



«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 the educational program "7M10122 Nutritionology" for compliance with the requirements of standards for international primary accreditation of master's degree programs in the field of healthcare (based on WFM/AM SE/SG)

Non-profit joint-stock company
"Kazakh National Medical University
named after S.D. Asfendiyarov"
from April 16 to 18, 2024

**INDEPENDENT ACCREDITATION AND RATING AGENCY
EXTERNAL EXPERT COMMISSION**

*Addressed to
Accreditation
To the IAAR Council*



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Almaty

"24" April 2024

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

MHR	Ministry of Health of the Republic of Kazakhstan
MSHE	Ministry of Science and Higher Education
AMSE	– Association of Medical Schools in Europe
AMS	– Administrative and managerial staff
HAAP, IAAR	– Independent Accreditation and Rating Agency
ECTS	The European Credit Transfer and Accumulation System
OE	– organization of education
EP	– Educational program
HEI	- Higher education institution
SPH	- School of Public Health
PH	– Public health
TS	– Teaching staff
SPD	- Scientific and pedagogical direction
SOP	– Standard operating procedures
EAAS	– Educational achievement assessment system
PD	– professional development
QMS	– quality management system
EMC	– educational and methodical complex
EMCD	– educational and methodological complex of the discipline
BD	- Basic discipline
PD	- Profile discipline
CEP	Committee of Educational Programs
RWGS	- Research work of a graduate student
IC	- Individual curriculum
WC	– Working curriculum
IC	– Intermediate certification
FC	– Final certification
CMD	– Control and measuring devices
DAW	– Department of Academic Work
AC	– Attestation Commission
ACS	- Access control system

(II) INTRODUCTION

In accordance with Order № 48-24-OD dated 02.02.2024 of the Independent Accreditation and Rating Agency (hereinafter – IAAR), from April 16 to 18, 2024, an external expert commission (VEC) evaluated the educational program "7M10122 Nutritionology" for compliance with the Standards of the international primary accreditation of master's degree programs in the field of healthcare (based on WFME/AMSE/ESG) dated December 21, 2022 No.150-22-OD (NU "NAAR", Astana), implemented by the NAO "Kazakh National Medical University named after S.D. Asfendiyarov" (hereinafter - KazNMU or University).

The report of the external expert commission contains an assessment of the compliance of activities within the framework of specialized accreditation with the IAAR criteria, recommendations of the VEC on further improvement of the parameters of the specialized profile of the educational program "7M10122 Nutritionology" (2 years - scientific and pedagogical direction).

The composition of the VEC:

IAAR expert, Chairman of the VEC - Bogomolova Elena Sergeevna, MD, Professor, Vice-Rector for Academic Affairs of the Volga Research Medical University of the Ministry of Health of the Russian Federation (Russian Federation, Nizhny Novgorod) offline participation;

IAAR expert – Uzbekova Saltanat Esengalieвна, PhD, Dean of the School of Medicine of the NAO "Semey Medical University" (Republic of Kazakhstan, Semey) offline participation;

IAAR expert – Nugmanova Aigul Maratovna, MD, Head of the Department of Pediatrics with the course of Pediatric Infectious Diseases of the Kazakh-Russian Medical University (Republic of Kazakhstan, Almaty) offline participation;

IAAR expert – Ismailova Aigul Amanzholovna, MD, Professor, Academician of the Academy of Sciences, Professor of the Department of Public Health and Epidemiology of the National Academy of Sciences "Astana Medical University" (Republic of Kazakhstan, Astana), offline participation;

IAAR expert – Sultanova Gulnar Dostanovna, PhD, Dean of the Faculty of Dentistry, SD, OZ, Pharmacy and MPD, NAO "West Kazakhstan Medical University" (Republic of Kazakhstan, Aktobe) offline participation;

IAAR expert – Seidakhmetova Aizat Ashimkhanovna, PhD, Associate Professor, Dean of the Faculty of Medicine, Head of the Department of Emergency Medicine and Nursing of JSC South Kazakhstan Medical Academy (Republic of Kazakhstan, Shymkent), offline participation;

IAAR expert – Buribayeva Zhanara Kuanyshebekovna, MD, Associate Professor, Head of the Department of Epidemiology, Evidence-based Medicine and Biostatistics, Kazakhstan Medical University "Higher School of Public Health" (Republic of Kazakhstan, Almaty), offline participation;

IAAR expert – Zharylkasyn Zhenisbek Zharylkasynuly, PhD, Associate Professor, Professor of the School of Public Health of the National Academy of Sciences "Medical University of Karaganda", (Republic of Kazakhstan, Karaganda), offline participation;

IAAR expert, VEK employer - Asen Aigul Asenkyzy, MBA, Director of the KGP at the Municipal Polyclinic No. 7 (Republic of Kazakhstan, Almaty), offline participation;

IAAR expert, VEK employer - Koishyman Ernar Yerkinbekuly, Deputy Chief Physician of Luch Neurorehabilitation Center LLP (Republic of Kazakhstan, Karaganda), online participation;

IAAR expert, VEC student – Karbaeva Radana Olegovna, 4th year student of OP "General Medicine", Kazakh National University (Republic of Kazakhstan, Almaty) offline participation;

IAAR expert, student of the Higher School of Economics – Baituganova Aizhan Nurzhanovna, Master of Medical Sciences, doctoral student of 2 years of study at the OP

"Nursing Science" NAO "Astana Medical University" (Republic of Kazakhstan, Astana) online participation;

IAAR expert, student of VEC – Nurakhimov Nurzhan Nurtasuly, 2-year master's student of the OP "Management in Healthcare" NAO "Semey Medical University" (Republic of Kazakhstan, Semey) online participation;

IAAR expert, student of the VEC – Makulbek Aigerim Serikpaikyzy, 1-year master's student of the OP "Public Health", NAO "Medical University of Karaganda" (Republic of Kazakhstan, Karaganda) online participation;

The coordinator from the Agency is Alisa Satbekovna Dzhakenova, PhD, Head of Medical projects of the Agency for Institutional and Specialized Accreditation of Medical Educational Organizations (Astana), offline participation.



(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Kazakh National Medical University (KazNMU) named after S.D. Asfendiyarov was opened by the Decree of the Council of People's Commissars of the RSFSR "Network, structure and contingent of admission to higher educational institutions of bodies under the jurisdiction of the RSFSR for 1930/1931" dated December 2, 1930. S.D. Asfendiyarova was appointed the first rector, and subsequently the university was named after him (Resolution of the Council of Ministers of the Kazakh SSR No. 17 of January 11, 1989). For services to the development of public health, the Medical Institute was awarded the Order of the Red Banner of Labor in April 1981. By Decree of the President of the Republic of Kazakhstan N.A. Nazarbayev. No. 648 dated July 5, 2001 "On granting special status to certain State higher educational institutions", the University received the status of the Kazakh National Medical University.

Educational activities at KazNMU are carried out in accordance with the Constitution of the Republic of Kazakhstan, with the Law of the Republic of Kazakhstan dated July 27, 2007 № 319 "On Education", the Code of the Republic of Kazakhstan "On the Health of the People and the Healthcare system" dated July 7, 2020 No. 360-VI SAM.

Since 2006, KazNMU has started training bachelors, masters, PhD doctors based on the principles of trinity (education, science, practice). Being a signatory of the Great Charter of Universities, in 2011, in accordance with the principles of the Bologna Process, he made the transition to credit technology for undergraduate education, supported by the Ministry of Health of the Republic of Kazakhstan and the Ministry of Education and Science of the Republic of Kazakhstan.

The University employs well-known scientists and teachers of Kazakhstan, academicians of the National Academy of Sciences of the Republic of Kazakhstan, the Russian Academy of Medical Sciences, the Academy of Preventive Medicine of the Republic of Kazakhstan, International Academies, Honored scientists and educators, Honored doctors and pharmacists.

The existing status of a research university creates conditions for the integration of scientific activities, the educational process and clinical activities.

KazNMU has cooperation agreements with universities from far and near abroad, including: Nagasaki University (Nagasaki, Japan), Asia-Pacific University (Beppo, Japan), Parkway College (Singapore); University of Perugia (Perugia, Italy), University of the Danube (Krems, Austria); Kyrgyz State Medical Academy (Bishkek, Kyrgyz Republic), Bogomolets National Medical University (Kiev, Ukraine), National Pharmaceutical University (Kharkiv, Ukraine), I. Sechenov Moscow Medical Academy (Moscow, Russia), etc. The university staff is actively involved in carrying out research work on international programs and grants.

The Department of Master's and Doctoral Studies carries out educational activities under the educational program "Nutritionology".

Master's degree studies at KazNMU named after S.D. Asfendiyarov have been conducted since 2007, and doctoral studies since 2010. The Department of Master's and Doctoral Studies provides planning, control and methodological support of the educational process for master's and doctoral programs. The educational program "7M10122 Nutritionology" was developed and entered into the Register of educational programs of higher and postgraduate education in 2022.

The structure and content of the EP were developed in accordance with the requirements of State mandatory standards for levels of education in the field of healthcare (Order of the Ministry of Health of the Republic of Kazakhstan dated July 4, 2022 No. KR DSM-63) and standard curricula for medical and pharmaceutical specialties (Order of the Ministry of Health of the Republic of Kazakhstan dated January 9, 2023 No. 4). Educational "7M10122 Nutritionology" is undergoing primary specialized accreditation for cluster 3. KazNMU named after S.D. Asfendiyarov" is one of the leading medical universities in Kazakhstan and trains highly qualified healthcare personnel meeting modern requirements and international standards.

(IV) DESCRIPTION OF THE VEC VISIT

The work of the VEC was carried out on the basis of the Program of the visit of the IAR /IAR expert commission within the framework of specialized accreditation of educational programs in the period from April 16 to April 18, 2024.

In order to coordinate the work of the WEC, an introductory meeting was held on 04/16/2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

In accordance with the requirements of the standards, in order to obtain objective information about the quality of the educational program and the entire infrastructure of the university, to clarify the content of self-assessment reports, interviews were conducted in a hybrid format with vice-rectors, heads of structural divisions, deans, heads of departments, teachers of departments, students, employers, and a survey of teachers and students. In total, 293 representatives of the university took part in the meetings, and according to the EP "7M10122 Nutritionology" 10 people from among the teaching staff, 3 people from the students took part.

According to the program of the visit, the members of the VEC visited the practice bases of accredited educational programs and during a visual inspection, the members of the VEC got acquainted with the state of the material and technical practical bases of clinical and theoretical departments. The practical bases are presented by accredited laboratories at the Academy of Nutrition (Nutritest LLP), at the National Center for Expertise of the KSEK of the Ministry of Health of the Republic of Kazakhstan for conducting comprehensive sanitary-bacteriological, parasitological, radiological, hygienic, epidemiological examinations in the field of sanitary and epidemiological welfare of the population.

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.kaznu.kz/>.

All materials requested by the commission were provided by representatives of the university in a timely manner. In order to obtain objective information on the assessment of KazNMU's activities, the members of the VEC carried out: a visual inspection of classrooms, laboratories, libraries, clinical bases and their own clinics and other premises providing training sessions; observation, interviewing employees of various structural divisions, teachers, employers, questionnaires of the teaching staff (teaching staff) and students. The base of the EP "Nutritionology" located at 66 Klochkova str. has a sufficient total area of 289.3 m², including classrooms, lecture halls, classrooms for teaching staff, etc.

During the visual inspection of the department of the educational program "7M10122 Nutritionology", the members of the VEC attended practical classes of undergraduates at the Department of "Nutritionology" and got acquainted with syllabuses, working curricula of individual disciplines. Methodological materials for students, lesson plan, control tools, literature for self-study, and student portfolios were studied.

The members of the VEC visited the practice base of the accredited program on the EP "Nutritionology": LLP NGO "Kazakh Academy of Nutrition" (including the laboratory complex of LLP "Nutritest" which includes a testing laboratory accredited for compliance with the requirements of ST RK ISO/IEC 17025-2019 "General requirements for the competence of testing and calibration laboratories"), NGO "National Center for Healthy Nutrition", NGO "Academy of Preventive Medicine". It is established that students acquire practical skills in the unique production conditions of scientific and practical institutions of the Republic of Kazakhstan of international importance on nutrition issues. Teaching staff of the Department of Nutritionology are members of the VNK, executors of grant, program-targeted STP of these institutions, and students are also included in the VNK and within the framework of these STP

programs implement the tasks of the master's thesis. These points were noted by the experts of the VEK as a strength / best practice in the implementation of the EP "Nutritionology".

In accordance with the accreditation procedure, an on-line survey of teachers and students was conducted. According to the results of a survey of teachers, which was attended by 99 people, it was revealed that 100% of respondents noted that they were satisfied with the content of the educational program, opportunities for continuous potential development, professional development, and the opportunity to actively apply their own teaching methods in the educational process. All respondents replied that the library has the necessary scientific and educational literature. Many respondents are satisfied with the support of the management both in terms of the development of new educational programs and motivational approaches. In general, the vast majority of respondents answered positively to all the questions in the questionnaire and believe that this is an actively developing university with great growth opportunities and conditions for both teachers and staff, as well as for students.

A survey of 115 undergraduate, graduate and doctoral students was conducted. According to the results of the survey, 100% of respondents indicated high satisfaction with the relationships and responsiveness of management, 100% of respondents were satisfied with the availability of academic counseling, educational materials (96.5%), availability of library resources and quality of services (99.1%), classrooms (97.4%), clarity of disciplinary procedures (100%), overall quality educational programs (100%), teaching methods (98.2%), teaching quality (99.1%), objectivity and fairness of teachers (99.3%), available scientific laboratories (96.6%), the speed of response to feedback from teachers on the educational process (99.1%).

As part of the planned program, recommendations for improving the university's activities, developed by the VEC based on the results of the examination, were presented at a meeting with the management and heads of structural divisions of KazNMU on 04/18/2024.

(V) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Previously, the international accreditation of the NAAR for this EP was not carried out.

(VI) COMPLIANCE WITH THE STANDARDS OF PRIMARY ACCREDITATION OF MASTER'S DEGREE PROGRAMS IN THE FIELD OF HEALTH

6.1. The Mission and Results Standard

The evidentiary part

NAO KazNMU carries out its activities on the basis of the Charter of the University, in accordance with the Constitution of the Republic of Kazakhstan, the Civil Code of the Republic of Kazakhstan, the Laws of the Republic of Kazakhstan "On Non-Profit Organizations", "On Education" and other regulatory legal acts of the Republic of Kazakhstan regulating the activities of the education system and the healthcare system of the Republic of Kazakhstan.

The mission and goals of NAO KazNMU are defined, correspond to the available resources and capabilities of the organization of education and market requirements.

The mission of the University reflects the educational strategy in accordance with the State Program for the Development of Healthcare of the Republic of Kazakhstan for 2020-2025, the Strategic Development Plan of Kazakhstan until 2025 within the framework of the strategy "Kazakhstan 2050".

The mission and goals are widely accepted and supported by the administration, university staff, teaching staff, and students. Information about the mission and goals is available to all interested parties and is presented on the official website of NAO KazNMU.

The mission of the University and the School of Public Health named after H. Dosmukhamedov reflects the educational strategy in accordance with the State programs for reforming medical education in the Republic of Kazakhstan.

The official website of NAO KazNMU contains all the necessary information about

missions within the framework of educational programs implemented at the university, including the 7M10122 Master's degree program "Nutritionology", for maximum awareness of both students, the health sector and all interested parties.

