk Pedagogical Institute.
- 1996-The merger of North Kazakhstan University and Higher Technical College into a single higher educational institution- North Kazakhstan University
- 2001-By the Decree of the Government of the Republic of Kazakhstan No. 163 of January 31, 2001, North Kazakhstan University was granted the status of a state university.
- 2003-By the Decree of the Government of the Republic of Kazakhstan No. 497 dated May 30, 2003, North Kazakhstan State University was named after Academician Manash Kozybayev.
- 2005-Certification of the quality management system of the university for compliance with the requirements of ISO 9001: 2000 was carried out.
- 2012-Reorganization into the Republican State Enterprise on the right of economic management "North Kazakhstan State University named after Manash Kozybayev" of the Ministry of Education and Science of the Republic of Kazakhstan.

The mission of the University is to be an intellectual center of education, science and culture, a driver of socio-economic development of Northern Kazakhstan.

Participation of the university in rating programs:

NKU named after M. Kozybayev annually participates in the General Ranking of IAGQE universities, in the ranking of IAGQE sites - according to the IAGQE rating in 2020, the university's website entered the tEP 10 best websites and took the 6th place. At the same time, the site took the 4th place in terms of information content and the 5th place in terms of the number of web pages. In addition, since 2018, M. Kozybayev NKU has participated in the rating of NCE RK "Atameken" (36 EP took 1,2,3 places). The university also takes part in the rating of the Independent Accreditation and Rating Agency (IAAR), according to the results of which 36 programs took 1,2,3 places.

The university participates in the QS, QS Emerging Europe and Central Asia Ranking (2020-301-350 th place), in the international Webometrics ranking (2020-33rd place), in the

European Standard (ARES) ranking of higher education institutions, which is formed by the European Scientific and Industrial Chamber according to EU standards (2020-15th place).

Awards of the University

- Award of the European Quality, European business Assembly, 2006;
- Diploma for participation in the quality award "Altyn Sapa 2007", the Government of Kazakhstan, 2007;
- National certificate "industry Leader 2013", MES RK, 2013;
- Diploma "For achievements in improving the quality of products and degree of satisfaction of needs", the Committee for technical regulation and Metrology of the Ministry of investments and development of Kazakhstan, 2016

Structure and EP of the university:

According to the website of the University, in 2020-2021, 57 bachelor's degree programs, 40 Master's degree programs, and 7 doctoral degree programs were enrolled in NKU (<https://www.nkzu.kz/page/view?id=69>)

Today there are 6 faculties in the structure of the university: "Mathematics and Natural Sciences", "History, Economics and Law", "Engineering and Digital Technologies", "Pedagogical", "Agrotechnological", "Foundation", as well as the Higher School of Medicine, the Institute of Language and Literature, which includes 29 departments (<https://www.nkzu.kz/page/view?id=78>).

Library resources. The library units are located in four academic buildings of the university and cover an area of 2293 m². The service system includes 5 reading rooms, the hall of the First President of the Republic of Kazakhstan, an electronic reading room, a catalog room, a hall of rare and valuable literature, an information and bibliographic hall (335 seats), 7 delivery desks. The library is equipped with the necessary telecommunications equipment, means of communication, the number of computer equipment totals 125 units, of which 93 are automated workstations of users, have free access to the Internet. The library fund of the university has as of 01.01.2020 -1046552 copies, of which scientific literature – 101394 cEPies, educational-871000 copies, art-42035 copies, in foreign languages-27770, on CD-carriers-4353 The volume of the electronic catalog includes 261315 bibliographic records. Considering the needs of students and faculty in relevant academic journals periodicals issued in 1st half of 2020 165 titles of magazines and newspapers in the Kazakh language magazines - 39 names, of newspapers - 10 items 28, in a foreign language - 5 magazines.

The contingent of students of the university as of 01.11.2020. The contingent of full-time students as of November 01, 2020 is only 7558 people, of which: on the basis of a state educational grant – 133.

The total number of full-time teachers at the university as of 01.11.2020 is 429 people, including 9 doctors of science, 119 candidates of science, PhD-17, masters-249. The average age of teaching staff at the university is 45 years. Academic degree holders rate– 33.7 %.

The contingent of students accredited by the EP on November 01, 2020 is 6B10101 (5B130100) General medicine The contingent of full-time students as of November 01, 2020 is only 362 people, of which: on the basis of a state educational grant – 133, on a commercial basis-229.

6B10102 Pharmacy The contingent of full-time students as of November 01, 2020 is only 6 people, of which: on the basis of a state educational grant there is no, on a commercial basis-6.

Currently, the training of bachelors and masters in all EP is carried out on the basis of license No. 12016901 dated 19.11.2012, issued by the Committee for Control in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated July 19, 2019 No. 608.

The Faculty of Medicine has 2 departments. The Department of "Fundamental Medicine" includes teachers of the following disciplines: "Molecular Biology", "Medical Biochemistry", "Morphology and Physiology", "Anatomy of organs and systems". The Department of " Clinical

Disciplines " supervises the internship disciplines (in five directions): therapy, surgery, pediatrics, obstetrics and gynecology and general practitioner.

The number of teaching staff at the Department of "Fundamental Medicine" is 26 people, including 8 with an academic master's degree, 1 with a PhD degree, 4 candidates of sciences. The number of teaching staff at the Department of "Clinical Disciplines" is 10 people who are highly qualified employees of medical institutions working in the university part-time.

