



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the external expert Commission work for the evaluation
of educational programs in the specialty

6B10102 PHARMACY (BA)
8D10104 PHARMACY (PHD)
7M10121 NURSING (QUALITY MANAGEMENT) (MA)

for compliance with the requirements of specialized
accreditation standards

Non-profit joint stock company
«al-Farabi Kazakh National university»
from 15 to 17 May 2023

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

*Addressed to
Accreditation
Council IAAR*



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Almaty

May 17, 2022

(I) LIST OF SYMBOLS AND ABBREVIATIONS

| | |
|-----------------------------|---|
| CD | Core disciplines |
| HEI | Higher education institution |
| HSM | Higher school of medicine |
| SCSE | State compulsory standard of education |
| D.M.S. | Doctor of Medical Sciences |
| ИПР | Индивидуальный план работы |
| IWP | Individual work plan |
| C.M.S. | Candidate of Medical Sciences |
| CQAES MES | The Committee for Quality Assurance in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan |
| RK | the Ministry of Education and Science of the Republic of Kazakhstan |
| CED | Catalog of elective disciplines |
| MH RK | Ministry of Healthcare of the Republic of Kazakhstan |
| MES RK | Ministry of Education and Science of the Republic of Kazakhstan |
| NJSC | Non-profit joint stock company |
| NJSC Al-Farabi KazNU | NJSC Al-Farabi Kazakh national university |
| RI | Research Institute |
| SC | Science Center |
| NCSSTE | National Center for State Scientific and Technical Expertise |
| OHPE | Organization of higher and postgraduate education |
| EP | Educational program |
| MD | Major disciplines |
| TS | Teaching staff |
| RK | Republic of Kazakhstan |
| LO | Learning outcomes |
| NC | Nursing care |
| MM | Mass media |
| IWDS | Independent work of a doctoral student |
| EMCD | Educational-methodical complex of the discipline |
| EMC | Educational and Methodological Council |
| CBL | Challenge/Case Based Learning |
| ECTS | European Credits Transfer System |
| GPA | Grade Point Average |
| PBL | Problem-Based Learning |
| TBL | Team-Based Learning |

(II) INTRODUCTION

In accordance with Order No. 74-23-OD dated March 10, 2023 of the Independent Agency for Accreditation and Rating (hereinafter referred to as IAAR), from May 15 to May 17, 2023, an external expert commission (EEC) evaluated educational programs 6B10102 Pharmacy, 8D10104 Pharmacy, 7M10121 Nursing (Quality management) for compliance with the standards of international primary accreditation of IAAR basic medical and pharmaceutical education programs based on WFME / AMSE / ESG standards (Republic of Kazakhstan) dated December 21, 2022 No. 150-22-OD, implemented by Al-Farabi Kazakh National 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 EEC for further improving the parameters of the specialized profile of educational programs 6B10102 Pharmacy, 8D10104 Pharmacy, 7M10121 Nursing (Quality Management).

EEC members:

Chairman of IAAR – Tulupova Elena Sergeevna, PhD, Institute of Public Health and Medical Law, 1st Faculty of Medicine, Charles University (Czech Republic, Prague), *Off-line participation*;

Foreign expert of IAAR - Vasilevskaya Ekaterina Sergeevna, C. of Pharm. S., Associate Professor, Omsk State Medical University (Russian Federation, Omsk), *Off-line participation*;

Foreign expert of IAAR – Jalilov Fazliddin Sodikov, D.M.S., Tashkent Pharmaceutical Institute, (Republic of Uzbekistan, Tashkent), *Off-line participation*;

Foreign expert of IAAR – Ganagina Irina Gennadievna, C. of Tech. S. FSBEI HE "Siberian State University of Geosystems and Technologies" (Russian Federation, Novosibirsk), *On-line participation*;

Foreign expert of IAAR - Erdauletov Meir Sapargalievich, Joint Institute for Nuclear Research (Russian Federation, Dubna), *Off-line participation*;

Expert of IAAR – Shukirbekova Alma Boranbekovna, D.Farm.S., Professor, JSC "Astana Medical University" (Republic of Kazakhstan, Astana), *On-line participation*;

Expert of IAAR – Seidakhmetova Aizat Ashimkhanovna, C.M.S., JSC "South Kazakhstan Medical Academy" (Republic of Kazakhstan, Shymkent), *Off-line participation*;

Expert of IAAR – Maukenova Altyнай Amanbaevna, C. of Econ.S., Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan, Almaty), *Off-line participation*;