The mission of the educational program of the master's degree in the specialty 7M10122 "Nutritionology": Training of highly qualified, competitive scientific and pedagogical specialists in the educational program "Nutritionology", who have modern fundamental knowledge in the field of food hygiene and nutritionology, guaranteeing them professional mobility in the real developing world, able to solve problems of public health.

The purpose of the educational program is to train qualified nutritionists with a system of knowledge, skills, competencies that determine readiness for independent professional activity in the field of public health, who are able to successfully develop and apply technologies, tools, methods and methods aimed at preserving and improving public health.

The mission and goals of the EP correspond to the mission and goals of KazNMU and are reflected in the Academic Policy of KazNMU. The mission of the University reflects the educational strategy in accordance with the KazNMU Development Program for 2024-2028, approved by the Decree of the Government of the Republic of Kazakhstan dated August 16, 2023 No. 682.

The analytical part

During the analysis, the experts found out that the procedure for developing, updating and approving the University's Mission and Quality Policy is carried out with the participation of all stakeholders. The understanding of the needs and expectations of stakeholders is defined by the university management and is contained in the KazNMU Development Program for 2024-2028.

Representatives of practical healthcare, representatives of committees, universities, related disciplines, teaching staff of the Department of Nutritionology, members of the Academy of Preventive Medicine, the Kazakh Academy of Nutrition, the National Center for Healthy Nutrition participate in the formulation of the mission. The mission of the educational program 7M10122 "Nutritionology" in the specialty "Public Health" formulated and adopted at the University is aimed at solving practical health problems through professional training of managers and specialists of medical organizations (development and improvement of general, special competencies and qualifications of specialists) for conducting a new type of activity in the field of medicine and healthcare.

The experts were convinced that the educational program is based on the possibility of implementing individual educational trajectories, strengthening interdisciplinary training within the framework of the tasks of implementing relevant priority areas of development with the possibility of transforming individual blocks in accordance with the structure of employers' requests for the formation of specific professional competencies. This approach is designed to ensure the effective integration of undergraduates into the modern scientific community.

The mission and goals of the OP correspond to the mission and goals of KazNMU and are reflected in the Academic Policy of KazNMU. The mission of the University reflects the educational strategy in accordance with the KazNMU Development Program for 2024-2028, approved by the Decree of the Government of the Republic of Kazakhstan dated August 16, 2023 No. 682.

The members of the WEC note that the Mission of the University is brought to the attention of interested parties through notification and publication on the official website of KazNMU <https://www.kaznmu.kz/>.

When determining the Mission, goals and final results of the EP, the priorities of the development of the healthcare sector of the Republic of Kazakhstan, the unique capabilities of KazNMU as a national medical university with a special status and high international reputation are taken into account.

The final results of OP 7M10122 Nutritionology are formulated in such a way as to ensure the implementation of the Mission of EP and the Mission of the University – "serving society

through the training of competitive specialists in the treatment, preservation and promotion of human health, improving healthcare through the integration of advanced educational, scientific and medical technologies in the field of food hygiene and nutritionology, guaranteeing them professional mobility in the real developing world capable of solving public health problems.

Strengths / best practices

According to this standard, no strengths have been identified.

VTEC Recommendations: There are no recommendations for this standard.

The conclusions of the WEC according to the criteria: strong positions – 0, satisfactory – 12, suggest improvements – 0, unsatisfactory – 0.

6.2. Standard 2. "Educational program"

The evidentiary part

KazNMU has institutional autonomy concerning the development of educational programs and the utilization of allocated resources necessary for their implementation. Within KazNMU's policy framework, freedom is granted in preparing educational programs (EP), achieved through the university component (elective disciplines), which considers employer requirements and student interests.

The master's degree program in the specialty "7M10122 – Nutritionology," in the scientific and pedagogical direction, includes an integrated model based on interdisciplinary communication and a competence-oriented approach, using modular learning technologies that account for the final learning outcomes.

Syllabuses for all disciplines within the educational program are developed, reviewed at meetings of the graduating department, discussed, and approved by the Educational Programs Committee. The content of these syllabuses is based on the final outcomes of master's degree studies. Both mandatory and elective components are organized into modules.

The educational trajectory for undergraduates at KazNMU is shaped by their free choice of elective disciplines, taking into account the topic of their research work. Departments develop these elective disciplines by creating vertical and horizontal modules. The registrar's office uses the submitted elective disciplines to form a Catalog of Elective Disciplines, which is coordinated with employers and approved by the Educational Programs Committee. This catalog is updated annually.

To ensure the development of graduates' knowledge, skills, and thinking in various roles, and to align the educational program content with the evolving needs of society and the health system, the university is prepared to adjust and modify the educational program in accordance with its Regulations on Educational Programs. For the "10122 Nutritionology" educational program, changes based on employer requirements are planned no earlier than 2026. This timeline allows undergraduates to work for a year post-graduation, after which employer feedback is incorporated.

The academic year in the master's program comprises four semesters, each lasting 15 weeks, including periods for intermediate certification, final control, practices, final certification, and vacations. The full academic load for one year is at least 60 academic credits, equating to at least 1800 academic hours. Each semester, students must complete at least 30 academic credits. One academic credit corresponds to 30 academic hours. To complete the master's degree program, students in the scientific and pedagogical direction must accumulate at least 120 academic credits over the entire study period, covering all educational and scientific activities.

The educational program, working curriculum, and content of the disciplines have been developed according to the structure of the master's degree program in the scientific and pedagogical direction. This structure is approved by Order No. 647 of the Acting Minister of Health and Social Development of the Republic of Kazakhstan, dated July 31, 2015, "On

approval of State mandatory standards and standard professional training programs in medical and pharmaceutical specialties."

At the point of entry, an applicant for a master's degree must have the necessary prerequisites to master the appropriate educational program. According to the university's internal document "Rules for Admission to Master's and Doctoral Studies," paragraph 15, the prerequisite for admission to the master's degree is a course in "Public Health" amounting to 3 credits. If an applicant lacks these prerequisites, they are allowed to complete them on a paid basis.

The cycle of basic disciplines constitutes 44% of the total volume of the master's degree program, or 35 academic credits, with 57% of this volume, or 20 academic credits, allocated to the university component. The cycle of core disciplines makes up 41% of the total volume of the master's degree program, amounting to 49 academic credits.

The university component of the basic discipline cycle in the master's degree program includes the courses "History and Philosophy of Science," "Foreign Language (Professional)," "Pedagogy of Higher Education," and "Management Psychology." Besides these mandatory courses, there are elective components developed by departments based on labor market demand, employers' expectations, student needs and interests, and modern scientific achievements.

Information about the structure, duration (hours/weeks, semester/academic year), and content of the educational program, including mandatory elements and elective components, is detailed in the working curricula for each academic year. KazNMU has established a comprehensive system for planning, ensuring, implementing, and monitoring all rotations included in the training program.

All necessary information, such as class schedules, exam schedules, academic calendar, academic achievement assessment system, regulatory documents, and the undergraduate's guidebook, is available on the university's website. This ensures equal access to essential information for all undergraduates, regardless of nationality, religion, state of residence, or socio-economic status.

The educational program is developed considering the original research directions of the department's teachers, which is reflected in the list of elective subjects offered and the topics of planned dissertations. Dissertations for the educational program focus on contemporary scientific problems requiring analytical and critical thinking. According to the Normative Legal Acts of the Ministry of Education and Science of the Republic of Kazakhstan, universities do not participate in the admission procedure for entrance exams to the master's degree. Consequently, the planned topics of master's theses for the "7M10122 – Nutritionology" program in the scientific and pedagogical direction are discussed at the department and the Scientific Committee of the School of Public Health after the undergraduates have enrolled.

Each undergraduate, together with their supervisor, drafts an individual work plan and selects elective disciplines. The dissertation topic is chosen based on the scientific interests of the undergraduate and the research directions of the department. The master's thesis is an independent scientific research project conducted under the guidance of a scientific supervisor. The topic of the dissertation and the supervisor are approved at a departmental meeting and then at an interdepartmental meeting within two months of enrollment. Meeting extracts and orders approving the dissertation topics and supervisors are documented.

The requirements for writing and completing a master's thesis are outlined in the working instructions titled "Requirements for the Content, Design, and Defense of a Master's Thesis."

The University has established the Sirius Service Center to serve all categories of students, teachers, and staff. The center aims to optimize and automate service provision through a "one office" principle, minimize corruption risks, and transition paper-based services to electronic formats.

University teachers across all educational levels are actively incorporating new forms and methods of teaching to enhance cognitive engagement. These methods include multimedia lectures, problem-based learning (PBL), case-based learning (CBL), analysis of specific

situations (ACS or case study), team-oriented learning (TBL) involving small group work, role-playing, business games, creative tasks (such as videos, crosswords, and quizzes), and the use of problematic and situational tasks in practical classes. The integration of these innovative technologies is supported by a robust and continually updated material and technical infrastructure.

In the Master's degree program, independent work is emphasized. This independent work is divided into two types: independent work under the guidance of a teacher and independent work by the student alone. Independent work under a teacher's guidance involves extracurricular activities in contact with a teacher, such as consultations on homework, course projects, semester and control work, and other tasks. This guided work is scheduled as part of the training sessions. Independent work by the student involves self-directed extracurricular activities based on a list of topics provided with educational and methodological literature and recommendations. This work is controlled through tests, control works, boundary controls, reports, and other knowledge assessments.

Practical training is a crucial component of preparing highly qualified specialists and takes place in relevant health and social security organizations, research institutions, and higher and postgraduate educational organizations. This training aims to consolidate and expand the knowledge gained during theoretical studies in the master's program. The practice is organized within the framework of the overall concept of master's training, with the logistical capabilities of clinical bases being constantly expanded.

The Head of the Department of Master's and Doctoral Studies, along with the heads of practice, is responsible for organizing and conducting practical training. The specific content of all research activities is detailed in the individual work plan, developed under the guidance of the head of practice.

The analytical part

During their visit, experts conducted a thorough analysis of the accredited educational program to ensure it meets the requirements of the modern education market. They examined the principles and methods used to organize educational, research, and instructional processes, focusing on fulfilling the interests of students and all participants in the educational program. The content and form of the educational program, along with the management decisions, are aligned with the university's strategic documents and the regulatory documents of the Republic of Kazakhstan.

The University has access to budgetary financing and can attract funds through its commercial activities to implement and enhance the educational program. This financial capability also supports the training and development of the teaching staff within the educational program.

The educational program 7M10122 "Nutritionology" was developed with the active participation of employers and leading specialists in the field of nutrition, both nationally and internationally. This collaboration ensured that the program addresses the priority areas of training for employers and incorporates modern international trends in the field.

The master's thesis is an independent scientific research project conducted under the supervision of a scientific supervisor. The dissertation topic and the supervisor are approved at a departmental meeting and subsequently at an interdepartmental meeting within two months after enrollment. During a visit to the base and the Department of Nutritionology, it was observed that dissertation topics are often determined by the supervisor as part of the research work of the affiliated institutions.

To enhance the freedom of choice for dissertation topics, it is recommended that students have access to a bank of master's degree dissertation topics. This bank should consider the latest scientific achievements and the priority scientific and technical directions of the university within this educational trajectory.

Strengths / best practices

According to this standard, no strengths have been identified.

Recommendations of the External Expert Commission: The heads of the EP should form a list of recommended topics for master's theses, taking into account the latest scientific achievements and priority scientific and technical directions of the university before the beginning of the 2024-2025 academic year.

The conclusions of the External Expert Commission according to the criteria: strong positions – 0, satisfactory – 17, suggest improvements – 1, unsatisfactory – 0.

6.3. Standard 3. "Student Assessment Policy"***The evidentiary part***

The assessment system for students at KazNMU is governed by the "Academic Policy of KazNMU," which establishes guidelines for overall assessment policies, passing criteria, permissible retakes, and the organization of current and intermediate assessments.

Final assessments in disciplines adhere to approved formats specified by the Educational Achievement Assessment System. Standard procedures are published on the university's website and are accessible to all students. Since 2017, faculty members have been using electronic journals on the SIRIUS platform. Starting January 2024, the university will transition to the Hero Student Space digital platform for assessments. This platform records grades for all types of assessments promptly, automatically calculates admission ratings, and final scores for exams.

Detailed instructions on the academic achievement assessment system can be found on the university's website under the "Standard Operating Procedures: Development and Approval of the Academic Achievement Assessment System." The academic calendar for the current year, which includes dates for intermediate and final certifications, is also available on the website. The number of exams for each course is regulated by the Working Curriculum.

During written exams, including remote ones, strict procedures for encrypting and decrypting students' work are followed as outlined in the Standard Operating Procedures for organizing and conducting written exams. The examination questions and assessment sheets are developed by faculty members of respective departments and approved by the Educational Programs Committee.

As a member of the League of Academic Integrity of the Republic of Kazakhstan, the university conducts electronic and written exams to mitigate corruption risks during student evaluations. The assessment of academic achievements utilizes a 100-point grading system for both intermediate and final certifications.

The final certification aims to verify the knowledge, skills, and competencies acquired by students throughout their study in the relevant specialty. The methodology for final certification is detailed in the Program of Final Certification of Graduates and typically involves defending a master's thesis.

The system for monitoring and evaluating students' academic achievements employs various assessment methods to gauge knowledge, skills, and competencies. These methods include oral and written exams, solving situational problems, essays, testing, and the defense of dissertations.

Given that undergraduates are studying in the scientific and pedagogical direction, practical skills and professional behavior are cultivated during theoretical training, pedagogical and research practices, as well as during the execution of research work (RW).

During pedagogical practice, undergraduates conduct classes and prepare necessary documents such as training plans and didactic materials. Research work involves tasks like gathering data from appropriate databases, developing questionnaires, conducting surveys, and performing anthropometric studies on study subjects.

This comprehensive approach to evaluating students' achievements ensures the accuracy and reliability of assessing the quality of their knowledge, skills, and professional attitudes. Standardized assessment methods have been implemented, employing assessment sheets and checklists that outline clear and specific evaluation criteria. These tools guide and motivate students throughout their learning process.

The analytical part

The analysis of this standard has identified that the criteria for evaluating educational activities are grounded in principles such as consistency, validity, reliability, and feedback reception. Evaluation tools and methods are tailored to the specificities of each discipline and practice.

When assessing students, the university considers the assimilation of theoretical knowledge, acquired skills, and abilities as outlined in the curriculum of the discipline or practice program. Additionally, the level of development of specific competencies achieved through the "Nutritionology" educational program is taken into account.

To enhance objectivity and reliability in assessing students' knowledge levels, the university has increased the use of written final exams across disciplines. All student works are encoded, ensuring a "blind" assessment process for exam papers. Furthermore, plagiarism checks are conducted using the Anti-Plagiarism program, with the StrikePlagiarism program implemented since 2020.

During exam periods, an appeals commission is established to ensure transparency in the exam procedures and to address any disputes. Students have the right to appeal exam results if they disagree. The educational program "Nutritionology" is publicly available on the university's website, facilitating openness and familiarity with the assessment procedures. Evaluation criteria and methods are detailed in the syllabi of relevant disciplines.

The reliability and validity of knowledge assessment methods are upheld through ongoing monitoring of assessment tool quality. This includes ensuring tools align with the level and objectives of each discipline, their diversity, complexity level, and consistency of academic performance indicators with final exam outcomes throughout the semester.