Individual work plan of a teacher are based on the annual work plan of the Department, the Dean's, and also in the preparation of individual plan the indicators of the educational program, the indicators of the matrix of responsibility of the Department are taken into account. Teaching staff is approved by the heads of departments at the beginning of the school year, but plans for heads of departments- by the deans of faculties.

When forming teaching staff, the advantages of applicants are taken into account, measured by the level of qualification, professional experience, results of research activities, teaching experience, recognition from colleagues, etc. Priority is given to persons who have the skills of scientific and pedagogical, scientific, clinical activities and recognize the mission of the faculty.

The ratio between teachers of medical and non-medical profile corresponds to 18/39. Taking into account that the Faculty of Medicine started its activity in the 2018-2019 academic year, with each new academic year the number of teachers of the profile specialty (clinical) will increase. The ratio of teachers and students at the Faculty of Medicine is 1/6 in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 606: "On approval of the average ratio of the number of students to teachers for calculating the total number of faculty members of organizations of higher and (or) postgraduate education, with the exception of military, special educational institutions, educational organizations in the field of culture" (368 students and 57 teachers). The share of full-time teachers from the total number in SKU is 68%.

Table 1-*Qualitative and quantitative composition of faculty members:*

№	Graduating Department	Teaching staff in total	Full-time teaching staff	Teaching staff with academic degree				
				Academic degree holders in total	Doctors of sciences	Candidates of sciences	Phd	Academic degree holders percentage
	Fundamental Medicine	26		5		4	1	19
	Clinical disciplines	10	1					

Employment of graduates of the last three years under accredited cluster EP: There are no graduates

Academic mobility for accredited cluster EP for the period 2018-2020: no.

Research and contractual projects for the department in the context of accredited cluster

EP:

Implementation of research projects funded from the state budget: no.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational programs 6B10101 (5B130100) General Medicine, 6B10102 Pharmacy are accredited in the IAAR for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs to the M. Kozybayev NKU in the period from 09 to 11 November 2020.

To coordinate the work of the EEC on the 08.11.2020 a kick-off meeting was hosted, where the powers between the members of the Commission were distributed, the schedule of the visit was revised, agreement in the choice of methods of examination was reached.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, online meetings were held with the acting rector, vice-rectors of the university in the areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 39 representatives took part in the meetings (Table 1).

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

Category of participants	Number
Acting Chairman of the Management Board-Rector	1
Vice-rectors	3
Heads of structural divisions	18
Heads of departments, heads of EP	3
Lecturers*	6
Students*	8
Graduating students*	-
Employers*	-
Total	39

During the online tour, the members of the EEC has reviewed the material-technical base, visited school of medicine, anatomical and physiological laboratory, the laboratory of histology and Microbiology, pathology, simulation center at North Kazakhstan Higher medical College Petropavlovsk, the laboratory of the Department of chemistry.

At the online meeting of the IAAR EEK with the target groups of the M. Kozybayev NKU, the mechanisms for implementing the university's policy were clarified and certain data presented in the university's self-assessment report were specified.

During the work, the EEC members conducted online visits to the following practice bases: MSE on the REM "3-th city hospital" of the akimat of NKO Management of health care of akimat of NKO.

In accordance with the accreditation procedure, an online survey was conducted of 80 teachers, 140 students, including junior and senior students.

In order to confirm the information provided in the Self-assessment Report, external experts requested and analyzed the working documentation of the university. Along with this, the

experts studied the Internet positioning of the university through the official website of the university <https://www.nkzu.kz>.

Within the framework of the planned program, recommendations for improving the accredited educational programs of the M. Kozybayev NKU, developed by the EEK based on the results of the examination, were presented at an online meeting with the management on 11.11.2020.



(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard " Mission and Final Results»

Strengths: not identified.

The recommendations of the EEC for educational programs 6B10101 (5B130100) General Medicine, 6B10102 Pharmacy:

1. To develop an action plan to attract key stakeholders in the development (formation) of the mission of the educational program.
2. To ensure the implementation of the mission of the educational program with the resources of the teaching staff, methodological and educational-laboratory fund in full.
3. Administration of EP 6V10101 (5V130100) General Medicine, 6B10102 Pharmacy, should develop a long-term plan to equip specialized laboratories with modern equipment.
4. To supplement the educational program development system with an algorithm for collecting information, the procedure for conducting SWOT analysis and accounting for the results obtained.
5. To supplement the procedure for formulating the mission and final results with an algorithm for attracting stakeholders through feedback.

Conclusions of the EEC on the criteria:

In general, according to this Standard, the organization's activities meet the required criteria.

Quantitative indicators that reflect the organization's compliance with the criteria of the Standard are as follows: strong positions -0, satisfactory -11, suggest improvements -5, unsatisfactory-0.

6.2. Standard " Educational program»

Strengths: not observed.

The recommendations of the EEC for educational programs 6B10101 (5B130100) General Medicine, 6B10102 Pharmacy:

1. Managers of the OP should include elective courses in the EP, taking into account the proposals of interested parties, until the 2021-2022 academic year.
2. To ensure the use of active teaching methods for the implementation of the EP until the 2021-2022 academic year.
3. EP managers should regularly evaluate the educational program with specific feedback results.
4. To supplement the content of educational and methodological complexes of disciplines of the educational program with a component containing the provisions of evidence-based medicine until the 2021-2022 academic year.
5. In the 2020-2021 academic year, to create a student scientific society (circle), within the framework of which scientific research will be conducted in the profile disciplines of the educational program.
6. Conduct an analysis of the content of the EP for the harmonization of modules in the development of joint EP with foreign educational organizations of the near and / or far abroad and start implementing joint educational programs until 2023.