Expert of IAAR – Muchkin Dmitry Pavlovich, C. of Ped.S., Associate Professor, NAO "Pavlodar Pedagogical University" (Republic of Kazakhstan, Pavlodar), *Off-line participation*;

Expert of IAAR – Sultanova Gulnar Dostanovna, C.M.S., NAO "West Kazakhstan Medical University" (Republic of Kazakhstan, Aktobe), *Off-line participation*;

Expert of IAAR – Imasheva Bagdat Sakenovna, D. of Bio.S., Professor, Advisor to the Chairman of the Board, National Public Health Center of the Ministry of Health of the Republic of Kazakhstan (Republic of Kazakhstan, Astana), *Off-line participation*;

Expert of IAAR – Kabyshev Asset Maratovich, PhD, Gumilyov Eurasian University (Republic of Kazakhstan, Astana), *Off-line participation*;

Expert of IAAR – Kasymov Askar Bagdatovich, PhD, NAO "Shakarim University of Semey" (Republic of Kazakhstan, Semey), *Off-line participation*;

Expert of IAAR - Kulzhumiyeva Aiman Amangeldievna, C. Of Phis. - Math.S., Utemisov West Kazakhstan University (Republic of Kazakhstan, Uralsk), *On-line participation*;

Expert of IAAR, employer EEC – Yeseneev Olzhas Brimzhanovich, Master of Business Administration in Healthcare, State Institution Hospital with a Polyclinic of the Police Department of the North Kazakhstan Region (Republic of Kazakhstan, Petropavlovsk), *On-line participation*;

Employer – Expert of IAAR - Pilipenko Yury Alexandrovich, "Expobest" International Association of Goods and Services Manufacturers (Republic of Kazakhstan, Almaty), *Off-line participation*;

Expert of IAAR, EEC student – Kaybagarova Indira Boranbaevna, doctoral student, NAO "West Kazakhstan Medical University" (Republic of Kazakhstan, Aktobe), *On-line participation*;

Expert of IAAR, EEC student - Zhelubaeva Kainesh Turgunovna, master student, JSC "Astana Medical University" (Republic of Kazakhstan, Astana), *On-line participation*;

Expert of IAAR, EEC student – Orazayeva Bayan Bolatkalikyzy, master student of NAO "Semey Medical University" (Republic of Kazakhstan, Semey), *On-line participation*;

Expert of IAAR, EEC student – Tungushov Sherkhan Zhasulanbekuly, student, Altynsarin Arkalyk Pedagogical Institute (Republic of Kazakhstan, Arkalyk), *On-line participation*;

Expert of IAAR, EEC student - Shirinbek Beklan Saparalyuly, student, South Kazakhstan Medical Academy JSC (Republic of Kazakhstan, Shymkent), *On-line participation*;

Expert of IAAR, EEC student – Dildabek Turar Kanatuly, student, Asfendiyarov Kazakh National Medical University, (Республика Казахстан, г. Алматы), *Off-line participation*;

Expert of IAAR, EEC student – Tirzhanova Sabina Erkinovna, doctoral student, Satpayev Kazakh National Research Technical University (Republic of Kazakhstan, Almaty), *Off-line participation*;

Expert of IAAR, EEC student – Bagramova Asel Aidosovna, doctoral student, NJSC "Gumilyov Eurasian University" (Republic of Kazakhstan, Astana), *On-line participation*;

Expert of IAAR, EEC student – Kuzyakova Valentina Alekseevna, student of NJSC "Medical University of Karaganda", (Republic of Kazakhstan, Karaganda), *On-line participation*;

Expert of IAAR, EEC student – Mustafina Mergul Oralbekovna, doctoral student of the Amanzholov East Kazakhstan University (Republic of Kazakhstan, Ust-Kamenogorsk), *On-line participation*;

Coordinator of IAAR – Dzhakenova Alisa Satbekovna, C.M.S., Head of Medical Projects for Agency (Republic of Kazakhstan, Astana), *Off-line participation*.

(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION

The Kazakh State University (KazGU) was established in 1934 on the basis of the Pedagogical Institute, as a result of the decision of the Council of People's Commissars of the USSR and the Kazakh Regional Committee of the All-Union CPb. In 1993, according to a special Decree of the President of the Republic of Kazakhstan, the university received a special status of an autonomous state university and was renamed the al-Farabi Kazakh National University (al-Farabi KazNU).