The decision on the application of specific forms of assessment of knowledge, skills and abilities in the discipline, practice is made by the department, guided by the specifics of the discipline, practice and the effectiveness of their application to achieve better results for students.

To ensure a high degree of validity of student assessment methods, the final certification is conducted with the participation of external experts.

To carry out the final certification of students, an attestation commission (AC) is created by order of the rector. The AC includes representatives of the employer, employees of the Department of graduate and doctoral studies, heads of departments and experienced teachers.

In general, KazNMU monitors educational processes, which are described in the relevant procedures and regulations. The monitoring results are used to improve the educational program, aimed at improving the student assessment policy. Feedback is maintained between teachers and students, including a questionnaire system for satisfaction with educational and other types of university activities aimed at improving the educational program.

Strengths / best practices

According to this standard, no strengths have been identified.

Recommendations of the External Expert Commission: no recommendations.

The conclusions of the External Expert Commission according to the criteria: strong positions – 0, satisfactory – 10, suggest improvements – 0, unsatisfactory – 0.

6.4. Standard 4. "Students"

The evidentiary part

The admission policy for the master's degree program in OP 7M10122 "Nutritionology" at KazNMU adheres to the regulatory framework of the Republic of Kazakhstan, including the Law on Education dated July 27, 2007 (No. 319-III, with amendments as of July 7, 2020), the Law on Science dated February 18, 2011 (No. 407-IV, with amendments as of October 28, 2019), and Ministry of Education and Science Order No. 329 dated August 3, 2020, governing the allocation of state educational orders for postgraduate education in the 2020-2021 academic year (with amendments as of October 7, 2020).

The policy for admitting students with disabilities at KazNMU complies fully with Article 8, paragraph 6 of the Law on Education of the Republic of Kazakhstan. This provision guarantees the establishment of conducive conditions for individuals with special educational needs to pursue self-improvement and lifelong learning across all educational levels. These principles are reflected in the Regulations on inclusive education at KazNMU named after S.D. Asfendiyarov. Admission of citizens from this category to KazNMU is facilitated for programs at all educational levels where medical opinion does not contraindicate their participation. The admission committee ensures that special accommodations are provided during entrance exams for individuals with disabilities, which may include unrestricted access to university buildings, facilities for sanitary needs, provision of individual assistants, allocation of separate examination rooms, and the use of remote technologies as needed.

KazNMU's policy for selecting students aligns with its mission, vision, and strategic goals, particularly focusing on the development plan for the "Nutritionology" educational program and meeting the state order for training specialists with postgraduate medical education. The university aims to admit highly qualified undergraduates who can actively contribute to the scientific and pedagogical processes and excel as competitive healthcare professionals.

According to KazNMU's internal document, "Rules of Admission to Master's and Doctoral Studies," the university implements a Comprehensive Testing system at the state level as part of its enrollment procedure for master's degree programs.

The analytical part

KazNMU named after S.D. Asfendiyarov fully meets the requirements specified in the Independent Accreditation and Rating Agency (IAAR) "Students" standard. The university conducted a survey among students, revealing high satisfaction levels across various aspects such as accessibility and responsiveness of the dean's office and university management, support with educational materials, counseling services for personal issues, financial and administrative services, accessibility and quality of library resources and facilities, educational resources, usefulness of the university website, clarity of incentive and disciplinary procedures, overall curriculum quality, and teaching methods.

Internally, KazNMU follows its own university documents, specifically the "Rules for Admission to Master's and Doctoral Studies," approved by Protocol No. 8 on July 8, 2023, by the Board of Directors. The selection and admission policy for the educational program 7M10122 "Nutritionology" adheres fully to current legislation and KazNMU's Charter. Detailed rules and procedures for admission are available on the university's official website under the "Incoming" section.

To enroll in the master's degree program in "Nutritionology," candidates must have completed professional training programs in higher education, specifically in fields such as "Preventive Medicine," "General Medicine," and "Public Health." These prerequisites are essential for mastering the content of the master's degree program. Applicants lacking these prerequisites may fulfill them through paid courses.

Professionals equipped with modern knowledge of nutrition and related skills are increasingly in demand across various sectors including food manufacturing, retail, catering,

education, sports, fitness, medical facilities, and others. The need for highly qualified specialists in nutrition is expanding annually, reflecting the growing importance of the "Nutritionist" profession in shaping public attitudes towards nutrition and healthcare. This specialization ensures oversight of nutrition professionals in the market who contribute to public health by developing and implementing programs promoting healthy eating habits.

The increasing demand for well-trained nutrition specialists is recognized as a critical societal issue. This importance has been underscored in meetings of collaborative bodies such as the "Nutritionology" Committee under the Public Health Project Management Group. In light of this, to address the public's growing need for nutrition experts, it is crucial to enhance career guidance efforts among university leaders targeting graduates from bachelor's degree programs in disciplines like "Medical and Preventive Medicine," "General Medicine," and "Public Health" at medical universities across Kazakhstan.

During the 2023-2024 academic year, KazNMU admitted 3 undergraduates into the scientific and pedagogical track of the "Nutritionology" program, without specifying a specialized direction. This initiative aims to respond to the escalating societal demand for nutrition specialists by encouraging qualified graduates from relevant bachelor's programs to pursue advanced studies in this field.

Strengths / best practices

According to this standard, no strengths have been identified.

Recommendations of the External Expert Commission: To provide wider information about the EP to interested parties and to draw up a plan of career guidance activities for graduates of bachelor's degree in medical schools starting from the 2024-2025 academic year.

The conclusions of the External Expert Commission according to the criteria: strong positions – 0, satisfactory – 16, suggest improvements – 1, unsatisfactory – 0.

6.5. Standard 5. "Academic staff/teachers"

The evidentiary part

The recruitment, selection, admission, and onboarding of personnel at the non-profit joint stock company "Kazakh National Medical University named after S.D. Asfendiyarov" adhere to the Regulations approved by the Board's Decision on November 14, 2023 (Protocol No. 27). This process employs an integrated approach encompassing a range of measures aimed at fulfilling personnel tasks and strategies, addressing specific staffing needs within each department and across the university.

To support the educational process, the faculty composition is structured according to approved curricula and staffing tables. The number of teaching positions is determined based on educational requirements, standard teaching loads, and the student cohort across all EP (see Table 4).

The staffing of teaching positions in specialized disciplines within the EP 7M10122 "Nutritionology" includes: Department of Public Health: 3 professors, 7 associate professors, 2 assistants, 3 lecturers, Department of Epidemiology with HIV Infection Course: 4 associate professors, 5 assistants, 3 lecturers, Department of Nutritionology: 7 associate professors, 2 assistants, 1 lecturer. The faculty composition of the School of Public Health is detailed in Table 4.

Table 4. The degree of academic staff /administrative and managerial staff

Total teaching staff (including administrative and managerial	Some of them have an academic	Full-time teaching staff	Some of them have academic degrees
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staff and internal part-timers)	degree				
	Candidate of Sciences		Doctor of Medical Sciences	Candidate of Sciences	PhD Doctor of Sciences
-	-	113	6	29	11

The School of Public Health (SPH) at KazNMU maintains an overall education level of 61%. The university has formulated and ratified the "Personnel Policy of KazNMU named after S.D.Asfendiyarov", which outlines strategic priorities for human resource development and criteria for personnel selection, encompassing scientific, pedagogical, and clinical merits of candidates. KazNMU ensures oversight of faculty responsibilities across core biomedical, social, and specialized sciences. To support its educational programs (EP), the university boasts a competent teaching staff with extensive experience in educational settings.

For participation in academic mobility initiatives, KazNMU organizes intra-university competitions to select the most qualified educators, providing additional support through individual consultations for competition winners. From 2019 to 2024, a total of 16 individuals participated in academic mobility programs within Kazakhstan, with an additional 12 participating internationally. The academic mobility of faculty members from SPH and the Department of Nutrition totaled 25 employees in both far and near abroad locations during the period of 2021-2023.

Dr. A.K. Beisbekova, PhD and associate professor, successfully completed a scientific internship under Kazakhstan's state-sponsored "Bolashak" program from August 21, 2023, to October 13, 2023, focusing on the "500 scientists" initiative. She received an internship completion certificate from Duquesne University's Department of Public Health, USA.

At KazNMU, the certification of teaching staff is conducted periodically based on the approved Rules for Certification and the decisions of the Senate and University Board as of May 19, 2023 (Protocol No. 11). These rules establish the procedures and criteria for evaluating teaching staff, including department heads, professors, associate professors, lecturers, and assistants. Certification involves a comprehensive assessment aimed at determining the qualifications of employees and their alignment with their respective positions. Emphasis is placed on individuals with higher qualifications and achievements in pedagogy, research, and medical practice.

The heads of faculty, institutes, or university departments evaluate applications and supporting documents submitted by applicants as objectively as possible in accordance with the Rules for recruitment and adaptation of employees at KazNMU. They may seek clarifications from applicants if necessary before recommending a suitable period for concluding an employment contract. All teaching staff undergo periodic competitive evaluations as per the Rules for competitive recruitment of teaching and research positions at KazNMU.

The calculation of the number of teaching staff is carried out for the academic year, taking into account the specifics of training in the specialty and in accordance with the Regulations on the teaching load of teaching staff of the non-profit joint stock company "KazNMU named after S.D.Asfendiyarov" the load rate of a teacher of a structural unit of the university.

The analytical part

The evaluation of this standard indicates that the teaching staff at the university possesses extensive expertise in implementing educational programs and training healthcare specialists.

They have a comprehensive understanding of key educational components, including goals, outcomes, and curriculum content, as well as the organization, methods, and criteria for evaluating learning outcomes. The teaching staff also conducts scientific and technical programs in medical specialties and meets the educational needs of diverse professionals through advanced training and certification courses.

Approximately 83% of the teaching staff are employed full-time, covering both basic and specialized disciplines mandated by higher education standards. The remaining 17% work part-time. The ratio between medical and non-medical teachers stands at 80% and 20%, respectively.

The university's personnel policy ensures recognition of all aspects of teaching staff contributions. Their performance is assessed based on educational, methodological, organizational, research, and medical activities crucial for students' practical training and educational support. The university employs a range of material and non-material incentives, motivational strategies, and opportunities for professional advancement to acknowledge achievements in educational and professional domains, thereby enhancing the continuous development of its staff.

The University has implemented and continues to refine a system for assessing the performance of teaching staff departments, governed by the Regulation on Key Performance Indicators for teaching staff. This system aims primarily to foster the enhancement of qualifications, professionalism, and productivity in pedagogical and scientific endeavors, while promoting the creative initiative of faculty through differentiated assessment of their work.

Recognition of exemplary academic contributions by teaching staff is actively pursued at the university, often through financial remuneration. The institution maintains adequate economic resources to provide rewards in accordance with its Regulations on Employee Remuneration.

Incentive allowances are structured to reflect criteria that effectively gauge the quality and impact of faculty members' work. These criteria encompass various methods for evaluating and establishing qualitative benchmarks of performance. Incentive allowances are allocated both as a percentage of the employee's base salary and as fixed amounts.

The teaching staff at the university undergoes regular training as per the Regulations on Training and Professional Development of personnel at the non-profit joint stock company "Kazakh National Medical University named after S.D. Asfendiyarov". The university annually approves a plan for advanced training and retraining overseen by the Vice-Rector for Educational Activities.

Advanced training programs for managers and specialists in the healthcare system are conducted at least once every five years. Moreover, healthcare managers and specialists engaged in teaching are trained every five years through professional development programs focusing on pedagogical and educational activities.

Between 2019 and 2024, a total of 83 faculty members participated in training programs within Kazakhstan, while 29 faculty members pursued training abroad. Additionally, university faculty actively participate in various scientific and practical conferences and congresses as part of their ongoing professional development efforts.

To ensure high-quality education and effective implementation of educational programs, Kazakh National Medical University named after S.D. Asfendiyarov actively promotes academic mobility among its teaching staff as part of its international cooperation efforts. This initiative aims to foster continuous personal and professional development among educators, thereby enhancing student satisfaction with teaching quality and educational processes.

The university engages in robust collaboration with esteemed foreign specialists from countries such as Germany, South Korea, China, Russia, Turkey, the Czech Republic, Uzbekistan, and Kyrgyzstan. These partnerships facilitate scientific research and knowledge exchange, leveraging the expertise of professionals educated and experienced abroad.

The university's personnel policy is committed to elevating human resources by offering

equal opportunities for employees to realize their potential and advance in their careers. With effective performance of official duties, active scientific and pedagogical, educational and methodological, organizational and educational activities, successful clinical work, teachers are recommended for higher positions, the replacement of which is carried out according to the results of election by competition.

Strengths / best practices

According to this standard, no strengths have been identified.

Recommendations of the External Expert Commission: not according to this standard.

The conclusions of the External Expert Commission according to the criteria: strong positions – 0, satisfactory – 9, suggest improvements – 0, unsatisfactory – 0.

6.6. Standard 6. "Educational resources"

The evidentiary part

S. D. Asfendiyarov Kazakh National Medical University is a large organization for higher and postgraduate medical education, possessing a strong material-technical and educational-methodological base, highly qualified personnel, an established scientific-pedagogical school, and many years of experience working with students.

The non-profit joint-stock company "S. D. Asfendiyarov KazNMU" has a well-developed material-technical base for conducting educational and scientific-educational processes in the specialty - the "Nutritionology" educational program. The university ensures free access for each student to informational resources, library collections, and material-technical facilities, including lecture halls, medical equipment, multimedia equipment, and premises for practicing practical skills.

The university has 8 educational buildings with a total area of 56,542.8 square meters. By a government decree of the Republic of Kazakhstan dated July 1, 2013, the "Aksai" Children's Clinical Hospital with a capacity of 300 beds was transferred to the university's ownership.

The lecture halls at the University are equipped with the necessary technical facilities, including stationary multimedia projectors, and are designed to accommodate 2,040 seats. To foster a unified corporate culture among students and staff, nine lecture halls have been named after distinguished individuals whose professional lives are closely connected with the university. The classrooms accommodate between 12 and 60 seats each. The educational laboratories are located in the building of the B. A. Atchabarov Research Institute of Fundamental Medicine (RIFM). RIFM comprises five major laboratories with a total area of 801.4 square meters. The vivarium was established with the opening of the medical institute.

The lecture hall facilities are supplemented by six rented buildings with a total area of 4,549.1 square meters. The lecture hall facilities include lecture halls, classrooms, laboratory rooms, computer labs, offices for department heads, associate professors, and assistants.

The Department of Communication Skills is located at 3 M. Mametova Street, with a total area of 98 square meters, containing 10 classrooms, one of which is an office for the department's assistants.

The Department of Biostatistics is located at 37a Zheltoksan Street, Almaty, with a total area of 63.6341 square meters. It includes classrooms for conducting the educational program for master's students.

The Department of Nutrition is located in the building of the "Kazakh Academy of Nutrition" LLC (66 Klochkova Street), on the 1st and 2nd floors. The total area of the Department of Nutrition is 289.3 square meters. The Department of Public Health is located at 66 Klochkova Street, Kazakh Academy of Nutrition, on the 3rd floor, with a total area of 302.2

square meters. The Department of Epidemiology is also located at 66 Klochkova Street, Kazakh Academy of Nutrition, on the 3rd floor, with a total area of 302.2 square meters.

The university has a sports hall and 8 dormitories with a total of 1,604 places and a total area of 25,559.2 square meters. The work and residence in the dormitories are regulated by the "Regulations on Student Dormitories," approved by Protocol No. 14 dated 30.09.2021, which details the rules and responsibilities of the students.