Conclusions of the EEC on the criteria:

In general, according to this Standard, the organization's activities meet the required criteria.

Quantitative indicators that reflect the organization's compliance with the Standard's criteria are as follows: strong positions – 0, satisfactory -20, suggest improvements -7, unsatisfactory-0.

6.3. The standard "students Assessment»

Strengths: not identified.

EEC recommendations for educational programs 6B10101 (5B130100) General Medicine, 6 B10102 Pharmacy:

- 1 To finalize the policy for assessing the level of competence of students, including mandatory criteria for passing special exams (OSCE or Miniclinical exam).
2. To include in the system of assessment methods a specific confirmation of the criteria of validity and reliability.
3. EP managers should conduct an analysis to study the reliability, validity and fairness of assessment methods.

Conclusions of the EEC on the criteria:

In general, according to this Standard, the organization's activities meet the required criteria.

Quantitative indicators that reflect the organization's compliance with the Standard's criteria are as follows: strong positions – 0, satisfactory -5, suggest improvements -3, unsatisfactory-06.3.

6.4. Standard " Students»

Strengths: not identified.

The recommendations of the EEC for educational programs 6B10101 (5B130100) General Medicine, 6B10102 Pharmacy:

1. To ensure that students are informed about the possibility of receiving psychological assistance in problem situations.

Conclusions of the EEC on the criteria:

In general, according to this Standard, the organization's activities meet the required criteria.

Quantitative indicators that reflect the organization's compliance with the criteria of the Standard are as follows: **strong positions – 0, satisfactory -13, suggest improvements -1, unsatisfactory-0.**

6.5. Standard " Academic staff/Teachers»

Strengths: not identified.

The recommendations of the WEC for educational programs 6B10101 (5B130100) General medicine, 6B10102 pharmacy:

- a. The Dean of the Higher school of medicine before the start of the 2021-2022 school year should develop a policy on recruitment and appointment of faculty and staff by defining clear requirements for scientific, pedagogical and clinical criteria, taking into account the specifics of

current EP.

b. The Dean of the Higher school of medicine and the leadership of the EP before the start of the 2021-2022 school year should develop and implement a system of planning and organization of faculty and staff for quality implementation and development of educational programs taking into account their specifics.

c. EP leaders should plan and implement the passing of courses of advanced studies of Higher school teaching staff in the field of medical education in the 2020-2021 academic year.

Conclusions of the WEC on the criteria:

In general, according to this Standard, the organization's activities meet the required criteria.

Quantitative indicators that reflect the organization's compliance with the criteria of the Standard are as follows: **strong positions – 0, satisfactory -4, suggest improvements -4, unsatisfactory-0.**

6.6. Standard " Educational resources. Logistics and equipment»

Strengths: not identified.

The recommendations of the EEC for educational programs 6B10101 (5B130100) General Medicine, 6B10102 Pharmacy:

1. To develop a plan for the development of the Higher School of Medicine and strengthen the material and technical base for the implementation of the EP by the 2021-2022 academic year.

2. EP management should include indicative figures in the plans of the development of EP and to ensure participation of faculty and students in STP funded from various sources, including in the field of medical education.

3. By the beginning of the 2021-2022 academic year, the management of the EP should ensure that the EP passes an external examination, with the involvement of experienced experts in the field of medicine and medical education.

4. The Dean of the Higher School of Medicine should develop and ensure the implementation of the plan for academic mobility of teaching staff and students for the 2021-2022 academic year.

Conclusions of the EEC on the criteria:

In general, according to this Standard, the organization's activities meet the required criteria.

Quantitative indicators that reflect the organization's compliance with the criteria of the Standard are as follows: **strong-0, satisfactory -14; suggest improvements-8; unsatisfactory-0.**

6.7. Standard “The assessment of the educational program”

Strengths: not identified.

The recommendations of the EEC for educational programs 6B10101 (5B130100) General Medicine, 6B10102 Pharmacy:

1. In the 2020-2021 academic year, the HSM Director and OP managers should conduct a survey of stakeholders on the satisfaction of the EP, the results of which should be taken into account in the further implementation of the EP.

Conclusions of the EEC on the criteria

In general, according to standard 7 "The assessment of the educational program", the activities of the organization of medical education meet the requirements.

Quantitative indicators that reflect the organization's compliance with the criteria of the Standard are as follows: **strong positions – 0, satisfactory-4, suggest improvements-0, unsatisfactory-0.**

6.8. Standard " Management and Public Awareness"

Strengths: not identified.