Today Al-Farabi Kazakh National University is a leading scientific, educational and innovation center where new knowledge, advanced ideas and technologies are created. The University strives to achieve the goals set forth in the Address of the First President of the country. One of these goals is to be included in the ranking of the best universities in the world, which implies a high quality of education and active participation in international research projects.

Al-Farabi Kazakh National University continues to demonstrate its high position in university rankings. In the QS World University Rankings for Eastern Europe and Central Asia (QS World University Rankings EECA 2022), the university takes an honorable 16th place. This confirms its excellence in the region and its contribution to scientific and educational achievements.

According to the study "Academic Ranking of World Universities-European Standard" (ARES), an authoritative European ranking, Al-Farabi Kazakh National University is the leader among all higher educational institutions in Kazakhstan. The university has been rated "AA" for

its performance, which places it among the top European universities and far outperforms other Kazakh universities rated "A+" and below.

According to a study by the British agency Times Higher Education, Al-Farabi Kazakh National University occupies the position 1001-1200. It is ranked 401-500 in Asia University Rankings and 351-400 in THE Emerging Economies Rankings. This confirms the international recognition of the university and its active participation in research projects that contribute to the development of the region and the country as a whole.

A particularly important achievement for Al-Farabi Kazakh National University is its position in the QS Graduate Employability Rankings, where it became the first university in Central Asia to rank 201-250 out of 550 universities. This testifies to the high preparation of students and their successful integration in the labor market.

In 2020, Al-Farabi Kazakh National University was awarded three nominations for the prestigious Leader of Science award, provided by the authoritative Web of Science database. Five scientific journals of KazNU are included in international databases, including those on Medicine (Interdisciplinary Approaches to Medicine), which confirms their importance and reputation in the international scientific community.

The total Hirsch index, which reflects the scientific productivity and citation of scientists associated with the university, is more than 2,700. This indicates a high level of scientific achievements and vigorous scientific activity carried out by scientists of Al-Farabi KazNU.

These results confirm that al-Farabi Kazakh National University occupies a leading position among higher educational institutions in Kazakhstan and is one of the leading universities in Europe.

In 2015, Al-Farabi Kazakh National University decided to establish the Faculty of Medicine with the aim of actively contributing to the development of the healthcare and medicine system in Kazakhstan, as well as striving to achieve a high international level in the field of life sciences.

The Faculty of Medicine of KazNU offers the training of healthcare professionals at various levels of educational programs, pursuit to meet international standards and take into account the latest scientific achievements.

The faculty offers bachelor's, master's and doctoral programs, and also provides an opportunity for additional professional education for business representatives and specialists from various fields and sectors involved in the development, promotion and implementation of programs aimed at improving and maintaining health.

In 2018, the Higher School of Medicine was opened as part of the Faculty of Medicine and Healthcare, which began the development and implementation of EPs in clinical specialties - "General Medicine", and since 2019 - "Dentistry". In 2022, the Department of Dentistry was formed (separated into a separate department).

Thus, the Faculty of Medicine of Al-Farabi KazNU plays an important role in the development of healthcare and medicine in Kazakhstan, offering quality education and up-to-date knowledge in this area, taking into account modern requirements and international standards.

Table 1 - Information about EP 6B10102 - Pharmacy (BA)

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| Part 1 | |
| EP | 6B10102 Pharmacy (BA) |
| Level/period of study | Bachelor / 5 years |
| Structural unit (head) | Dean of the Faculty of Medicine and Healthcare , Doctor of Medical Sciences, Professor Zh. A. Kalmataeva Director of the Higher School of Medicine, Doctor of Medical Sciences, Professor Isaeva R. B., |
| Main departments (heads of departments) | Department of Fundamental Medicine - Sarsenova Lyazzat Kadirgalievna, Candidate of Biological Sciences |