The university has a department of labor protection, civil defense, and safety engineering, as well as fire safety. Regular training sessions are conducted with university staff and students on compliance with labor protection and rest requirements, labor and performance discipline. The university premises are equipped with systems and equipment to create a safe environment (fire extinguishers, fire-fighting equipment, evacuation plans, etc.). The chemical laboratories are equipped with fume hoods.

Access control systems (ACS) have been installed in the organization, allowing for automated control over staff and visitors. Electromagnetic locks with access control are in place at the B. Atchabarov Research Institute of Fundamental Medicine (RIFM) and in the rectorate. Digital and analog cameras are installed throughout the university and around the dormitories. All cameras are integrated into a single center, recording automatically and storing footage for an extended period. Medical stations operate on the university grounds and in the dormitory areas. To prevent viral and bacterial infections, the classrooms and dormitories are regularly disinfected with quartz lamps.

Creating a safe environment for staff and graduate students is a priority in the professional activities of medical personnel. During and outside of class hours, conditions ensuring the safety of staff and students are maintained: safety briefings are conducted, fire alarms are installed, evacuation plans are posted on each floor, and fire safety equipment is readily available. Each department maintains safety logs for faculty and students. At the beginning of the academic year, all students are briefed on safety procedures.

The educational base in the building of the "Kazakh Academy of Nutrition" LLC, where the Departments of Nutrition, Public Health, and Epidemiology are located, has checkpoints staffed by security agency personnel. An electronic access system is organized at the "Kazakh Academy of Nutrition" LLC. To ensure a comfortable working environment, the building has designated safety engineers responsible for conducting briefings, training, and informing staff about workplace safety rules.

To effectively utilize information and telecommunication technologies, computer labs with Internet access, multimedia, and office equipment have been established in the relevant departments. The KazNMU campus features a Wi-Fi zone.

For the practical training of master's students in the "Nutritionology" educational program, the primary resources are the accredited laboratories of the "Kazakh Academy of Nutrition" LLC, the "National Center for Expertise" State-Owned Enterprise on the Right of Economic Management, the branch "Scientific and Practical Center for Sanitary and Epidemiological Expertise and Monitoring," the "National Center for Public Health" State-Owned Enterprise on the Right of Economic Management under the Ministry of Health of the Republic of Kazakhstan, the "National Center for Healthy Nutrition" Public Association, as well as the "Central City Clinical Hospital No. 12." It is important to note that clinical and practical bases may change annually depending on the curriculum and employer feedback.

The faculty of the "Nutritionology" educational program regularly publish the results of their research activities in national and international journals.

According to the plan, international and national conferences and seminars are held at the S. D. Asfendiyarov KazNMU. Additionally, the presentation and publication of scientific activity materials are planned annually. From 2020 to 2023, scientific supervisors participated in international conferences, presenting their research results in reports and abstracts.

Research work in the master's program for the "Nutritionology" educational program is conducted in accordance with the needs of the state and the university, within the framework of

implementing scientific and technical programs that address the most relevant and socially significant issues at the regional and national levels. Master's students have the opportunity to present the main results of their own research, publish articles, and participate in master classes and seminars conducted by leading domestic and foreign scientists on the most important practical and scientific problems in the field of nutrition relevant to the university and the region.

Currently, KazNMU has developed and approved a Development Plan - a Roadmap for further digitalization for 2024-2028. A crucial condition for advancing medical education at the university will be its complete digitalization, including the development of online services, libraries, classrooms, and personal electronic accounts for students and faculty. Digitalization will also create opportunities for transparent, reliable, and cost-effective knowledge and skill assessment, as well as the expansion of educational and scientific information resources. The digitalization of educational and other university processes will contribute to reducing unproductive costs (financial, material, and time).

KazNMU's digital and information provider is also the University's Scientific Library, located in Educational Building No. 2. The library consists of five departments:

1. Acquisition and Scientific Processing of Literature, and Cataloging Department;
2. Reference and Bibliographic Department;
3. Scientific and Methodological Department;
4. Reader Services Department;
5. Automation and Electronic Resources Department.

The Scientific Library is equipped with: 50 all-in-one computers, 40 computers, 4 laptops, 2 video projectors, 3 screens for various events, 9 duplicating and copying machines, 1 semi-automatic scanner, 2 document digitization scanners, 15 printers, 16 video cameras, 1 interactive whiteboard, 31 handheld scanners, 1 color scanner.

The Automation and Electronic Resources Department has two electronic reading rooms:

- An Internet room with 54 seats (2nd floor),
- An electronic reading room with 42 seats (4th floor).

The total number of seats in the reading rooms is 96.

KazNMU's library collection is universal, consisting of documents stored on remote technical means. In the Sirius Module "Library," the electronic catalog of the library is available, allowing users to find the necessary literature and access it in full-text format. Access to all library services of the Sirius program is provided through the personal accounts of students.

The electronic textbook collection consists of 14,571 items, including 9,015 electronic books and 5,556 electronic books in PDF format. Readers can access and use the literature from any location and device with an IP address. Additionally, there is access to global electronic databases.

The Scientific Library has cooperation agreements with libraries and organizations in Kazakhstan. It uses the automated library system "KABIS," specifically developed for library processes, which includes the automation of library procedures and remote access to the electronic catalog via the Internet. The library's electronic catalog is accessible to all KazNMU users through the website.

Automated "return-issue" service of documents has been implemented at all distribution points based on the AIS "Sirius." All school textbooks are assigned barcodes. The university constantly reviews and updates library resources according to changing needs. Monitoring of library resource provision, analysis of its sufficiency, resource needs, and the updating process is conducted annually.

To expand the range of assistance to library users, KazNMU operates a night loan service and a reading room from 6:00 PM to 10:00 PM in Dormitory No. 8. Thus, the Scientific Library operates on a "24-hour library" principle. In 2021, an order was issued to transition the Scientific Library from traditional paper catalogs to electronic ones. Consequently, the necessary material from 17 card catalogs previously in paper form can now be found in the KABIS electronic catalog.

The Scientific Library places great emphasis on providing information and bibliographic services, including "Information Days," "Department Days," exhibitions, the compilation of recommended and scientific auxiliary literature lists, and the preparation of thematic written and oral references. Bulletins are issued as new literature arrives, and information in the form of virtual exhibitions of new arrivals is posted on the S.D. Asfendiyarov KazNMU website. The Scientific Library actively participates in all university events, such as reader conferences, debates, and meetings with interesting individuals. For all these activities, book exhibitions, stands, and thematic bibliographic reviews are prepared.

The analytical part

Experts from the External Evaluation Commission (EEC) state that within the framework of the "Educational Resources" standard, during the commission's work, department visits, practice base inspections, and analysis of the presented documentation, it was found that the material and technical base used for organizing the educational process for the 7M10122 "Nutritionology" program is sufficient and meets the requirements.

The classrooms, scientific laboratories, and other facilities used in the implementation of the program comply with established safety norms and rules. Regular safety briefings are conducted for students and faculty. The implementation of educational programs at the university is ensured by providing every student with free access to information resources and the library collection.

The educational program model for the master's degree in the specialty "7M10122 – Nutritionology" (scientific and pedagogical direction), which includes an integrated model based on interdisciplinary connections and a competency-oriented approach, using modular training technologies with consideration of final learning outcomes, is supported by a well-equipped material and technical educational resource base.

The External Evaluation Commission (EEC) confirms the presence of student support systems, including support through the university's website, personal consultations with the dean, vice-rector, rector, curator, mentor, and advisor. During interviews, students expressed complete satisfaction with their studies, scientific work activities, the dining system, medical services, and accommodation in dormitories.

Members of the EEC believe that the existing material and technical base of the university contributes to expanding the forms and methods of involving master's students in scientific research in the field of nutrition and publishing activities.

However, it is noted that the educational program 7M10122 "Nutritionology" is being introduced for the first time, and students are not yet involved in academic mobility programs with leading medical universities both nearby and abroad.

Strengths / best practices

The university's Endowment Fund and Consortium (LLC PO "Kazakh Academy of Nutrition" (Laboratory Complex LLC "Nutritest"), PO "Academy of Preventive Medicine", PO "National Center for Healthy Nutrition") enable the development of the resource base to implement the educational program, particularly in providing support for scientific and clinical research. This creates conditions for training highly qualified personnel.

Recommendations of the EEC:

The head of the "Nutritionology" educational program needs to enhance the academic mobility of the department's faculty to renowned universities in Europe and Asia (Glasgow, UK; University of Sydney, Australia, etc.), or to universities with which there are cooperation agreements (see page 6 of the report) that offer master's programs in nutrition science before the start of the 2025-2026 academic year.

The conclusions of the EEC according to the criteria:

Strong positions – 1, satisfactory – 12, suggest improvements – 1, unsatisfactory – 0.

6.7. Standard 7. "Evaluation of the educational program"

The evidentiary part

At the University, the assessment of educational programs is conducted through established monitoring procedures and expert evaluations in accordance with KazNMU's Academic Policy, the Standard for Internal Quality Assurance in Educational Activities, Standard Operating Procedures (SOP), Regulations on Educational Programs, and Regulations on the School/Faculty Quality Assurance Commission.

Structures involved in the internal quality assessment of educational programs include the Educational Programs Committee (EPC), Department of Academic Regulation (DAR), Academic Council, Quality Assurance Committee, departments, and students.

The procedure for evaluating educational programs is carried out according to the SOP "Evaluation and Analysis of Educational Programs at KazNMU," using an assessment checklist for technical and substantive expertise of the educational program.

Monitoring of learning outcomes is performed by the faculty and staff of the department, with data recorded in an electronic journal, as well as by responsible units.

Analysis and evaluation of the educational process are conducted according to SOPs focusing on monitoring the quality of the educational process, the use of active teaching methods, and multilingualism within departments.

Monitoring the implementation of educational programs is part of the internal university control and during internal and external audits of faculty and students' activities.

The mechanisms for assessing educational programs constitute a continuous process aimed at improving the quality of educational processes. KazNMU has developed and operates all necessary procedures, conditions, and a series of regulatory documents for program evaluation, regulated by the Standard for Internal Quality Assurance in Educational Activities.

The system for evaluating educational programs at KazNMU is also characterized by the work of internal committees, the involvement of employers in the discussion and control of the implementation of educational programs, monitoring feedback from all participants in the educational process, and other interested parties.

Based on feedback results, changes and additions are made to the development plan of the educational programs as necessary. KazNMU periodically conducts evaluations of educational programs, thoroughly assessing the educational process, and has all the appropriate procedures, mechanisms, conditions, and regulatory documents for this purpose.

Responsibility for the quality of the educational program and the teaching process between the administration and the faculty is regulated by normative documents. KazNMU systematically collects, analyzes, and provides feedback to teachers and students in accordance with SOPs, which regulate the mechanisms for assessing the satisfaction of external and internal consumers with the quality of services provided: the procedure and forms of feedback, and the documented procedure for assessing consumer satisfaction.

Feedback from teachers and students is carried out at all stages of the implementation of the educational program. Upon completion of the study of disciplines, a survey is conducted.

Additionally, a suggestion box is used, and students can directly ask questions and make suggestions on the rector's blog. Disputed issues, complaints, and conflict situations are considered at Quality Assurance Committee meetings in accordance with the SOP: Handling Appeals and Complaints from Faculty and Students.

All advisory bodies of the University (School Council, Educational Programs Committee, Academic Council) include representatives from the faculty, graduate students, and employers. The involvement of employers and alumni in the procedure for evaluating and revising educational programs is mandatory and regulated by the "Regulation on Educational Programs" and the "Regulation on the Employers' Council." As a result of surveys, meetings, and gathering

suggestions from the chairs of certification commissions, changes and additions are made to the EP. The results of the EP evaluation are heard at the meetings of the School Council, SOP, and AC.

The analytical part

The experts of the External Evaluation Commission (EEC) note that within the framework of the "Educational Program Evaluation" standard for the accredited educational program (EP), the expert commission's work and analysis of the submitted documentation revealed compliance with the standard's requirements. Students, faculty, and university staff have the right to submit their comments, complaints, and suggestions on any issues related to the organization and quality of the scientific and educational process at the University at any time, either verbally or in writing, to the responsible persons, heads of the relevant departments (departments, schools), or directly to the university's top management.

After analyzing the EP's performance according to this standard, the commission notes that the university has an EP evaluation system based on various methods of collecting, processing, and analyzing information within the context of the EP and the university as a whole. Data is provided showing the involvement of students, faculty, healthcare practitioners (employers), and other interested parties in the EP evaluation process.

Strengths / best practices

According to this standard, no strengths have been identified.

EEC recommendations: There are no recommendations for this standard.

The conclusions of the EEC according to the criteria: strong positions – 0, satisfactory – 9, suggest improvements – 0, unsatisfactory – 0.

6.8. Standard 8. "Management and Administration"

The evidentiary part

The management of KazNMU named after S.D. Asfendiyarov is carried out in accordance with the legislation of the Republic of Kazakhstan and the university's Charter, based on the principles of single authority and collegiality. The responsibility of academic leadership regarding the development and management of the educational program is studied and evaluated based on the analysis of the implementation of the goals and objectives of the strategic plan, internal audit reports, and the results of the work of internal and external commissions.

KazNMU has established the selection of master's students in accordance with its mission and labor market requirements, defining the admission policy for the master's program 7M10122 - "Nutritionology" aimed at selecting the best candidates for the master's program while adhering to the legislation on educational equality and ethical aspects. The admission of students is planned within the resource capabilities of the university.

The admission policy and criteria for the master's program align with the mission and final outcomes of the educational program, aimed at graduating master's students capable of contributing to the healthcare system of the Republic of Kazakhstan. The policy for admitting students with disabilities to the master's program is conducted in accordance with the current laws and regulatory documents of the Republic of Kazakhstan and the university's Academic Policy.

KazNMU has an Academic Policy to ensure quality, which is part of strategic management. The goal of the Academic Policy is to achieve high quality at all levels of professional education, meeting the needs of the labor market, society, and the state, and

corresponding to the best world practices. The policy is intended for students, faculty, managers, and employees of the university's structural units, as well as all interested parties.

The university has implemented a quality management system (QMS) designed to improve performance and provide a solid foundation for sustainable development initiatives. Monitoring consumer satisfaction is a systematic and regular comprehensive procedure aimed at tracking the university's primary objective of ensuring and enhancing the quality of educational services through its interactions with various consumer groups. Through monitoring procedures (gathering feedback from teachers, staff, and students about their satisfaction with working and studying at the university), the university identifies which service components are most important to consumers. This allows the university to focus its efforts on improving key and auxiliary processes, as well as identifying which service components and processes are areas of high dissatisfaction that require corrective actions.

The developed Internal Quality Assurance Standards (IQAS) define the university's quality policy, which is aimed at ensuring the principles of openness and transparency in the educational process, providing opportunities for dialogue between its participants, and receiving feedback from them. The main principles of quality assurance at KazNMU include the promotion of academic integrity and academic freedom, compliance with legislative and regulatory requirements, and adherence to ESG recommendations.

The Regulations on the Employer Council of KazNMU Schools/Faculties have been approved by an order. The Employer Council was established to assist the university in education and employment of students, improving the quality of education, and effectively interacting with enterprises and organizations, including clinical bases in specialist training areas. The Council aims to assist in solving issues related to forming a high-quality educational environment and strengthening the educational and scientific potential of the Schools/Faculties, considering current labor market requirements. The Council is formed and approved by the order of the Pro-Rector of the Academic Block. The requirements and level of satisfaction of stakeholders with the learning outcomes of the educational program (EP) are determined through various meetings with stakeholders. The results of these meetings are reviewed during department meetings and by the quality department.