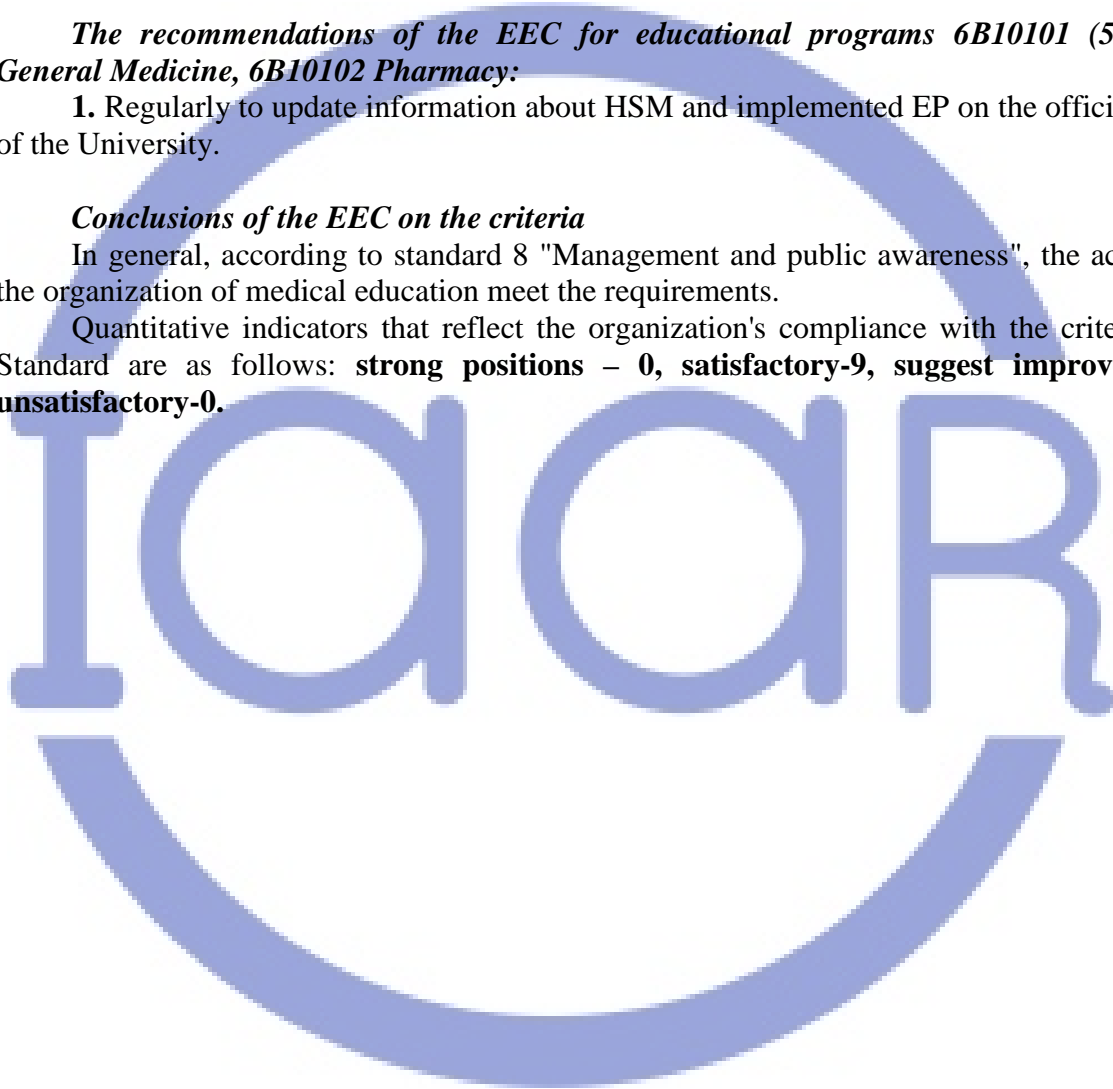
The recommendations of the EEC for educational programs 6B10101 (5B130100) General Medicine, 6B10102 Pharmacy:

1. Regularly to update information about HSM and implemented EP on the official website of the University.

Conclusions of the EEC on the criteria

In general, according to standard 8 "Management and public awareness", the activities of the organization of medical education meet the requirements.

Quantitative indicators that reflect the organization's compliance with the criteria of the Standard are as follows: **strong positions – 0, satisfactory-9, suggest improvements-1, unsatisfactory-0.**



(VII) REVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD

The EEC Commission did not identify any strengths in the accredited EP.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

ACCORDING TO STANDARD 1 "MISSION AND END RESULTS" FOR OP 6B10101 (5B130100) GENERAL MEDICINE, 6B10102 PHARMACY:

1. To develop an action plan to attract key stakeholders in the development (formation) of the mission of the educational program.
2. To ensure the implementation of the mission of the educational program with the resources of the teaching staff, methodological and educational-laboratory fund in full.
3. EP 6B10101 (5V130100) General Medicine, 6B10102 Pharmacy management should develop a long-term plan for completing specialized laboratories with modern equipment.
4. Supplement the educational program development system with an algorithm for collecting information, the procedure for conducting SWOT analysis and accounting for the results obtained.
5. Supplement the procedure for formulating the mission and final results with an algorithm for attracting stakeholders through feedback.

OVERVIEW QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

ACCORDING TO STANDARD 1 "MISSION AND FINAL RESULTS" FOR EP 6B10101 (5B130100) GENERAL MEDICINE, 6B10102 PHARMACY:

1. To develop the plan of events to involve the main stakeholders in the development (formation) of the mission of the educational program.
2. To ensure the implementation of the mission of the educational program with the resources of the teaching staff, methodological and educational and laboratory funds in full.
3. EP management 6B01101 (5B130100) General Medicine, 6B10102 Pharmacy, should develop a long-term plan to equip specialized laboratories with modern equipment.
4. To supply the educational program development system with an algorithm for collecting information, the procedure for conducting SWOT analysis and accounting for the results obtained.
5. To supply the procedure for formulating the mission and final results with an algorithm for attracting stakeholders through feedback.