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| Dates of external visit | 15.05.2023 |
| Person responsible for accreditation (tel./fax/e-mail) | Sarsenova Lazzat Kadyrgalievna +7 7053084466 Lazzat.Sarsenova@kaznu.edu.kz |
| Part II | |
| ECTS Credits | 300 ECTS academic credits |
| Duration of study (number of semesters), form of study | 10 semesters, full-time education |
| Start of studies (winter semester / summer semester) | autumn semester, spring semester (for foreign students) |
| Date of introduction of the educational program | Date of registration in the Register of educational programs - 12/18/2019 Start of study - 2019 |
| Previous accreditation (date, validity period, accreditation agency) | Primary |
| Admission requirements | Secondary general education, technical and vocational education, post-secondary education. For studying in English - the level of English proficiency is at least B1 |
| Possibility of further education (upon completion of the program) | EP of postgraduate education in the field of healthcare |
| Goals and objectives of the EP | To ensure the training of highly qualified and competitive pharmacy specialists in the field of circulation of medicines and medical devices for the provision of pharmaceutical assistance. |
| Brief description of the EP | The educational program is based on a competency-based approach. The learning outcomes are formulated in accordance with SCS MH RK, professional standard "Pharmaceutical activity" . The teaching strategy is based on the use of active learning methods, practical training at various university, clinical, scientific bases and business structures, project-based learning, creative assignments and scientific work. |
| Learning Outcomes | Upon completion of this program, students will be able to: Know and understand professional information in the field of circulation of medicines and medical devices in the organization of the work of various pharmaceutical organizations in the production, control, registration and dispensing of goods and the provision of pharmaceutical assistance to the population and organizations using information and communication technologies. Apply knowledge when advising patients and doctors on the provision of pharmaceutical care, the rational use of drugs and medical devices, the conditions for their proper storage, the choice of dosage forms, the cost of a course of therapy; demonstrate the ability to maintain clinical and pharmaceutical documentation and pharmacoeconomic analysis, control of pharmacotherapy in compliance with the principles of the drug formulary in healthcare organizations. Apply knowledge and understanding of the methods of planning, organizing and controlling the functioning of subjects in the healthcare system and the pharmaceutical industry to provide high-quality pharmaceutical care to the population and medical and preventive organizations, taking into account the requirements of regulatory documents and international good GxP practices. Form judgments and interpret the main indicators of the organization, management and legal regulation of the activities of subjects in the field of circulation of medicines and medical devices to provide timely and high-quality pharmaceutical care to the population and medical and preventive organizations. Know and understand the regulation of the organization, management and sale of drug supply, the formation and rational use of inventories of |

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| | <p>pharmaceutical organizations for wholesale and retail sales to the population and organizations, including their purchase, distribution, sale and storage; organization and implementation of information and analytical activities in the field of circulation of medicines using innovative communication tools.</p> <p>Apply knowledge and form judgments on the forecast and planning of the main economic indicators and methods for their analysis; on the formation of pharmacy assortment products, sales forecasting and rationing of commodity stocks and analysis of the main organizational and economic aspects of the activities of pharmaceutical organizations and enterprises; understanding the principles of taxation and lending to pharmacies and determining the results of the financial and economic activities of a pharmacy organization; application of the basics of modern accounting, balance sheet and reporting.</p> <p>Apply knowledge and understanding of the process of manufacturing and manufacturing medicines and medical devices: analysis and forecast of the main economic indicators of pharmaceutical production in accordance with the requirements of the GMP standard.</p> <p>Apply knowledge and understanding of quality control of pharmaceutical substances, reference materials, excipients and materials, medicinal herbal raw materials, as well as medicines and medical devices at all stages of collection, storage and technological process in accordance with applicable law and good pharmaceutical practices GxP.</p> <p>Apply knowledge and understanding of the conduct of objects of chemical and toxicological examination in accordance with the current legislation of the Republic of Kazakhstan, the formation of judgments when processing the results of the examination.</p> <p>Demonstrate commitment to the highest standards of professional responsibility and integrity; observe ethical principles in all professional interactions with patients, families, colleagues and society as a whole, regardless of ethnicity, culture, gender, economic status or sexual orientation. Apply knowledge of the principles and methods of forming a healthy lifestyle for a person and a family, a complex of factors that determine health and disease for the purpose of prevention.</p> <p>Demonstrate communication and learning skills, focus on personal growth and continuously improve professional knowledge and qualifications, as well as participate in scientific research aimed at advancing knowledge in the field of human health and improving the quality of life.</p> <p>Demonstrate judgment and research skills, a desire to transfer knowledge to others.</p> |
| Specialization | Pharmacist-manager, clinical pharmacist |
| Additional characteristics | <p>Awarded degree: Bachelor of Public Health in the educational program "6B10101 Pharmacy."</p> <p>qualification: pharmacist</p> <p>languages of training: Kazakh, Russian, English</p> |
| Number of admitted students | 25 |
| Cost of education | <p>For citizens of the Republic of Kazakhstan https://www.kaznu.kz/ru/21832/page/</p> <p>For foreign citizens https://www.kaznu.kz/ru/19388/page/</p> |
| Employment opportunities, career paths | <p>Training in the specialty "Pharmacy" is carried out for the following areas of professional activity:</p> <ul style="list-style-type: none"> ● Pharmacist in pharmacies, pharmaceutical companies, warehouses ● Pharmacist technologist in pharmaceutical production ● Pharmaceutical Analyst in Pharmaceutical Industry ● Pharmacist clinical pharmacologist in other organizations of the healthcare system (clinics, clinics, expert offices, etc.) |