Feedback from consumers is maintained at the department level and through the quality department, which professionally conducts various surveys and questionnaires. To ensure openness in discussing issues and ideas about graduate education, the official KazNMU website features a Rector's blog. Faculty and students can find information on the SPH website. KazNMU maintains social media presence on Facebook, Instagram, and YouTube.

In line with the university's traditions and values, all participants in the educational process adhere to accepted standards of academic policy and academic integrity.

KazNMU named after S.D. Asfendiyarov has a clear set of duties and powers to provide resources for the educational program, including a targeted budget for education. All financial resources of KazNMU are directed towards supporting educational and research activities and improving the organization's infrastructure. The university has the ability, in accordance with regulatory documents, to independently allocate financial resources to achieve the desired learning outcomes.

The analytical part

The results of the analysis of the presented data confirmed that KazNMU's quality management system for specialist training is aimed at achieving strategic goals by forming and defining tasks to improve the quality of educational activities. To monitor quality, a quality management system (QMS) has been implemented.

KazNMU conducts monitoring and analysis of its activities. To ensure overall satisfaction with the educational process, annual meetings between the administration and students are organized, during which issues related to the quality of educational programs, teaching quality, organization of the educational process, learning technologies, knowledge assessment methods,

learning conditions, material-technical, methodological, and informational support, living conditions, and nutrition are directly discussed. These meetings result in responsive actions to identified problems. Throughout the year, meetings with vice-rectors and deans are organized, and the requirements of students are daily studied by the deans' offices. A Rector's blog, trust phones, and suggestion boxes are available.

The evaluation of educational programs (EP) is conducted at department meetings with the participation of scientific supervisors and graduate students. Specific issues regarding the implementation of the EP are discussed at School Council meetings. Graduate students can address their concerns about the quality of the EP and the implementation of the study plan verbally or in writing to the department, dean's office, or the Office of Master's and Doctoral Studies (OMD).

Based on the survey results of the faculty and students conducted by the External Evaluation Commission (EEC) members, it was established that the vast majority of respondents highly rate the activities of the university's top management.

Strengths / best practices:

The University provides partial financial independence to Schools in the allocation of funds necessary to improve the implemented educational programs.

EEC recommendations: There are no recommendations for this standard.

The conclusions of the EEC according to the criteria:

strong positions – 1, satisfactory – 12, suggest improvements – 0, unsatisfactory – 0.

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

7.1.1 Standard “The Mission and Results”

According to this standard, no strengths have been identified.

7.1.2 Standard "Educational program"

According to this standard, no strengths have been identified.

7.1.3 The Standard "Student Assessment Policy"

According to this standard, no strengths have been identified.

7.1.4 The "Students" standard

According to this standard, no strengths have been identified.

7.1.5 Standard "Academic staff/teachers"

According to this standard, no strengths have been identified.

7.1.6. The standard "Educational Resources"

The Endowment Fund and Consortium created by the University (Academy of Nutrition, Center for Preventive Medicine, Laboratory complex Nutritest) allows for the development of a resource base for the implementation of EP in terms of providing scientific and clinical research, which creates conditions for the training of highly qualified personnel.

7.1.7 Standard "Evaluation of the educational program"

According to this standard, no strengths have been identified.

7.1.8 Management and Administration Standard

The University provides partial financial independence to Schools in the allocation of funds necessary to improve the implemented educational programs.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

8.1.1 The Mission and Results Standard

There are no recommendations for this standard.

8.1.2 Standard "Educational program"

The heads of the OP should form a list of recommended topics for master's theses, taking into account the latest scientific achievements and priority scientific and technical directions of the university before the beginning of the 2024-2025 academic year

8.1.3 The Standard "Student Assessment Policy"

There are no recommendations for this standard.

8.1.4. The "Students" standard

To ensure wider information about the EP of interested persons and to draw up a plan of career guidance activities for graduates of bachelor's degree in medical universities

8.1.5 Standard "Academic staff/teachers"

There are no recommendations for this standard.

8.1.6 Standard "Educational resources"

The head of the EP "Nutritionology" needs to strengthen the academic mobility of the teaching staff of the Department of Nutritionology in advanced medical schools of far and near abroad before the beginning of the 2025-2026 academic year

8.1.7 Standard "Evaluation of the educational program"

There are no recommendations for this standard.

8.1.8 Management and Administration Standard

There are no recommendations for this standard.

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

During the EEC's work, which was conducted in a hybrid format, interviews were held with all participants in the educational process and university structural units.

The in-person and online interactions with the university administration, heads of structural units, faculty, students, and employers yielded compelling evidence of systematic efforts to improve the quality of the educational process, conditions for personal and professional growth, health preservation, and the safety of students, faculty, and other members of the educational organization.

The EEC members emphasize the need to enhance efforts in developing the academic mobility system for faculty in the 7M10122 "Nutritionology" program.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the external expert commission unanimously concluded that the 7M10122 "Nutritionology" educational program, implemented by the Non-Profit Joint Stock Company

"Kazakh National Medical University named after S.D. Asfendiyarov," can be accredited for a period of 5 years.

**Appendix 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"
OP 7M10122 "Nutritionology"**

№	№	EVALUATION CRITERIA	The position			
			Strong	Satisfactory	Suggests improve	Unsatisfactory
Standard 1 "MISSION AND RESULTS"						
1.1. 1.1. Defining the mission						
The organization of education must:						
1	1.1.1.	Define the mission of the postgraduate level EP and bring it to the attention of stakeholders and the health sector.		+		
2	1.1.2.	<ul style="list-style-type: none"> ▪ to define a training program that allows you to prepare a specialist at the level of postgraduate education in the field of healthcare: <ul style="list-style-type: none"> ▪ competent in any field of medicine, including all types of medical practice, management and organization of healthcare; ▪ able to work independently to work at a high professional level and in a team, if necessary; ▪ with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, auditing, studying one's own practice and recognized activities in the NPR/NMO. 		+		
3	1.1.3	Ensure that the mission covers consideration of the health needs of the community or society, the needs of the health system and other aspects of social responsibility, if necessary.		*		
4	1.1.4.	demonstrate evidence of willingness to ensure and encourage the organization and conduct of research by postgraduate students, as well as innovation in the educational process, allowing the development of broader competencies than the minimum required		+		
1.2 Institutional autonomy and academic freedom						
The organization of education must:						
5	1.2.1.	to ensure a training process that is based on recognized basic medical and pharmaceutical education and contributes to strengthening the professionalism of the student		+		
6	1.2.2.	Ensure that the training process promotes professional autonomy to enable the graduate to act in the best interests of the patient and society		+		
1.3. Learning outcomes						
The organization of education must:						
7	1.3.1.	to determine the expected learning outcomes that students should achieve upon completion of their postgraduate level achievements in terms of knowledge, skills, professional behavior and thinking; the appropriate basis for a future career in their chosen field of medicine; their future roles in the health sector; commitment and skills in the implementation of continuing education; the health needs of society, the needs of the health system and other aspects of social responsibility		+		
8	1.3.2.	identify the general and specialty-specific components of learning outcomes that students need to achieve		+		
9	1.3.3.	demonstrate evidence of readiness to ensure proper professional		+		

		behavior of students in relation to classmates, teachers, medical staff, patients and their relatives				
10	1.3.4.	to determine the expected learning outcomes based on the previous level of education.		+		
1.4. Participation in the formulation of the mission and learning outcomes						
The organization of education must:						
11	1.4.1.	ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes		+		
12	1.4.2.	ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders.		+		
Total			0	12	0	0
Standard 2 "EDUCATIONAL PROGRAM"						
2.1 The learning approach						
The organization of education must:						
13	2.1.1.	to determine the approach to training based on the expected learning outcomes and official certificates of qualification provided as the basis for official recognition of a specialist in the chosen field of medicine at the national and international level		+		
14	2.1.2.	to define an approach to teaching based on the results of basic medical education, systematically and transparently including and supporting the student in responsibility for their own learning process		+		
15	2.1.3.	describe the general and discipline/specialty-specific learning components, use teaching and learning methods that are suitable for both practice and theory, identify the teaching and learning methods used that stimulate, prepare and support students to take responsibility for their learning process		+		
16	2.1.4.	to ensure that the educational program is implemented in accordance with the principles of equality		+		
17	2.1.5.	demonstrate evidence of willingness to guide the student through mentoring and regular assessment and feedback, and increase the degree of self-responsibility of the student as skills, knowledge and experience improve.		+		
2.2 The scientific method						
The organization of education must:						
18	2.2.1.	demonstrate evidence of willingness to inculcate the principles of scientific methodology in students according to the level of postgraduate education and provide evidence that the student achieves knowledge and understanding of the scientific base and methods of the chosen field of medicine			+	
19	2.2.2.	demonstrate evidence of willingness to provide evidence that the student is becoming familiar with evidence-based medicine as a result of broad access to relevant clinical/practical experience in the chosen field of medicine		+		
20	2.2.3.	to demonstrate evidence of readiness to include in the EP official teachings on the critical assessment of literature and scientific data, the results of modern scientific research; to provide students with access to research activities; to adjust and change the content of scientific developments in the EP		+		
2.3 The content of the training						
The organization of education must:						
21	2.3.1.	to include in the learning process the practice and theory of biomedical, clinical, behavioral and social sciences, clinical solutions, communication skills, medical ethics, public health, medical jurisprudence, management disciplines		+		
22	2.3.2.	to organize an educational program with appropriate attention to patient safety		+		
23	2.3.3.	demonstrate evidence of readiness to ensure that adjustments and changes are made to the OP to ensure the development of		+		

		knowledge, skills and thinking of the various roles of the graduate and the compliance of the content of the OP with the changing conditions and needs of society and the health system				
2.4 The structure of the educational program, its composition and duration						
The organization of education must:						
24	2.4.1.	to describe the content, scope and sequence of courses and other elements of the educational program, to identify mandatory and selective components, to combine practice and theory in the learning process, to ensure compliance with national legislation		+		
25	2.4.2.	to take into account the results of basic medical and pharmaceutical education in relation to the choice of the field of medicine, the requirements for performing various roles in the health care system for a future graduate		+		
2.5 The relationship between education and health practice						
The organization of education must:						
26	2.5.1.	to provide and ensure integration between theoretical training and professional development, to guarantee the integration of training and professional internship, including through on-the-job training		+		
27	2.5.2.	to effectively organize the use of the capabilities of the health care system for training purposes, including in terms of providing practice in the workplace, to ensure that such training is additional and does not comply with the requirements for the provision of health services		+		
2.6 Learning Management						
The organization of education must:						
28	2.6.1.	define responsibilities and authorities for the organization, coordination, management and evaluation of the individual learning environment and learning process		+		
29	2.6.2.	To ensure that adequate representation from teaching staff, students and other key and relevant stakeholders is included in the planning and development of the educational program.		+		
30	2.6.3.	to guarantee a variety of study sites, coordinate multiple study sites to obtain appropriate access to different aspects of the chosen field of medicine, access to the resources necessary for planning and implementing teaching methods and evaluating students and introducing innovations in the training program		+		
			Total	0	17	1 0
Standard 3 "STUDENT ASSESSMENT POLICY"						
3.1 Assessment methods						
The organization of education must:						
31	3.1.1.	Identify and approve the principles, methods and practices used to evaluate students, including the number of exams, criteria for setting passing scores, grades and the number of allowed retakes;		+		
32	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes, and professional behavior		+		
33	3.1.3.	to ensure the use of an additional set of methods and formats for a wide range of assessment methods and formats, depending on their "utility assessment", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format		+		
34	3.1.4.	to ensure that the assessment process and methods are open (accessible) for examination by external experts;		+		
35	3.1.5.	Ensure that assessment methods and results avoid conflicts of interest and use a system to appeal the results of the assessment of students		+		
36	3.1.6.	demonstrate evidence of readiness to ensure the openness of the assessment procedure and its results, inform students about the assessment criteria and procedures used		+		
37	3.1.7.	provide for the possibility of documenting the reliability and validity of assessment methods, as well as attracting external examiners, introducing new assessment methods in accordance with the need;		+		

		encouraging the examination process by external experts; if necessary, organize a "different opinion", a change of teaching staff or additional training				
3.2 The relationship between assessment and learning						
The organization of education must:						
38	3.2.1.	to ensure the use of assessment principles, methods and practices that are comparable with the planned RO and teaching and learning methods, guarantee the achievement of planned learning outcomes, facilitate the learning of students, ensure an appropriate balance of formative and final assessment for the direction of learning and decision-making on academic performance		+		
39	3.2.2.	demonstrate evidence of willingness to adjust the number and nature of exams to encourage both knowledge acquisition and integrated learning		+		
40	3.2.3.	demonstrate evidence of willingness to provide timely, specific, constructive and fair feedback to students based on assessment results		+		
Total			0	10	0	0
Standard 4 "STUDENTS"						
4.1 Admission and Selection Policy						
The organization of education must:						
41	4.1.1.	have an admission policy and practice based on the principles of objectivity and including a clear statement about the student selection process		+		
42	4.1.2.	to ensure a balance between learning opportunities and the admission of students; to formulate and implement policies/rules for the selection of students according to established criteria		+		
43	4.1.3.	have a policy and implement the practice of admitting students with disabilities in accordance with current laws and regulatory documents of the country		+		
44	4.1.4.	have a policy and implement the practice of transferring students from other educational institutions, including foreign ones		+		
45	4.1.5.	to establish a link between the selection and the mission of the educational organization, the EP and the desired quality of graduates, to provide a mechanism for appealing admission decisions		+		
46	4.1.6.	demonstrate evidence of readiness to use the system of appealing decisions on admission of students, guarantee transparency of the selection procedure, periodically review the admission policy based on relevant social and professional data to meet the needs of healthcare and society		+		
4.2 Number of students						
The organization of education must:						
47	4.2.1.	to determine the number of accepted students in accordance with the possibilities of the organization of education at all stages of the educational program		+		
48	4.2.2.	demonstrate evidence of willingness to periodically regulate the number and contingent of enrolled students, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole			+	
49	4.2.3.	demonstrate evidence of willingness to periodically review the number and nature of accepted students in consultation with other stakeholders and regulate in order to meet the health needs of the population and society as a whole		+		
4.3 Advising and supporting students						
The organization of education must:						
50	4.3.1.	demonstrate evidence of readiness to provide a system of academic counseling for students		+		
51	4.3.2.	demonstrate evidence of willingness to offer students a support program focused on social, financial and personal needs, allocating		+		

		appropriate resources and ensuring confidentiality of counseling and support				
52	4.3.3.	demonstrate evidence of readiness to provide a feedback system with students to assess the conditions and organization of the educational process		+		
53	4.3.4.	demonstrate evidence of readiness to provide students with documents confirming their qualifications (diploma) and diploma supplements (transcript)		+		
54	4.3.5.	demonstrate evidence of willingness to take into account the needs of different groups of students and provide an opportunity to form an individual educational trajectory		+		
55	4.3.6.	demonstrate evidence of willingness to provide academic counseling, which is based on monitoring the student's academic performance and includes career planning issues; offers a student support program aimed at social, financial and personal needs; ensure confidentiality regarding counseling and support, support in the event of a professional crisis		+		
4.4 Representation of students						
The organization of education must:						
56	4.4.1.	have a policy and implement the practice of student representation and their proper participation in defining the mission, developing, managing and evaluating the educational program, planning conditions for students		+		
57	4.4.2.	demonstrate evidence of willingness to encourage students to participate in decision-making about learning processes, conditions and rules.		+		
Total			0	16	1	0
Standard 5 "ACADEMIC STAFF/TEACHERS"						
Personnel selection policy						
The educational organization should develop and implement a staff selection and recruitment policy that:						
58	5.1.1.	It contains criteria for the scientific, pedagogical and clinical/professional merits of applicants, including the appropriate ratio between pedagogical, scientific and professional qualifications.		+		
59	5.1.2.	defines the responsibilities of teachers, including the balance between teaching, scientific and other functions, taking into account the mission of the educational institution, the needs of the education system and the needs of the health system.		+		
60	5.1.3.	takes into account the necessary work experience		+		
61	5.1.4.	to demonstrate evidence of readiness to determine the responsibility of the academic staff in terms of its participation in postgraduate education; to determine the level of remuneration for participation in postgraduate education;		+		
62	5.1.5.	to ensure that teachers have practical experience in the relevant field, that teachers of narrow specialties, if necessary, are approved for appropriate periods of study, depending on their qualifications.		+		
5.2 Employee commitment and development						
The educational organization should develop and implement a staff activity and development policy aimed at:						
63	5.2.1.	a guarantee that teachers have enough time for training, counseling and independent development		+		
64	5.2.2.	the presence of a structure responsible for the development of the academic staff, ensuring periodic assessment of the academic staff		+		
65	5.2.3.	development and implementation of a policy to support the academic staff on issues of pedagogy and professional development for further professional development; to evaluate and recognize the scientific and academic achievements of teachers		+		
66	5.2.4.	the ability to take into account the teacher-student ratio depending on the various components of the OP, taking into account the features that ensure close personal interaction and monitoring of students.		+		
Total			0	9	0	0
Standard 6 "EDUCATIONAL RESOURCES"						
6.1 Logistics and equipment						