ACCORDING TO STANDARD 2 "EDUCATIONAL PROGRAM" FOR EP 6B10101 (5B130100) GENERAL MEDICINE, 6B10102 PHARMACY:

1. The heads of the EP should include elective courses in the EP, taking into account the proposals of interested parties, until the 2021-2022 academic year.
2. To ensure the use of active learning methods in the implementation of the EP until the 2021-2022 academic year.
3. EP managers should regularly evaluate the educational program with specific feedback results.

4. To supply the content of the educational and methodological complexes of the disciplines of the educational program with a component containing the provisions of evidence-based medicine until the 2021-2022 academic year.

5. In the 2020-2021 academic year, to create a student scientific society (circle), within which scientific research will be conducted in the core disciplines of the educational program.

6. To analyze the content of the EP for the harmonization of modules in the development of joint EP with foreign educational organizations of the near and / or far abroad and start implementing joint educational programs until 2023.

ACCORDING TO STANDARD 3 " STUDENT ASSESSMENT POLICY. ASSESSMENT METHODS " FOR EP 6B10101 (5B130100) GENERAL MEDICINE, 6B10102 PHARMACY:

1 To finalize the policy for assessing the level of competence of students, including mandatory criteria for passing special exams (OSCE or Miniclinical exam).

2. To include in the system of assessment methods a specific confirmation of the criteria of validity and reliability.

3. EP managers should conduct an analysis to study the reliability, validity and fairness of assessment methods.

ACCORDING TO THE STANDARD 4 " STUDENTS. ADMISSION POLICY AND SELECTION" FOR EP 6B10101 (5B130100) GENERAL MEDICINE, 6B10102 PHARMACY:

1. To ensure that students are informed about the possibility of receiving psychological assistance in problem situations.

ACCORDING TO THE STANDARD 5 " ACADEMIC STAFF/TEACHERS " FOR EP 6B10101 (5B130100) GENERAL MEDICINE, 6B10102 PHARMACY:

1. The Dean of the Higher School of Medicine before the start of the 2021-2022 school year should develop a policy on recruitment and appointment of faculty and staff by defining clear requirements for scientific, pedagogical and clinical criteria, taking into account the specifics of current EP.

2. The Dean of the Higher School of Medicine and the leadership of the EP before the start of the 2021-2022 school year should develop and implement a system of planning and organization of faculty and staff for quality implementation and development of educational programs taking into account their specifics.

3. EP managers should plan and implement the completion of advanced training courses for teaching staff in the field of medical education for the 2020-2021 academic year.

ACCORDING TO STANDARD 6 "EDUCATIONAL RESOURCES MATERIAL AND TECHNICAL SUPPORT AND EQUIPMENT" FOR EP 6B10101 (5B130100) GENERAL MEDICINE, 6B10102 PHARMACY:

1. To develop a plan for the development of the Higher School of Medicine and strengthen the material and technical base for the implementation of the EP by the 2021-2022 academic year.

2. EP managers should include indicative figures in the development of EP plans and ensure participation of faculty and students in STP funded from various sources, including in the field of medical education.

3. The management of the OP by the beginning of the 2021-2022 academic year should ensure that the EP passes an external examination, with the involvement of experienced experts in the field of medicine and medical education.

4. The Dean of the Higher School of Medicine should develop and ensure the implementation of the academic mobility plan for teaching staff and students for the 2021-2022 academic year.

ACCORDING TO STANDARD 7 "ASSESSMENT OF THE EDUCATIONAL PROGRAM" FOR EP 6B10101 (5B130100) GENERAL MEDICINE, 6B10102 PHARMACY:

1. In the 2020-2021 academic year, the HSM Director and the heads of the EP should conduct a survey of stakeholders on the satisfaction of the EP, the results of which will be taken into account in the further implementation of the EP.

ACCORDING TO STANDARD 8 "MANAGEMENT AND PUBLIC AWARENESS" FOR EP 6B10101 (5B130100) GENERAL MEDICINE, 6B10102 PHARMACY:

1. Regularly to update the information about HSM and implemented EP on the official website of the University.



Appendix 1. Evaluation table "Conclusion of the external expert commission"
(6B10101 (5B130100) General medicine, 6B10102 Pharmacy)

№	№	CRITERIA FOR EVALUATION	Position of the organization of education			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
	1.	STANDARD "MISSION AND FINAL RESULTS" MISSION AND FINAL RESULTS STATEMENT				
1	1	The medical education organization must define the mission of the undergraduate educational program and widely inform the public and the health sector about the stated mission.		+		
	2.	The medical education organization must 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.		+		
3	3	The medical education organization must ensure that the main stakeholders are involved in the development (formulation) of the mission of the educational program.			+	
4	4	The medical education organization must ensure that the mission of the educational program corresponds to the mission of the organization and allows the preparation of a competent specialist at the level of undergraduate medical education.		+		
5	5	The mission statement should contain goals and educational strategy to prepare a competent professional at the level of undergraduate medical education.		+		
6	6	Mission of the educational program: - must correspond to the available resources, opportunities and market requirements; - ways to support it should be identified; - access to information about the mission of the educational program for the public should be provided (availability of information on the website of the university).			+	
7	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.		+		
8	8	The medical education organization must 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 leadership of the medical education organization, together with the advisory board, should determine policy and develop strategic and tactical plans.			+	
		LEARNING OUTCOMES				
9	9	The medical education organization must determine the final learning outcomes that should be achieved by future students as a result of the training program in relation to: achievements at the basic level in terms of knowledge, skills and attitudes; an		+		