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| | <p>A graduate of this program can continue their studies:</p> <ul style="list-style-type: none"> - for master's programs (if he chooses research and/or educational activity) - under programs of retraining of personnel (specialization) |
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Table 2 - Information about EP 8D10104 «PHARMACY»

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| Part I | |
| EP | 8D10104 «Pharmacy» |
| Level/period of study | Докторантура / 3 года |
| Structural unit (head) | Faculty of Medicine and Health Care (Kalmataeva Zhanna Amantaevna, Doctor of Medical Sciences, Professor) |
| Main departments (heads of departments) | Department of Fundamental Medicine (Sarsenova Lyazzat Kadirgalievna, Candidate of Biological Sciences) |
| Dates of external visit | 11.05.2023 |
| Person responsible for accreditation (tel./fax/e-mail) | Sarsenova Lazzat Kadyrgalievna +7 7053084466 Lazzat.Sarsenova@kaznu.edu.kz |
| Part II | |
| ECTS Credits | 180 |
| Duration of study (number of semesters), form of study | 6 semesters, full-time |
| Start of studies (winter semester / summer semester) | 01.09.2021 |
| Date of introduction of the educational program | License No. KZ27LAA00019309 dated November 19, 2020 Date of registration in the Register of educational programs - 06/02/2020 |
| Previous accreditation (date, validity period, accreditation agency) | Primary |
| Admission requirements | <p>The training of PhD students is carried out on the basis of educational programs of master's and residency programs. At the same time, at the "Entry", if the profile of the doctoral educational program coincides with the master's program, the learning outcomes of the previous level of education are automatically recognized; in case of a mismatch between the profile of the educational program of PhD program and the master's program, the doctoral student is given prerequisites for mastering (state educational standard of the Ministry of Health of the Republic of Kazakhstan).</p> <p>Requirements for applicants are presented on the KazNU website https://welcome.kaznu.kz/en/24373/page Для иностранных студентов https://welcome.kaznu.kz/en/17999/page</p> |
| Possibility of further education (upon completion of the program) | <p>Citizens of the Republic of Kazakhstan who enrolled in doctoral studies under the Doctor of Philosophy (PhD) program on the basis of the state educational order are required to work in the terms and in the manner determined by the Government of the Republic of Kazakhstan (Low "On Education").</p> <p>Persons who have received a PhD degree, in order to deepen scientific knowledge, solve scientific and applied problems on a specialized topic, perform a postdoctoral program or conduct scientific research under the guidance of a leading scientist of the chosen EPHPE (ГОСО МЗ РК)</p> |
| Goals and objectives of the EP | To ensure the training of competitive specialists with systemic knowledge and skills in the field of pharmacy, capable of generating innovations, implementing best practices in the development and circulation of medicines and medical devices. |