The organization of education must:					
67	6.1.1.	Ensure that sufficient, accessible and relevant learning resources are available		+	
68	6.1.2.	demonstrate a willingness to improve the learning environment through regular updating, expansion and strengthening of the material and technical base and equipment to maintain the appropriate quality of education at the postgraduate level	+		
6.2 Educational environment					
The organization of education must:					
69	6.2.1.	<ul style="list-style-type: none"> • demonstrate a willingness to provide the necessary resources to provide students with appropriate clinical/practical experience, including: <ul style="list-style-type: none"> • demonstrate a willingness to provide the necessary resources to provide students with appropriate clinical/practical experience, including: <ul style="list-style-type: none"> • quality and categories of patients/consumers of services, • number and categories of clinical/production bases; • monitoring the practice of students • to demonstrate their willingness to ensure appropriate experience in all aspects of the chosen specialty, including training in organization and management in the field of health and disease prevention, when choosing a learning environment 		+	
70	6.2.2.	demonstrate a willingness, when choosing a learning environment, to guarantee appropriate experience in all aspects of the chosen specialty, including training in organization and management in the field of health and disease prevention		+	
6.3 Information technology					
The organization of education must:					
71	6.3.1.	Develop and implement policies aimed at the effective and ethical use and evaluation of relevant information and communication technologies		+	
72	6.3.2.	demonstrate evidence of willingness to provide access to websites or other electronic media		+	
73	6.3.3.	Ensure that teachers and students have access to relevant patient data and health information systems using existing and relevant new information and communication technologies for self-study, access to information, patient databases and work with health information systems		+	
6.4. Research in the field of medicine/pharmacy and scientific achievements					
The organization of education must:					
74	6.4.1.	demonstrate evidence of willingness to use research activities and scientific achievements in the field of medicine, pharmacy as the basis for an educational program		+	
75	6.4.2.	formulate and implement policies that strengthen the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the organization of education		+	
76	6.4.3.	To ensure that the relationship between scientific research and education is taken into account in teaching, encourages and prepares students to participate in scientific research in the field of health		+	
6.5 Expertise in the field of education					
The organization of education must:					
77	6.5.1.	to demonstrate evidence of readiness to provide access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels; to develop and implement an expertise policy in the development, implementation and evaluation of an educational program, the development of teaching methods and assessment		+	

78	6.5.2.	demonstrate evidence of willingness to use internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting the interests of staff in conducting research in education		+			
6.6 Exchange in the field of education							
The organization of education must:							
79	6.6.1.	Formulate and implement policies on national and international cooperation with other educational organizations, including staff and student mobility, as well as transfer of educational credits and learning outcomes		+			
80	6.6.2.	demonstrate evidence of willingness to facilitate the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources for these purposes				+	
Total			1	12	1		
Standard 7 "EVALUATION OF THE EDUCATIONAL PROGRAM"							
7.1. Monitoring, control and evaluation mechanisms of the program							
The organization of education must:							
81	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and academic performance of students		+			
82	7.1.2.	demonstrate evidence of willingness to develop and apply an educational program evaluation mechanism that examines the program, its main components, student performance, identifies and solves problems, and ensures that appropriate evaluation results affect the DEFINITION		+			
83	7.1.3.	demonstrate evidence of willingness to periodically evaluate the program, comprehensively considering the educational process, components of the educational program, expected learning outcomes and social responsibility		+			
7.2. Feedback from the teacher and the student							
The organization of education must:							
84	7.2.1.	demonstrate evidence of willingness to systematically conduct, analyze and respond to feedback from teachers and students		+			
85	7.2.2.	demonstrate evidence of willingness to use feedback results to improve the educational program		+			
7.3. Educational achievements of students							
The organization of education must:							
86	7.3.1.	demonstrate evidence of willingness to analyze student performance in accordance with the mission and expected learning outcomes, training program and resource availability		+			
87	7.3.2.	demonstrate evidence of readiness to analyze students' academic performance, taking into account the conditions of their previous education, the level of preparation for admission; use the results of the analysis to interact with the structural unit responsible for selecting students, developing an educational program, advising students		+			
7.4. Approval and control of the educational environment							
88	7.4.1.	demonstrate evidence of readiness that the EP has been approved by the competent authority on the basis of: clearly defined criteria; evaluation of the program; compliance with qualification requirements		+			
89	7.4.2.	develop and implement a system for monitoring the educational environment and other educational facilities, including site visits and other relevant resources		+			
Total			0	9	0	0	
Standard 8. MANAGEMENT AND ADMINISTRATION							
8.1. Management							
The organization of education must:							
90	8.1.1.	to ensure that the EP is implemented in accordance with the rules regarding the admission of students; the structure and content, the assessment process		+			

91	8.1.2.	demonstrate evidence of willingness to document the completion of training by issuing degrees, diplomas, certificates or other official certificates of qualification provided as the basis for official recognition of a specialist in the chosen field of health care.		+			
92	8.1.3.	to demonstrate evidence of willingness to be responsible for quality assurance processes, to ensure continuous assessment of quality assurance		+			
93	8.1.4.	to ensure that the EP meets the needs of society in terms of health and the health system, to ensure transparency of the work of management structures and their decisions		+			
8.2. Academic Leadership							
The organization of education must:							
94	8.2.1.	demonstrate evidence of willingness to determine the responsibility of academic leadership in relation to the development and management of an educational program.		+			
95	8.2.2.	demonstrate evidence of willingness to periodically evaluate academic leadership in relation to achieving the mission of the OP and expected learning outcomes		+			
8.3. Financing and allocation of resources							
The organization of education must:							
96	8.3.1.	have a clear distribution of responsibility and authority for providing educational program resources, including budget management.		+			
97	8.3.2.	demonstrate evidence of willingness to manage the budget in a way that is consistent with the mission and results of the EP, ensuring the functional responsibilities of the academic staff and students.	+				
8.4. Administrative staff and management							
The organization of education must:							
98	8.4.1.	have administrative and professional staff to implement the educational program and related activities, ensure proper management and allocation of resources		+			
99	8.4.2.	demonstrate evidence of readiness to ensure the participation of all departments of the educational organization in the processes and procedures of the internal quality assurance system		+			
8.5. Requirements and Regulations							
The organization of education must:							
100	8.5.1.	comply with national legislation regarding the number and type of recognized specialties in the field of health care for which approved EP are being developed		+			
101	8.5.2.	to discuss and approve the postgraduate education program in cooperation with all interested parties		+			
8.6. Informing the public							
The organization of education must:							
102	8.6.1.	demonstrate evidence of willingness to publish complete and reliable information about the educational program and its achievements on the official website of the educational organization and in the media		+			
			Total	1	12	0	0
			TOTAL	2	97	3	0

Приложение 2. ПРОГРАММА ВИЗИТА В ОРГАНИЗАЦИЮ ОБРАЗОВАНИЯ



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГІН
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ
НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»
INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

СОГЛАСОВАНО

Проректор

Казахского национального медицинского
университета им. Асфендиярова

Калматаева Ж.А.

« ____ » _____ 2024 года

УТВЕРЖДАЮ

Генеральный директор
НУ «Независимое агентство
аккредитации и рейтинга»

Жумагулова А. Б.

« ____ » _____ 2024 года

ПРОГРАММА
ВИЗИТА ВНЕШНЕЙ ЭКСПЕРТНОЙ КОМИССИИ
НЕЗАВИСИМОГО АГЕНТСТВА АККРЕДИТАЦИИ И РЕЙТИНГА (IAAR)
В КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ ИМ. АСФЕНДИЯРОВА
в рамках МЕЖДУНАРОДНОЙ СПЕЦИАЛИЗИРОВАННОЙ АККРЕДИТАЦИИ
Даты проведения визита: 16-18 апреля 2024 года

- Кластер 1: 6B10116 Медицина (первичная аккредитация)
6B10117 Педиатрия (первичная аккредитация)
6B10118 Стоматология (первичная аккредитация)
6B10119 Медико-профилактическое дело (первичная аккредитация)

Кластер 2: 7M10122 Нутрициология (первичная аккредитация)

Кластер 3: 7M10102 Менеджмент в здравоохранении (профильное направление) (первичная аккредитация)

7M10101 Менеджмент в здравоохранении (научно-педагогическое направление)

Кластер 4: 8D10104 Сестринская наука (первичная аккредитация)

Дата и время	Работа ВЭК с целевыми группами	Должность и Фамилия, имя, отчество участников целевых групп	Форма связи Заполняет сотрудник НААР
<i>15 апреля 2024</i>			
16.00-17.00	Предварительная встреча ВЭК. Обсуждение ключевых вопросов по процедуре визита.	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 <i>(только для ВЭК)</i>
<i>День 1-й: 16 апреля 2024 года</i>			
<i>трансфер в КазНМУ</i>			
9.00-9.30	Распределение ответственности экспертов, решение организационных вопросов	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 <i>(только для ВЭК)</i> 118 каб. 1 этаж корпус ректората
9.30–10.00	Встреча с ректором	Председатель Правления - Ректор Шоранов Марат Едигеевич	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 Малый зал, 3 этаж, корпус ректората
10.00-10.50	Встреча с проректорами	1. Проректор – Калматаева Жанна Амантаевна д.м.н., профессор (Академический блок) 2. Проректор – Датхаев Убайдилла Махамбетович д.ф.н., профессор (Блок социального развития и цифровизации) 3. Проректор – Давлетов Кайрат Киргизбаевич к.м.н. (Научный блок) 4. Проректор - Султангазиева Светлана Елеусизовна к.м.н., (Клинический блок)	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 Малый зал, 3 этаж, корпус ректората
10.50-11.40	Встреча с деканами	1. <i>И.о. декана Школы Общей медицины-1 – Измайлова Сгу Хабибиевна</i> 2. <i>И.о. декана Школы Общей медицины-2 – Шопаева Гульжан Амангельдыевна</i> 3. <i>И.о. декана Международного факультета – Джардемалиева Нуржамал Женисовна</i> 4. <i>И.о. декана Школы Стоматологии – Алтынбеков Кубейсин Дуйсенбаевич</i> 5. <i>Декан Школы Педиатрии – Аипов Расулбек Рахманбердиевич</i> 6. <i>Декан Школы общественного здравоохранения – Карибаев Куаныш Болатович</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 Малый зал, 3 этаж, корпус ректората

		<i>Руководитель отдела магистратуры и докторантуры – Иванченко Нелля Николаевна</i>	
11.40-11.20	Технический перерыв		
11.20-12.10	Встреча с руководителями структурных подразделений ОО	<i>Приложение 1</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 Зал Славы
12.10-13.00	Встреча с руководителями ОП, зав кафедрами	<i>Приложение 2</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 Зал Славы
13.00-14.00	Обед (только члены ВЭК)		
14.00-14.15	Работа ВЭК	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 (только для ВЭК) 118 каб. 1 этаж корпус ректората
14.15-16.00	Визуальный осмотр организации образования	<i>Приложение 3</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823
16.00-16.50	Встреча с ППС ОП	<i>Приложение 4</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823
16.00-17.00	Анкетирование ППС (параллельно)	<i>Приложение 5</i>	Ссылка направляется на email преподавателя персонально

17.00-18.00	Работа ВЭК. Подведение итогов первого дня	Внешние эксперты IAAR	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 118 каб. 1 этаж корпус ректората
<i>День 2-й: 17 апреля 2024 года</i>			<i>трансфер в КазНМУ</i>
9.00-9.15	Работа ВЭК	Внешние эксперты IAAR	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 (<i>только для ВЭК</i>) 118 каб. 1 этаж корпус ректората
9.15-12.00	Посещение баз практик ОП и посещение занятий по расписанию	Приложение 6	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823
12.00-13.00	Работа с документами кафедр и посещение занятий ППС по расписанию	https://drive.google.com/drive/folders/1-spuPaX4JkD9aLbKGFRTiUr55sDuql0?usp=drive_link	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823
13.00-14.00	<i>Обед (только члены ВЭК)</i>		
14.00-14.15	Работа ВЭК	Внешние эксперты IAAR	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 (<i>только для ВЭК</i>)
14.15-15.00	Встреча с обучающимися ОП (параллельно)	Кластер 1 НИМО (Приложение 8)	
		Кластер 2 (Приложение 8)	
		Кластер 3 (Приложение 8)	
		Кластер 4 (Приложение 8)	
14.15-15.30	Анкетирование обучающихся (параллельно)	Приложение №9	Ссылка направляется на e-mail обучающегося персонально
15.00-15.20	Технический перерыв		
15.20-17.00	Работа ВЭК, обсуждение итогов второго дня и параметров профилей (<i>ведется запись</i>)	Внешние эксперты IAAR	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 (<i>только для ВЭК</i>)