		appropriate foundation for a future career in any branch of medicine; future roles in the health sector; subsequent postgraduate training; commitment to lifelong learning; the health needs of the health of society, the needs of the health system and other aspects of social responsibility.				
10	10	The medical education organization must determine the final learning outcomes for general and discipline / specialty-specific components that students need to achieve upon completion of the program.		+		
11	11	The medical education organization must determine the final learning outcomes regarding the proper behavior and attitude towards patients and their relatives.		+		
12	12	The medical education organization must have mechanisms to guarantee the proper professional behavior and attitude of students towards students and other medical personnel, teachers, other health workers, compliance with the Code of Honor.		+		
13	13	The medical education organization must inform the public about the established final learning outcomes of the program in the relevant specialties.		+		
14	14	The medical education organization should guarantee the continuity between the final learning outcomes of basic and postgraduate medical education programs.		+		
		PARTICIPATION IN THE FORMULATION OF THE MISSION AND THE FINAL RESULTS				
15	15	The medical education organization must determine the mechanisms for involving stakeholders in the formulation of the mission and the final learning outcomes for the educational program.			+	
16	16	The medical educational organization should formulate the mission of the educational program and determine the final learning outcomes of the program, taking into account the proposals from other stakeholders, which are representatives of other medical specialties, patients, society, organizations and authorized health authorities, professional organizations and medical scientific societies.			+	
		Total	-	11	5	-
		2. STANDARD "EDUCATIONAL PROGRAM"				
		<i>Content of the basic medical education program</i>				
17	1	The medical education organization must define a model of the educational program including an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or a spiral design.		+		
18	2	The medical educational organization must ensure that the content of the program meets the requirements of the State Educational Standard of the Republic of Kazakhstan and ensure the breadth of training of specialists in accordance with the name of the program and the necessary depth of training in the field determined by the specialty.		+		
19	3	The medical education organization must describe the content, volume and sequence of courses and other elements of the educational program in order to ensure compliance with the appropriate relationship between the basic biomedical, clinical, behavioral and social disciplines.		+		
20	4	The medical education organization should provide for mechanisms for providing the possibility of elective content (electives) and determine the balance between the mandatory and elective parts of			+	

		the educational program, including a combination of mandatory elements and electives or special components of choice;				
21	5	The medical education organization must use appropriate teaching and learning methods and guarantee the integration of components in practice and theory, which include didactic classes and experience in helping the patient, as well as independent and active learning.			+	
22	6	The medical education organization must ensure that training is carried out in accordance with the principles of equality.		+		
23	7	The medical education organization should use a student-centered approach to teaching that stimulates, prepares and supports future students to take responsibility for their own learning process and demonstrate in their practice.		+		
24	8	The medical education institution should provide mechanisms for regular assessment and feedback, informing about the program and the rights and obligations of prospective students, and also include obligations on ethics in the program.			+	
25	9	The medical education organization should provide mechanisms for increasing the independence and responsibility of students regarding their knowledge, skills and development of experience.		+		
26	10	The medical education organization should recognize gender, cultural and religious characteristics and prepare prospective students for appropriate relationships with patients.		+		
27	11	The medical education organization should organize educational programs with due regard to patient safety and autonomy. The medical education organization must determine the mechanisms for involving stakeholders in the formulation of the mission and the final learning outcomes for the educational program.			+	
		SCIENTIFIC METHOD				
28	12	The educational program should contain disciplines aimed at the development of analytical and critical thinking, such as scientific foundations and methodology of medical research, including clinical research.		+		
29	13	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.			+	
30	14	The medical education organization should provide for the teaching and learning of critical assessment of literature, articles and scientific data, the use of scientific developments.			+	
		BASIC BIOMEDICAL SCIENCES, BEHAVIORAL, SOCIAL SCIENCES AND MEDICAL ETHICS				
		The medical education organization must define and include in the educational program:				
31	15	achievements in basic biomedical sciences to form students' understanding of scientific knowledge;		+		
32	16	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge		+		
33	17	The medical education organization must determine 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 conditioning of the causes, spread and consequences of medical health problems, as well as knowledge about the national system health 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 field of		+		