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| Brief description of the EP | <p>The educational doctoral program of NJSC "al-Farabi KazNU" is implemented in the scientific and pedagogical direction and provides in-depth specialized professional training, which allows graduates to subsequently successfully engage in scientific, pedagogical, managerial and expert activities. Education in the doctoral program of NJSC "al-Farabi KazNU" involves active research work, participation in scientific projects of the university under the guidance of leading experts in priority areas of science and practice. The implementation of doctoral educational programs is carried out by the university in close cooperation with leading foreign educational and scientific organizations, medical organizations, practical healthcare specialists, and potential employers of the healthcare system of the Republic of Kazakhstan.</p> <p>Goals, objectives, competencies, learning outcomes, methods for assessing and teaching the educational program are regulated by the State Compulsory Standard in the specialty 8D10104 - "Pharmacy", orders of the Ministry of Education and Science of the Republic of Kazakhstan. The educational program was developed with the aim of introducing the best practices of recognized international pharmaceutical schools into the educational process of KazNU. When developing the Educational Program, the programs of MPharm University of Manchester were analyzed and taken into account.</p> |
| Learning Outcomes | <p>ON1. Has the skills and methods of scientific research in the field of circulation of medicines and medical devices for solving research and practical problems using information and communication technologies.</p> <p>ON2. Conducts original independent research with scientific results, following ethical principles, participates in the development of new ideas and projects using special knowledge for critical analysis, evaluation and synthesis of new complex ideas of the leading edge of healthcare, analyze and evaluate existing concepts, theories, interpretation of approaches to the analysis of processes and phenomena;</p> <p>ON3. Applies knowledge on the organization, planning and control of the functioning of entities in the healthcare system and the pharmaceutical industry, taking into account the requirements of regulatory documents and international good practices of GXP in the field of circulation of medicines and medical devices to provide timely and high-quality pharmaceutical assistance to the population and medical preventive organizations</p> <p>ON4. Using communication skills, academic writing skills and knowledge of the professional language for productive participation in professional discussions, the publication of research results in accordance with the requirements in international academic publications. Able to communicate on topics in their field of competence with equal status, with the wide scientific community and society.</p> <p>ON5. Analyzes and manages the process of drug provision at the organization level, the formation and rational use of inventories of pharmaceutical organizations for wholesale and retail sales to the population and organizations using innovative communication tools.</p> <p>ON6. Summarizes, analyzes and differentiates issues of clinical pharmacology and clinical and pharmacological characteristics of individual groups and drugs, clinical aspects of pharmacokinetics and pharmacodynamics; evaluation of the use of medicines, pharmacovigilance issues (GVP), regulation of drug provision in medical institutions in compliance with the principles of rational pharmacotherapy for certain diseases</p> <p>ON7. Analyzes and differentiates regulatory and technical documentation of the process of manufacturing and manufacturing of medicines and medical devices; systematizes and summarizes research results and selects optimal methods and technologies for their production in accordance with the requirements of the GMP and GLP good manufacturing practice standard</p> |

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| | <p>ON8. Defines active and accompanying substances in natural raw materials, performs quality control of pharmaceutical substances, standard samples, auxiliary substances and materials, medicinal plant raw materials, as well as medicines and medical devices at all stages of collection, storage and technological process in accordance with current legislation and good pharmaceutical practices of GXP, possession of modern physical, physical-chemical and chemical methods of their analysis</p> <p>ON9. Analyzes, systematizes and summarizes the objectives of the study and the selection of chemical toxicological expertise in accordance with the current legislation of the Republic of Kazakhstan</p> <p>ON10. Select the best methods and technologies for the production of medicines and medical devices in accordance with the requirements of the GMP and GLP Good Manufacturing Practice standard.</p> <p>ON11. Applies knowledge of the principles and methods of forming a healthy lifestyle of a person and family, a set of factors that determine health and disease for the purpose of prevention</p> <p>ON12. Critically assesses own performance and updates knowledge and skills in the changing context of pharmaceutical science and practice.</p> |
| Specialization | Pharmacist Manager, Clinical Pharmacist, Pharmacist Chemist |
| Additional characteristics | Awarded degree: Doctor of Philosophy, PhD in the educational program "8D10104 Pharmacy" languages of training: Kazakh, Russian, English |
| Number of admitted students | 3, including 1 international student |
| Cost of education | Full-time education: <u>1 800 000 tenge</u> . – for citizens of the Republic of Kazakhstan and <u>2 804 000 tenge</u> for foreign citizens |
| Employment opportunities, career paths | <p>PhD in the specialty 8D10104 - "Pharmacy" perform the following types of professional activities:</p> <ol style="list-style-type: none"> 1. Expert-organizer of work with medical workers to provide information and advice on the rational use and use of medicines and medical devices. 2. Expert in conducting pharmacoeconomic analysis, control in medical organizations over the conduct of pharmacotherapy. 3. Expert inspector for maintaining clinical and pharmaceutical documentation. 4. Expert-inspector for the implementation of the selection of drug therapy for patients, proposal for an analog replacement. 5. Inspector for the control of polypharmacy issues when using medicines, compliance with the medicinal formulary of a medical organization. 6. Member of formulary commissions, KNF, commissions for the development of medicinal formularies of medical organizations, the system of pharmacovigilance and monitoring of side effects of medicines. 7. Head of the clinical and pharmaceutical service in medical and pharmaceutical organizations, manufacturers of medicines and medical devices and their representatives. 8. Director of a pharmacy organization 9. Deputy director of the pharmacy organization 10. Warehouse manager of a drug wholesaler 11. Medicines manager 12. drug consultant 13. drug inspector 14. Expert of NCED MH RK 15. Expert of CRUM MH RK 16. Expert of RCHD MH RK 17. Qualified responsible person for Pharmacovigilance (QPPV) |