			118 каб. 1 этаж корпус ректората
17.00-18.00	Работа ВЭК разработка и обсуждение рекомендаций (ведется запись)	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 (только для ВЭК) 118 каб. 1 этаж корпус ректората
День 3-й: 18 апреля 2024 года			
09.00-11.30	Работа ВЭК, разработка и рекомендаций	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 (только для ВЭК) 118 каб. 1 этаж корпус ректората
11.30-12.30	Подготовка председателем информации по итогам внешней оценки	<i>Председатель ВЭК</i>	118 каб. 1 этаж корпус ректората
12.30-13.00	Работа ВЭК обсуждение, принятие решений путем голосования (ведется запись)	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 (только для ВЭК) 118 каб. 1 этаж корпус ректората
13.00-14.00	Обед (только члены ВЭК)		
14.00-15.30	Работа ВЭК	<i>Внешние эксперты IAAR</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 (только для ВЭК) 118 каб. 1 этаж корпус ректората
15.00-15.40	Заключительная встреча ВЭК с руководством вуза	<i>Руководители вуза и структурных подразделений</i> 1. <i>Председатель Правления - Ректор - Шоранов Марат Едигеевич</i> 2. <i>Проректор- Калматаева Жанна Амантаевна (Академический блок)</i> 3. <i>Проректор- Султангазиева Светлана Елеусизовна (Клинический блок)</i> 4. <i>Проректор - Давлетов Кайрат Киргизбаевич (Научный блок)</i> 5. <i>Проректор - Датхаев Убайдилла Махамбетович (Блок социального развития и цифровизации)</i> 6. <i>Руководитель Департамента академической работы – Ташетова Айгуль</i>	Подключиться к конференции Zoom https://us02web.zoom.us/j/5332046823 Идентификатор конференции: 533 204 6823 <i>Малый зал, 3 этаж, корпус ректората</i>

		<p><i>Балабековна</i></p> <p>7. <i>И.о. декана Школы Общей медицины-1 – Измайлова Службабиевна</i></p> <p>8. <i>И.о. декана Школы Общей медицины-2 – Шопаева Гульжан Амангельдыевна</i></p> <p>9. <i>И.о. декана Школы Стоматологии – Алтынбеков Кубейсин Дуйсенбаевич</i></p> <p>10. <i>Декан Школы Педиатрии – Аипов Расулбек Рахманбердиевич</i></p> <p>11. <i>И.о. декана Школы общественного здравоохранения – Карибаев Куаныш Болатович</i></p> <p>12. <i>И.о. декана Международного факультета – Джардемалиева Нуржамал Женисовна</i></p> <p>13. <i>Руководитель отдела магистратуры и докторантуры - Иванченко Нелля Николаевна</i></p> <p>14. <i>Руководитель отдела академического качества – Абылгазина Айгуль Есимжановна</i></p>	
15.40-16.00	Работа ВЭК, Обсуждение итогов оценки качества	<i>Внешние эксперты IAAR</i>	<i>118 каб. 1 этаж корпус ректората</i>
Отъезд членов ВЭК			

Приложение 3. РЕЗУЛЬТАТЫ АНКЕТИРОВАНИЯ ПРЕПОДАВАТЕЛЕЙ

Общее кол-во анкет: 99

1. Ваша кафедра/факультет?

Медицина	26(26,3%)
Педиатрия	19(19,2%)
Медико-профилактическое дело	12(12,1%)
Стоматология	22(22,2%)
Менеджмент в здравоохранении (ПНи НПН) магистратура	6(6,1%)
Нутрициология магистратура	10(10,1%)
Сестринская наука Докторантура	4(4,0%)

2. Your Position (Ваша должность)

Professor (Профессор)	14(14,1%)
Associate Professor (Доцент)	45(45,5%)
Senior Teacher (Старший преподаватель)	10(10,1%)
Teacher (Преподаватель)	22(22,2%)
Head of the Department (Зав. кафедрой)	1(1,0%)
Лектор	2(2,0%)
Ассистент	2(2,0%)
Ассистент кафедры	1(1,0%)
Завуч кафедры	2(2,0%)

3. Academic degree, academic title (Ученая степень, ученое звание)

Honoured Worker (Заслуженный деятель)	0(0%)
Doctor of Science (Доктор наук)	7(7,1%)
Candidate of Science (Кандидат наук)	43(43,4%)
Master (Магистр)	22(22,2%)
PhD (PhD)	7(7,1%)
Professor (Профессор)	4(4,0%)
Associate Professor (Ассоциированный профессор)	8(8,1%)
no (нет)	14 (14,1%)
Ассистент	1(1,0%)
Клин.ординатор	1 (1,0%)

4. Work experience at this HEI (Стаж работы в данном вузе)

Менее 1 года	4(4,0%)
1 год- 5 лет	6(6,1%)

Более 5 лет	89(89,9%)
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	Очень хорошо	Хорошо	Относительно плохо	Плохо	Очень плохо
Насколько удовлетворяет содержание образовательной программы Ваши потребности?	58(58,6%)	39(39,4%)	2(2,0%)	0	0
Как вы оцениваете возможности, которые предоставляет вуз для повышения квалификации профессорско-преподавательского состава?	47(47,5%)	47(47,5%)	4(4,0%)	1(1,0%)	0
Как вы оцениваете возможности, предоставляемые вузом для карьерного роста учителей?	44(44,4%)	48(48,5%)	6(6,1%)	1(1,0%)	0
Как вы оцениваете степень академической свободы профессорско-преподавательского состава?	41(41,4%)	52(52,5%)	3(3,0%)	3(3,0%)	0
Насколько преподаватели могут использовать собственные стратегии?	42(42,4%)	53(53,5%)	2(2,0%)	2(2,0%)	0
Насколько преподаватели могут использовать собственные методы?	51(51,5%)	46(46,5%)	2(2,0%)	0	0
Насколько преподаватели могут использовать собственные инновации в процессе обучения ?	54(54,5%)	41(41,4%)	4(4,0%)	0	0
Как вы оцениваете организацию здравоохранения и профилактики заболеваний в вузе?	43(43,3%)	51(51,5%)	4(4,0%)	0	1(1,0%)
Какое внимание руководство ВУЗа уделяет содержанию образовательной программы?	58(58,6%)	38(38,4%)	3(3,0%)	0	0
Как вы оцениваете достаточность и доступность необходимой научной и учебной литературы в библиотеке?	58(58,6%)	38(38,4%)	2(2,0%)	1(1,0%)	0
Оцените уровень созданных условий, учитывающих потребности разных групп учащихся?	40(40,4%)	51(51,5%)	7(7,1%)	1(1,0%)	0
Оцените открытость и доступность менеджмента для студентов	53(53,5%)	42(42,4%)	4(4,0%)	0	0
Оцените открытость и доступность менеджмента для преподавательского состава	48(48,5%)	47(47,5%)	4(4,0%)	0	0
Каков уровень поощрения и вовлечения молодых специалистов в образовательный процесс?	47(47,5%)	41(41,4%)	10(10,1%)	1(1,0%)	0
Оцените возможности профессионального и личностного роста, созданные для каждого учителя и сотрудника	50(50,5%)	41(41,4%)	7(7,1%)	1(1,0%)	0
Оцените адекватность признания руководством вуза потенциала и способностей учителей.	47(47,5%)	42(42,4%)	9(9,1%)	1(1,0%)	0
Как организована деятельность по академической мобильности	44(44,4%)	48(48,5%)	6(6,1%)	1(1,0%)	0
Как организована деятельность по повышению квалификации ППС	44(44,4%)	48(48,5%)	5(5,1%)	2(2,0%)	0
Оцените как ВУЗ и его руководство поддерживают научно-исследовательские работы преподавательского состава	41(41,4%)	52(52,5%)	3(3,0%)	3(3,0%)	0

Оцените как вуз и его руководство поддерживают разработку новых образовательных программ / учебных дисциплин / методов обучения.	54(54,5%)	42(42,4%)	3(3,0%)	0	0
Оцените возможность преподавательского состава совмещать преподавание с научными исследованиями	30(30,3%)	56(56,6%)	10(10,1%)	1(1,0%)	2(2,0%)
Оцените возможность преподавательского состава совмещать преподавание с практической деятельностью	42(42,4%)	51(51,5%)	4(4,0%)	2(2,0%)	
Оцените возможность преподавательского состава совмещать преподавание с научными исследованиями	43(36,1%)	61(51,3%)	13(10,9%)	2(1,7%)	0
Оцените возможность преподавательского состава совмещать преподавание с практической деятельностью	54(45,4%)	57(47,9%)	6(5%)	1(0,8%)	1(0,8%)
Оцените соответствуют ли знания, полученные студентами в вузе, требованиям современного рынка труда	41(41,4%)	52(52,5%)	5(5,1%)	1(1,0%)	0
Как руководство и администрация вуза воспринимают критику	30(30,3%)	57(57,6%)	9(9,1%)	1(1,0%)	2(2,0%)
Оцените насколько ваша учебная нагрузка соответствует вашим ожиданиям и возможностям	32(32,3%)	54(54,5%)	11(11,1%)	0	2(2,0%)
Оцените направленность образовательных программ / учебных планов на предоставление учащимся навыков анализа ситуации и составления прогнозов	45(45,5%)	51(51,5%)	2(2,0%)	1(1,0%)	0
Оцените насколько содержание и качество реализации образовательной программы соответствуют ожиданиям рынка труда и работодателя.	45(45,5%)	47(47,5%)	6(6,1%)	1(1,0%)	0
Как часто вы проводите мастер-классы и практические занятия в рамках своего курса?	28(28,3%)	46(46,5%)	20(20,2%)	5(5,1%)	0
Как часто учителей приглашают извне (местных и иностранных) для участия в учебном процессе?	18(18,2%)	58(58,6%)	21(21,2%)	2(2,0%)	0
Как часто Вы сталкиваетесь в своей работе со следующими проблемами	5(5,1%)	24(24,2%)	70(70,7%)	0	0
Несбалансированная учебная нагрузка по семестрам	5(5,1%)	38(38,4%)	56(56,7%)	0	0
Отсутствие необходимой литературы в библиотеке	5(5,1%)	29(29,3%)	65(65,7%)	0	0
Переуплотненность учебных групп (слишком много студентов в группе)	6(6,1%)	29(29,3%)	64(64,6%)	0	0
Inconvenient schedule (Неудобный график)	2(2,0%)	32(32,3%)	65(65,7%)	0	0

Inadequate facilities for classroom activities(не отвечающие требованиям условия для занятий в классе	6(6,1%)	20(20,4%)	73(73,5%)	0	0
Lack of internet access/poor internet connection (Отсутствие доступа в Интернет / плохое подключение к Интернету	8(8,1%)	42(42,4%)	49(49,5%)	0	0
Students lack of interest in the study(Отсутствие у студентов интереса к учебе	2(2,0%)	53(53,5%)	44(44,4%)	0	0
Late delivery of information about the events (Несвоевременное получение информации о событиях)	2(2,0%)	25(25,3%)	72(72,7%)	0	0
Absence of teaching aids in classrooms (Отсутствие учебных пособий в классах	5(5,1%)	20(20,2%)	74(74,7%)	0	0
There are many different aspects in HEI's life that affect every teacher and employee in one way or another. Assess how satisfied you are with: (В жизни вуза есть множество различных аспектов, которые так или иначе влияют на каждого преподавателя и сотрудника. Оцените, насколько вы удовлетворены	72(72,7%)	22(22,2%)	2(2,0%)	3(3,0%)	0
Relationships with direct management(Отношениями с непосредственным руководством)	82(82,8%)	15(15,2%)	1(1,0%)	1(1,0%)	0
Relationships with colleagues at the department(Отношениями с коллегами на кафедре	89(89,9%)	7(7,1%)	1(1,0%)	2(2,0%)	0
Degree of participation in management decisions (Степенью участия в принятии управленческих решений	67(67,7%)	26(26,3%)	4(4,0%)	2(2,0%)	0
Relationships with students(Отношениями со студентами)	95(96,0%)	4(4,0%)	0	0	0
Recognition of your success and achievements by administration (Признанием Ваших успехов и достижений со стороны администрации)	72(72,7%)	20(20,2%)	4(4,0%)	3(3,0%)	0
Support for your proposals and comments(Поддержкой ваших предложений и комментариев)	75(75,8%)	18(18,2%)	2(2,0%)	4(4,0%)	0
HEI administration's activities(Деятельностью администрации вуза)	70(70,7%)	22(22,2%)	3(3,0%)	4(4,0%)	0
Remuneration terms(Условиями оплаты труда)	45(45,5%)	43(43,4%)	9(9,1%)	2(2,0%)	0
Working conditions, list and quality of services provided in HEI (Удобством работы, услугами, имеющимися в вузе)	72(72,7%)	25(25,3%)	1(1,0%)	1(1,0%)	0
Occupational health and safety(Охраной труда и его безопасностью)	77(77,8%)	19(19,2%)	1(1,0%)	2(2,0%)	0
Management of changes in HEI's activities(Управлением изменениями в деятельности вуза)	66(66,7%)	26(26,3%)	2(2,0%)	5(5,1%)	0
Provision of a social package: recreation, sanatorium treatment, etc. (Предоставлением льгот: отдых,	54(54,5%)	26(26,3%)	9(9,1%)	10(10,1%)	0

санаторное лечение и др.)					
Arrangements for catering in HEI and its quality(Организацией питания в ВУЗе и его качеством)	39(39,4%)	35(35,4%)	8(8,1%)	17(17,2)	0
Arrangements for health care and quality of medical services (Организацией здравоохранения и качества медицинских услуг)	54(54,5%)	31(31,3%)	2(2,0%)	12(12,1%)	0

31. Why do you work in this particular HEI?(Почему вы работаете именно в этом ВУЗе?)78 ответов

Национальный вуз

Ведущий ВУЗ

престижность, перспективность, родной вуз, коллектив, академическая среда

Престиж Вуза

Я уже 16 лет работаю, меня все устраивает коллектив начальства

Альма матер

Престиж, академическая честность, соблюдение всех нормативов образовательного процесса

Патриот

хорошая база

Это ведущий вуз страны, где качество подготовки специалистов значительно выше, чем в других

вузах страны

Мне нравится, т.к я закончила данный ВУЗ, защитила кандидатскую, все честно, прозрачно, есть все условия

мне нравится мой Университет

Самый популярный медицинский университет, проходил обучение здесь, знаю многих сотрудников

По признанию,кто если не Я.

КазНМУ- мой ALMA MATER,ценности и миссия нашего Университета совпадают с моими внутренними убеждениями, а также у меня есть опыт и знания в сфере стоматологии с которыми я хочу поделиться , а также есть возможность развития как личности и профессионала

КазНМУ лучший ВУЗ, с прекрасным будущим, достойным прошлым и считаю, что данный ВУЗ

имеет высокие технологии, сильную базу и применяет новейшие методы образования, самые

актуальные и востребованные на рынке труда.

КазНМУ является национальным университетом

Мой Alma Mater, статус национального и иссл университета, сильная клиническая и научная база

Мой любимый университет

перспектива

Вуз является ведущим в КЗ

Имеет национальный статус, имеет очень мощные клинические базы, студентам показывают все новинки медицины, так как на всех крупных клинических центрах города имеется наши кафедры

Национальный

Условия труда удовлетворяют мои запросы

Приоритет в передаче знаний

Я приверженец этого вуза

Мне нравится работать в этом университете, потому что это мой любимый вуз

Возможности для карьерного роста; национальный статус университета; хорошие технические возможности для обучения студентов.

Национальный статус, карьерный рост

Престиж ВУЗа, клинические базы, отличный коллектив

Есть перспективы в обучении, вуз поддерживает все начинания

Мне нравится моя работа

Я приверженность к этому университету

Это моя Альма матер!

Самый лучший медицинский вуз РК

меня устраивает преимущества Вуза, престиж, хороший коллектив Вуза

Alma mater

Нравится

Это лучший национальный медицинский вуз в РК

мои внутренние убеждения совпадают с миссией Университета, а также хочу делиться с имеющимся опытом и знаниями во благо общества, широкая возможность карьерного и личностного роста.