		behavioral sciences in the EP; social sciences; medical ethics; medical jurisprudence.				
		CLINICAL SCIENCES AND SKILLS				
34	18	The medical education organization must determine and implement the achievements of clinical sciences in the educational program and ensure that students acquire sufficient knowledge, clinical and professional skills in order to take on the appropriate responsibility, including activities related to health promotion, disease prevention and patient care. ;		+		
35	19	The medical organization of education should provide at least one third of the educational program in the planned contacts with patients on clinical bases;		+		
36	20	The medical organization of education should set a certain amount of time for teaching basic clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, and pediatrics.		+		
37	21	The medical organization of education should provide mechanisms for organizing clinical training with appropriate attention to the safety of the patient, including monitoring the actions performed by the student in the conditions of clinical bases.		+		
38	22	The medical education organization should ensure that each student has early contact with real patients, including their gradual participation in the care of the patient, including responsibility for the examination and/or treatment of the patient under supervision, which will be carried out in the appropriate clinical bases.		+		
39	23	The medical education organization should structure the various components of clinical skills training according to the specific stage of the training program.		+		
		PROGRAM MANAGEMENT AND TRAINING ORGANIZATION				
40	24	The medical education organization should identify the structural unit(s) responsible for the 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 of study to achieve the final learning outcomes.		+		
41	25	The medical education organization should provide for representation from teachers and students in the structures/councils / commissions responsible for educational programs.		+		
42	26	Medical education institutions should ensure training in different clinical sites, which are characterized by the profile of the clinics, the different categories of patients, level of medical care (primary care, secondary care, tertiary care), hospitals and dispensaries.		+		
43	27	The medical organization of education should provide mechanisms for the introduction of innovations in the educational program.			+	
		Total		20	7	-
	3.	STANDARD " STUDENT ASSESSMENT POLICY» METHODS OF EVALUATION				
44	1	The medical education organization should formulate and implement a student assessment policy that includes the principles, objectives, methods and practices for evaluating students, including the number of exams and other tests, maintaining a balance between written and oral exams, using evaluation methods based on criteria and reasoning, and special exams (OCE or Mini-Clinical Exam), as well as define criteria for establishing passing scores, grades and the			+	

		number of allowed retakes;				
45	2	The medical education organization should use a set of assessment methods and formats according to their "applicability", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats in relation to the established learning outcomes.			+	
46	3	Medical education organizations should study and document the reliability, validity, and fairness of assessment methods.			+	
47	4	Medical education organizations should use a system of appeal of evaluation results based on the principles of fairness and through compliance with the legal process.		+		
48	5	The medical education organization should ensure that the assessment process and methods are open (accessible) for examination by external experts.		+		
		RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING				
49	6	The medical education organization should use evaluation principles, methods, and practices that are consistent with established learning outcomes and teaching methods.		+		
50	7	The medical education organization should have mechanisms for providing timely, specific, constructive and fair feedback to prospective students based on the results of the assessment of their knowledge and skills.		+		
51	8	Medical education organizations should use evaluation principles, methods, and practices that promote integrated learning and engagement in practical clinical work, achieve learning outcomes, and provide interprofessional learning.		+		
		Total	-	5	3	-
	4.	STANDARD " STUDENTS» ADMISSION POLICY AND SELECTION				
52	1	The medical education organization should define and implement an admission policy, including an established regulation/rules on the student selection process, which includes the rationale and selection methods;		+		
53	2	The medical organization of education should have a policy and implement the practice of admitting students with disabilities in accordance with the current laws and regulations of the country;		+		
54	3	The medical education organization should have a policy and implement the practice of transferring students from other programs and medical education organizations.		+		
55	4	The medical education organization must guarantee transparency in the selection process and equal access to basic education.		+		
56	5	The medical educational organization should develop an appeal procedure against the decision of the admissions committee.		+		
		NUMBER OF STUDENTS				
57	6	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).		+		

58	7	Health education organizations should have accessible information about the health needs of the community, which includes considering balanced recruitment according to the gender, ethnic and social characteristics of the population, including the potential need for special policies for the recruitment and admission of their groups of small peoples and students from rural areas.		+		
59	8	The medical education organization should determine the number of students through consultation with stakeholders.		+		
		SUPPORT AND COUNSELING FOR STUDENTS				
60	9	A medical education institution should have a system of academic advising for prospective students.		+		
61	10	The medical education organization should have mechanisms to support students with social, financial and personal needs, allocating appropriate resources for social and personal support.		+		
62	11	The medical education institution must guarantee the confidentiality of counseling and support provided.		+		
63	12	The medical education institution must make provision for resources to support students		+		
64	13	The medical education institution should provide support for professional crises and problem situations.			+	
		STUDENT REPRESENTATION				
65	14	The medical education organization must develop and implement a policy on student representation, including in the formulation of mission and learning outcomes, participation in curriculum development, work environment planning, program evaluation, program management, other matters relevant to students, which includes student government, participation of student representatives in faculty councils, the university and other relevant bodies, and in community activities and local projects.		+		
		Total		13	1	-
		5. ACADEMIC STAFF/FACULTY STANDARD				
66	1	A medical education organization must develop and implement a policy for recruiting and hiring faculty, staff, determines their categorization, responsibilities, and balance of academic staff/faculty in the basic biomedical sciences, behavioral and social sciences, and clinical sciences to adequately implement the educational program, including an appropriate balance between medical and non-medical faculty, full-time and part-time faculty, and a balance between academic and non-academic staff			+	
67	2	The medical education organization should consider criteria on the scientific, pedagogical, and clinical merit of applicants in its selection policy, including an appropriate balance between pedagogical, scientific, and clinical qualifications;			+	
68	3	The medical education organization must define and implement a policy for staff activities and development that strikes a balance between teaching, research, and service functions, which includes setting time for each activity, taking into account the needs of the medical education organization and the professional qualifications of faculty		+		
69	4	The medical education organization shall implement a policy for employee activities and development that ensures recognition in merit of academic activities, with appropriate emphasis on teaching, research, and clinical qualifications, and implemented through awards, promotions, and/or rewards;			+	
70	5	The medical education organization shall implement an employee activities and development policy that ensures that each employee			+	