Table 3 - Information about EP 7M10121 – NURSING (Quality Management)

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| Part I | |
| EP | 7M10121 –NURSING (Quality management) |
| Level/period of study | Level 7 / 2 years |
| Faculty (dean) | Faculty of Medicine and Health (Kalmataeva Zhanna Amantaevna, Doctor of Medical Sciences, Professor) |
| School (principal) | Higher School of Medicine (Isaeva Raushan Binomovna, Doctor of Medical Sciences, Professor) |
| Main departments (heads of departments) | Department of Fundamental Medicine - Ph.D. Sarsenova L.K. Nursing course - MD Ospanova D.A. |
| Dates of external visit | May 15-17, 2023 |
| Person responsible for accreditation (tel./fax/e-mail) | Sarsenova Lazzat Kadyrgaliyevna+7 7053084466 Lazzat.Sarsenova@kaznu.edu.kz |
| Part II | |
| Number of ECTS credits | 120 |
| Duration of study (number of semesters), form of study | 4 semesters, full-time |
| Start of studies (winter semester / summer semester) | 01.09.2021 |
| Date of introduction of the educational program | Date of registration in the Register of Educational Programs – 31.08.202 http://esuvo.platonus.kz/#/user/rep/passports/application/34649 |
| Previous accreditation (date, validity period, accreditation agency) | - |
| Entry Requirements | Higher professional education in the specialty "General Medicine", "General Medicine", "Pediatrics", "Oriental Medicine", "Dentistry", "Medical and Preventive Care", "Nursing", "Public Health" |
| Possibility of further education (upon completion of the program) | PhD Doctor of Philosophy in the specialties "Nursing", "Public Health". Graduates of the master's program 7M10121 - "Nursing (Quality Management)" perform the following types of professional activities: educational, pedagogical, scientific, research, expert, managerial. |
| Goals and objectives of the EP | The purpose of the educational program "7M10121 - NURSING (QUALITY MANAGEMENT)": to train qualified nursing professionals with professional theoretical knowledge and practical skills, able to successfully carry out pedagogical and research activities, capable of promoting advanced nursing practices, coordinating and contributing to a successful reform nursing service in health care |

Brief description of the EP

This program "7M10121 - NURSING (QUALITY MANAGEMENT)" is drawn up in accordance with the requirements of the legislation of the Republic of Kazakhstan for the training of human resources. The educational program is built on a modular principle based on a competency-based approach.

Scientific schools or scientific directions of the department, (scientific projects): research in the field of medicine and public health, evaluation of the effectiveness of disease management programs, evaluation of the introduction of new healthcare technologies.

Benefits of studying in the master's program of KazNU

- It is possible to study in Russian, Kazakh and English.
- flexibility in the formation of the curriculum and program;
- Unique author's courses, the latest methods and technical means in education;
- A wide range of issues and methodology of research in the field of medicine;
- the possibility of attracting visiting professors to teach special courses;
- developed infrastructure and campus;
- many years of experience in the field of higher and postgraduate education;
- internships abroad at partner universities of KazNU and participation in international academic mobility programs.

Material and technical base of the EP:

To implement the educational program, the department has contractual relations with leading clinics in Almaty.

Personnel potential: 1 Doctor of Science, 2 PhD students, 4 Candidates of Science.

Practice bases: leading medical organizations and research centers.

Scientific schools or scientific directions of the course:

Development of quality management in healthcare, quality of nursing care, development of nursing, evidence-based nursing practice, digitalization of the healthcare system, informatization of healthcare, comparative analysis of the activities of medical organizations in the context of reforming nursing.

A master's degree can be obtained by specialists with medical education.