Моя альма матер, национальный вуз, хорошая база, менеджмент

Мне нравится и комфортно
 Мой Alma Mater
 Это моя альма матер, 26 работаю в этом вузе, работа удовлетворяет по все направлениям КазНМУ- флагман медицинского образования в стране!
 Мне это нравится
 Выпускник этого вуза
 Я выпускник КазНМУ, работаю около 40 лет. Я болею за родной вуз, хочу по мере своих сил трудиться во благо КазНМУ
 Стабильность
 Затрудняюсь ответить
 Есть возможность реализации и совмещения учебной, научной и практической деятельности, возможность роста и развития
 Alma-Mater, стабильность
 Prestижно
 Мне нравится работать в нашем университете
 ведущий медицинский ВУЗ страны
 выпускница АГМИ 1980г, люблю свою профессию и хочу делиться знаниями с молодежью, обучаема.
 Много лет работала совместителем и штатным сотрудником кафедры, после выхода на пенсию в КазНМУ, пришлось работать почасовиком. В этом учебном году принята вновь в штат кафедры. КазНМУ является одним из передовых ВУЗов, перспективы развития, дружный, профессиональный коллектив
 Окончила этот вуз . Теперь после большого стажа в практическом здравоохранении хочу передать опыт студентам
 Инновационный университет
 Меня устраивают все условия нашего КазНМУ.
 Ведущий передовой ВУЗ, где реализуется интеграция академического образования с наукой и практическим здравоохранением
 Во первых алма матер во вторых я люблю свою профессию в третьих нравится работать со студентами
 престиж и преимущества Вуза и коллектива
 Prestижно работать в данном вузе
 я работаю в КазНМУ потому что люблю делиться опытом и знанием со студентами
 нравится профессия
 Мамандығым сәйкес келгендіктен
 Мне очень нравится методика обучения студентов
 Это мой AlmaMater
 Отвечает моим требованиям
 Это самый престижный медицинский ВУЗ в Казахстане
 Ведущий ВУЗ Казахстана в медицине
 Это мое кредо.
 У меня хороший коллектив и нравится преподавать по специальности. Благодаря повышающим коэффициентам формируются хорошая зарплата
 Комфортно работать
 Свой практический опыт передаю студентам крупного Национального ВУЗА страны
 Меня полнее устраивают все условия университета
 Я хотела свой практических навыков поделить с будущим врачом

Other problems (Другие проблемы) 50 ответа

Нет
 Нет
 Проблем нет
 нет
 недостаточность помещений на клинических базах
 почасовые сотрудники
 Других проблем нет, все условия есть, даже обучают бесплатно англ.языку.
 нехватка учебных классов
 Недостаточное оснащение некоторым оборудованием, материалами, демонстрационными моделями
 Недостаточно учебных пособий на Государственном языке
 нет, все предусматриваете и своевременное реагирование руководства на необходимые нужды.
 Не существенные
 по
 Проблем не бывает, если бывает то быстро решаются

-
 Проблемы решаемые
 Проблем нет, все условия удовлетворяет
 Как и везде
 особых проблем нет
 Нет, стараемся заблаговременно устранять
 нет
 Все возникающие проблемы решаемы
 Мизерная зарплата
 Зимой холодно, а летом жарко в учебных кабинетах, невозможно проводить занятия
 увеличивая набор числа студентов, нужно прежде обеспечить современные условия для занятий и
 решить вопрос допуска студентов полноценно в клиниках и операционных .В основном студенты
 грамотные , амбициозные и порядочные, за исключением отдельных . Университет д.б. на высоте
 Проблемы не были
 нет проблемы
 Частичная реализация закупа
 нет проблем
 Оснащенность новыми компьютерами.
 No

Приложение 4. РЕЗУЛЬТАТЫ АНКЕТИРОВАНИЯ ОБУЧАЮЩИХСЯ

Общее кол-во анкет: 115

1. Ваша образовательная программа (специальность)/ факультет/школа?

Медицина	43(37,4%)
Педиатрия	20(17,4%)
Медико-профилактическое дело	19(16,5%)
Стоматология	28(24,3%)
Менеджмент в здравоохранении (ПН) магистратура	0
Менеджмент в здравоохранении (НПН) магистратура	1(0,9%)
Нутрициология магистратура	3(2,6%)
Сестринская наука Докторантура	1(0,9%)

2. Пол:

Мужской	29 (25,2%)
Женский	86 (74,8%)

3. Оцените, насколько Вы удовлетворены:

Вопросы	Отлично	Хорошо	Удовлетворен	Не удовлетворен	Очень плохо
1. Уровнем доступности деканата (школы, факультета, кафедры)	91 (79,1%)	18 (15,7%)	6 (5,2%)		
2. Уровнем доступности и отзывчивости руководства (вуза, школы, факультета, кафедры)	78 (67,8%)	31 (27,0%)	6 (5,2%)		
3. Доступностью Вам академического консультирования	68 (59,1%)	41 (35,7%)	6 (5,2%)		
4. Поддержкой учебными материалами в процессе обучения	65 (56,5%)	38 (33,0%)	8 (7,0%)	4 (3,5%)	
5. Доступностью консультирования по личным проблемам	58 (50,4%)	46 (40,0%)	11 (9,6%)		
6. Отношениями между студентом и преподавателем	67 (58,3%)	39 (33,9%)	9 (7,8%)		

7. Деятельностью финансовых и административных служб вуза	53 (46,1%)	46 (40,0%)	15 (13,0%)	1 (0,9%)	
8. Доступность медицинской службы здравоохранения	66 (57,4%)	42 (36,5%)	6 (5,2%)	1 (0,9%)	
9. Качество медицинских услуг в вузе	65 (56,5%)	39 (33,9%)	10 (8,7%)	1 (0,9%)	
10. Уровнем доступности библиотечных ресурсов	64 (55,7%)	38 (33,0%)	10 (8,7%)	2 (1,7%)	1 (0,9%)
11. Качественностью оказываемых услуг в библиотеках и читальных залах	65 (56,5%)	37 (32,2%)	11 (9,6%)	2 (1,7%)	
12. Удовлетворенностью существующими учебными ресурсами вуза	61 (53,0%)	44 (38,3%)	9 (7,8%)	1 (0,9%)	
13. Доступностью компьютерных классов и интернет ресурсов	50 (43,5%)	46 (40,0%)	17 (14,8%)	2 (1,7%)	
14. Доступностью и качеством интернет- ресурсов	56 (48,7%)	44 (38,3%)	11 (9,6%)	3 (2,6%)	1 (0,9%)
15. Полезностью веб-сайта организаций образования в целом и факультетов в частности	62 (53,9%)	47 (40,9%)	5 (4,3%)	1 (0,9%)	
16. Учебными кабинетами, аудиториями для больших групп	58 (50,4%)	39 (33,9%)	15 (13,0%)	2 (1,7%)	1 (0,9%)
17. Есть ли Комнаты отдыха студентов (при наличии)	29 (25,2%)	33 (28,7%)	37 (32,2%)	10 (8,7%)	6 (5,2%)
18. Ясностью процедур принятия дисциплинарных мер	63 (54,8%)	44 (38,3%)	8 (7,0%)		
19. Общим качеством учебных программ	73 (63,5%)	39 (33,9%)	3 (2,6%)		
20. Качество учебных программ в вузе	82 (71,3%)	29 (25,2%)	2 (1,7%)	2 (1,7%)	
21. Методами обучения в целом	74 (64,3%)	36 (31,3%)	3 (2,6%)	1 (0,9%)	1 (0,9%)
22. Быстротой реагирования на обратную связь от преподавателей по вопросам учебного процесса	72 (62,6%)	39 (33,9%)	3 (2,6%)	1 (0,9%)	
23. Качественностью преподавания	72 (62,6%)	36 (31,3%)	6 (5,2%)	1 (0,9%)	
24. Академической нагрузкой/требованиями к студенту	46 (40,0%)	57 (49,6%)	10 (8,7%)	2 (1,7%)	
25. Требованиями ППС к студенту	53 (46,1%)	53 (46,1%)	8 (7,0%)	1 (0,9%)	
26. Информационная поддержка и разъяснение требований к поступающим в вуз и стратегии образовательной программы (специальности) перед поступлением в вуз	72 (62,6%)	38 (33,0%)	5 (4,3%)		
27. Информирование требований которые необходимо выполнить для успешного завершения данной образовательной программы (специальности)	67 (58,3%)	44 (38,3%)	4 (3,5%)		
28. Проводимыми тестами и экзаменами	71 (61,7%)	35 (30,4%)	9 (7,8%)		
29. Объективностью оценки знаний, умений и других учебных достижений	59 (51,3%)	46 (40,0%)	9 (7,8%)	1 (0,9%)	
30. Имеющимися компьютерными классами	56 (48,7%)	34 (29,6%)	23 (20,0%)	2 (1,7%)	
31. Имеющимися научными лабораториями	46 (40,0%)	45 (39,1%)	20 (17,4%)	2 (1,7%)	2 (1,7%)
32. Объективностью и справедливостью учителя	58 (50,4%)	44 (38,3%)	11 (9,6%)		2 (1,7%)

33. Информированием студентов о курсах, образовательных программах, и академических степеней	66 (57,4%)	41 (35,7%)	8 (7,0%)		
34. Обеспечением студентов общежитием	71 (61,7%)	38 (33,0%)	6 (5,2%)		

Оцените, насколько Вы согласны:

Утверждение	Полное согласие	Согласен	Частично согласен	Не согласен	Полное несогласие	Не ответил
Программа курса была четко представлена	66 (57,4%)	44 (38,3%)	5 (4,3%)			
Содержание курса хорошо структурировано	60 (52,2%)	46 (40,0%)	7 (6,1%)	2 (1,7%)		
Ключевые термины достаточно объяснены	61 (53,0%)	50 (43,5%)	3 (2,6%)	1 (0,9%)		
Материал, предложенный ППС, актуален и отражает последние научные и практические разработки	58 (50,4%)	44 (48,3%)	12 (10,4%)	1 (0,9%)		
Преподаватель использует эффективные методы преподавания	65 (56,5%)	40 (34,8%)	8 (7,0%)	1 (0,9%)	1 (0,9%)	
Преподаватель владеет преподаваемым материалом	78 (67,8%)	35 (30,4%)	1 (0,9%)	1 (0,9%)		
Изложение преподавателя понятно	65 (56,5%)	45 (39,1%)	4 (3,5%)		1 (0,9%)	
Преподаватель представляет материал в интересной форме	55 (47,8%)	44 (48,3%)	14 (12,2%)	1 (0,9%)	1 (0,9%)	
Знания, навыки и другие академические достижения оцениваются объективно	56 (48,7%)	49 (42,6%)	9 (7,8%)		1 (0,9%)	
Преподаватель соответствует вашим требованиям и ожиданиям в отношении профессионального и личного развития	60 (52,2%)	45 (39,1%)	9 (7,8%)		1 (0,9%)	
Преподаватель стимулирует активность студентов	64 (55,7%)	39 (33,9%)	10 (8,7%)	1 (0,9%)	1 (0,9%)	
Преподаватель стимулирует творческое мышление студентов	55 (47,8%)	43 (37,4%)	13 (11,3%)	2 (1,7%)	2 (1,7%)	
Внешний облик и манеры преподавателя адекватны	72 (62,6%)	38 (33,0%)	5 (4,3%)			
Преподаватель проявляет положительное отношение к студентам	66 (57,4%)	41 (35,7%)	7 (6,1%)		1 (0,9%)	
Система оценивания учебных достижений (семинары, тесты, анкеты и др.) отражает содержание курса	72 (62,6%)	37 (32,2%)	6 (5,2%)			
Критерии оценки, которые использует ППС, ясны и доступны	69 (60,0%)	42 (36,5%)	4 (3,5%)			

ППС объективно оценивает достижения учеников	55 (47,8%)	51 (44,3%)	8 (7,0%)		1 (0,9%)	
Преподаватель владеет профессиональным языком	75 (65,2%)	37 (32,2%)	2 (1,7%)	1 (0,9%)		
Организация образования обеспечивает достаточную возможность для занятий спортом и другим досугом	56 (48,7%)	42 (36,5%)	14 (12,2%)	1 (0,9%)	1 (0,9%)	1 (0,9%)
Оснащения и оборудование для студентов являются безопасными, комфортными и современными	57 (49,6%)	39 (33,9%)	16 (13,9%)	2 (1,7%)	1 (0,9%)	
Библиотека хорошо оснащена и имеет достаточно хорошую коллекцию книг	55 (47,8%)	38 (33,0%)	18 (15,7%)	1 (0,9%)	3 (2,6%)	
Равные возможности обеспечены всем обучающимся	73 (63,5%)	36 (31,3%)	6 (5,2%)			

Другие проблемы относительно качества преподавания: 61 ответ

-
 Нету
 Нет
 Никаких
 Качество образования отличное, проблем нет
 Проблем не возникало
 Больше бы лед экранов на каждый кабинет
 все в порядке и по нормам
 Все хорошо, мне все нравится
 Не сталкивалась с проблемами относительно качества преподавания. Качеством преподавания довольна
 По преподавание нету причины
 В целом все устраивает, достаточная практика в 1 курсе, сильный преподавательский состав, деканат-опора студентов. Только некоторые преподаватели оценивают не по чек листу.
 Нет проблем
 Если честно, проблем нет. Преподаватели всегда четко и ясно объясняют материал, справедливо и адекватно оценивают. Очень часто нас мотивируют
 Frankly speaking, there is no significant problem related to teaching quality. Our university has provided us with all latest information and teachers can always be there for us. Justice is permanently appreciated in our walls, so everyone can learn and get their fair marks.
 проблем нет
 Все устраивает
 К качеству преподавания и ППС в целом вопросов нет, радует что в университете при возникновении вопросов в образовательной программе или же в системе оценивания, все решается по правилам академической честности либо на уровне кафедры либо на уровне деканата 🖤
 Проблем нет
 Ноу проблемо. Донт хэв
 Качеством преподавания полностью доволен. С проблемами по преподаванию не сталкивался.
 Преподаватели знают свое дело и выполняют его идеально.
 Проблемы про качества преподавание нету . Я думаю нам все преподаватели четко и ясно объясняют тему и на вопросов которые у нас возникают
 Никаких проблем не замечал
 Отсутствует
 Не наблюдается другие проблемы качества преподавание
 Никаких других проблем пока не заметила относительно качества преподавания
 без проблем
 Никаких проблем не замечала. Нравятся и поддерживаю методы проведения занятия.
 Проблем не наблюдаю, полностью удовлетворен.
 Никаких
 Необъективное оценивание, многие преподаватели оценивают студента исходя от взаимодействий с ними(личная не приязнь и т.д.)

Книги на казахском языке, мало информации
Других проблем нет
Проблем относительно качества преподавания я не заметил
За 1 го и 2 го семестра не было никаких проблем.
Проблема жоқ, барлығына қанағаттанамын
Не заметила никаких проблем относительно качества преподавания
Все хорошо. Проблем нет.
нет никаких проблем устраивает все
Ешқандай мәселе жоқ
Все хорошо
No
Здравствуйте, хотелось бы чтобы были комнаты отдыха для студентов ,коворкинг, можно было почитать и посидеть во время перерыва между парами.
Не имеется
Всё отлично :)
За свой почти год обучения в университете не было никаких проблем относительно качества и требования преподавания. Все учителя, которые нам преподают опытные профессионалы своего дела, всегда объективно и справедливо оценивают, могут дать полный и понятный ответ на все наши вопросы, очень ясно объясняют тему и в конце урока обязательно проводят обратную связь.