		has sufficient knowledge of the educational program, which includes knowledge of the teaching/learning methods and general content of the educational program, and other disciplines, and subject areas to encourage collaboration and integration;				
71	6	The medical education organization shall implement a policy for employee activities and development that includes training, development, support, and evaluation of faculty that involves all faculty, not only newly hired faculty, but also faculty drawn from hospitals and clinics.		+		
72	7	The medical education organization should consider, when selecting staff/faculty, the attitude toward its mission, the significance of local conditions, including gender, ethnicity, religion, language, and other conditions relevant to the medical education organization and the educational program;		+		
73	8	The medical education organization should develop and implement a staff/faculty promotion policy.		+		
		Total	-	4	4	-
	6.	STANDARD "EDUCATIONAL RESOURCES" MATERIAL AND TECHNICAL SUPPORT AND EQUIPMENT				
74	1	The medical organization of education should have a sufficient material and technical base for teachers and students to ensure the adequate implementation of the educational program;			+	
75	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.		+		
76	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 provide rotation in the main clinical disciplines; sufficient number and categories of patients; opportunities to monitor the clinical practice of students.		+		
77	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 teaching.		+		
		INFORMATION TECHNOLOGY				
78	5	The medical education organization should define and implement a policy that aims at the effective use and evaluation of appropriate information and communication technologies in the educational program.		+		
79	6	The medical organization of education should provide library resources, including the fund of educational, methodological and scientific literature on general education, basic and profile disciplines on paper and electronic media, periodicals, access to scientific databases.		+		
80	7	The medical organization of education must provide access to educational Internet resources, the functioning of WI-FI in the territory of the organization of education		+		
81	8	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.				
82	9	Medical education organizations should ensure that students have access to relevant patient data and health information systems.		+		
		MEDICAL RESEARCH AND SCIENTIFIC ACHIEVEMENTS				
83	10	A medical education organization should have research activities in the field of medicine and scientific achievements as the basis for an educational program;			+	
84	11	The medical education organization should define and implement policies that promote the relationship between research and education;			+	
85	1 2	The medical organization of education should provide information about the research base and priority areas in the field of scientific research of the medical organization of education.			+	
86	1 3	Medical education organizations 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.			+	
		EXPERTISE IN THE FIELD OF EDUCATION				
87	1 4	The medical education organization should have access to expertise in the field of education, and conduct expertise that examines the processes, practices and problems of medical education and can involve doctors with experience in conducting research in medical education, psychologists and sociologists in the field of education, which is provided by the Department of Medical Education Development of the university or the involvement of experts from other national and international institutions.			+	
88	1 5	The medical education organization should define and implement a policy on the use of expertise in the field of education: - in the development of an educational program; - in the development of teaching methods and the assessment of knowledge and skills.		+		
89	1 6	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;		+		
90	1 7	Medical education organizations should pay due attention to the development of expertise in the evaluation of education and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
91	1 8	Medical education organizations should promote the desire and interests of employees to conduct research in medical education.		+		
		EXCHANGE IN THE FIELD OF EDUCATION				
92	19	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;		+		
93	20	The medical education organization should have mechanisms for transferring and offsetting educational loans, 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.		+		
94	21	The medical education organization should promote regional and international exchange of staff (academic, administrative and teaching staff) and students, providing appropriate resources;			+	
95	22	Medical education organizations 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.				
		Total	-	14	8	-
	7.	STANDARD “EVALUATION OF THE EDUCATIONAL PROGRAM”		+		
96	1	The medical educational organization should have mechanisms for monitoring the educational program, taking into account the mission, the required final learning outcomes, the content of the educational program, the assessment of knowledge and skills, and educational resources.				
97	2	The medical education organization should evaluate the program regarding the student admission policy and the needs of the education and health system for medical personnel.		+		
98	3	The medical education organization should guarantee the participation of stakeholders in the evaluation of the program.		+		
99	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 stakeholders.		+		
		Total	-	4	-	-
	8.	STANDARD “MANAGEMENT AND PUBLIC AWARENESS”				
100	1	The medical education organization should determine the structural unit responsible for the educational programs and the achievement of the final learning outcomes.		+		
101	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.		+		
102	3	The medical education organization should define the responsibilities and responsibilities of the management/staff for basic medical education.		+		
103	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, should allocate the resources necessary for the implementation and implementation of the training program, and allocate educational resources in accordance with needs.		+		
104	5	The medical educational organization should publish accurate, objective, up-to-date information about the specifics of the EP, which should include the programs being implemented, indicating the expected learning outcomes; information about the possibility of assigning qualifications at the end of the EP; information about teaching, training, evaluation procedures; information about passing points and educational opportunities provided to students; information about employment opportunities for graduates.		+		
105	6	Medical education organizations should provide for a variety of ways to disseminate information, including mass media, information networks to inform the general public and interested parties.		+		
106	7	The medical organization of education should publish adequate and objective information about the EP TS , about cooperation and interaction with partners within the framework of the EP.			+	
107	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.		+		

10 8	9	The medical education organization should develop a quality management program, including regular reviews.		+		
10 9	10	The medical organization of education should ensure transparency of the management system and decisions made, which are published in bulletins, posted on the university's website, and included in the protocols for review and execution.		+		
		Total:	-	9	1	-
		IN TOTAL:	-	80	29	-