Goals, objectives, competencies, learning outcomes, methods for assessing and teaching the educational program are regulated by the State obligatory standard "7M101-Healthcare", orders of the Ministry of Education and Science of the Republic of Kazakhstan.

| | |
|--|---|
| Learning Outcomes | <ol style="list-style-type: none"> 1. The master student constantly updates his knowledge, expands his professional skills and critical thinking, the level of foreign language proficiency. 2. The undergraduate can define and explain the philosophy of nursing science, describe scientific phenomena in nursing. 3. The master student is able to implement and evaluate pedagogical processes in nursing education using modern teaching methods and ICT. 4. The master student implements theory-based and evaluative strategies suitable for knowledge-based learning to improve the student's learning process. 5. The undergraduate uses the knowledge of psychological methods and means of communication interaction between the leader at the level of the individual and the team to solve psychological conflict problems. 6. The undergraduate has advanced skills and knowledge of applying professional standards and other regulatory documents and using modern technologies to improve the quality and safety of nursing care. 7. The undergraduate implements communication strategies and methods on ethical and legal issues using professional ethical principles. 8. The master student uses the results of research and promotes the application of advanced nursing practices based on evidence-based medicine. 9. The undergraduate uses skills in planning, conducting and evaluating research and scientific publications in the field of nursing. 10. The undergraduate applies the processing and interpretation of statistical data, incl. using modern computer programs when conducting research in nursing. 11. The master student demonstrates leadership skills in promoting social and interprofessional innovation in healthcare organizations to improve the modern nursing process. |
| Specialization | Nurse |
| additional characteristics | <p>Awarded degree: Master of Medical Sciences in the educational program 7M10121 - Nursing (Quality Management) languages of instruction: Kazakh, Russian, English</p> |
| Number of admitted students | 2 |
| Cost of education | Full-time education: 850,000 tenge for one academic year |
| Employment opportunities, career paths | <p>Personnel training in the field of professional activity includes the following activities, professions, qualification levels:</p> <p>Nursing teacher: at the departments of "Nursing" of higher educational institutions; in college departments, including clinical areas</p> <p>nursing researcher: - in research centers of industry and state health research organizations, - in scientific divisions of educational organizations, health departments,</p> <p>Nursing Expert: - in healthcare organizations - in the Committee for Quality Control and Safety of Goods and Services of the Ministry of Health of the Republic of Kazakhstan and its territorial divisions - in the Compulsory Medical Insurance Fund</p> <p>Management activities - Chief nurse - Deputy Chief Physician for Nursing of Healthcare Organizations - Head of Nursing Hospital - Head of the hospice - Specialist in rehabilitation centers</p> |

| |
|---|
| -specialist, head of the nursing unit of the Departments of Health. |
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(IV) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the Program of the visit of the IAAR / IAAR expert commission as part of the specialized accreditation of educational programs from May 15 to May 17, 2023, in a hybrid format.

In order to coordinate the work of the EEC, on May 12, 2023, an introductory meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

In order to obtain objective information on evaluating the activities of the university, the members of the EEC used such methods as visual inspection, observation, interviewing employees of various structural units, teachers, students, graduates and employers, questioning the teaching staff, students.

Meetings of the EEC with the target groups were held in accordance with the program of the visit, in compliance with the established time schedule. On the part of the University staff, the presence of all persons indicated in the visit program was ensured.

In accordance with the requirements of the standards, in order to obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, interviews were conducted in a hybrid format with vice-rectors, heads of structural divisions, deans, heads of departments, teachers of departments, students, employers, a survey was conducted teachers and students. In total, 77 people took part in the meetings on EP Pharmacy (Table 4).

Table 4 - Information about employees, students, employers who took part in meetings with IAAR / IAAR EEC

| Category of participants / Qty | | | | | | |
|--------------------------------|-------------------------------|-------|----|------------------------------------|----------|-----------|
| University management | Heads of structural divisions | Deans | TS | Heads of EPs, heads of departments | Students | Employers |
| vice-rectors | | | | | | |
| 4 | 34 | 4 | 15 | 3 | 11 | 6 |

According to the program of the EEC visit, an on-line and off-line tour of the university was also held, during which the experts visited: the library; Student Service Center "Keremet"; Center for situational management; Research Center for Medicinal Plants, Simulation Center of the Faculty of Medicine and Health.

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, in which 85 people took part, it was revealed that 100% of respondents noted that they were satisfied with the content of the educational program, opportunities for continuous potential development, advanced training, and the opportunity to actively apply their own teaching methods in the educational process. All respondents answered that the library has the necessary scientific and educational literature. Many respondents are satisfied with the support of the management both in relation to the development of new educational programs and motivational approaches. In general, the overwhelming majority of respondents answered positively to all questions of the questionnaire and believe that this is an

actively developing university with great growth opportunities and conditions for both teachers and staff, and for students.

A survey of 19 undergraduate and doctoral students was conducted. According to the results of the survey, 91.2% of respondents are satisfied with the attitude and responsiveness of the management, 92.3% of respondents are satisfied with the availability of academic counseling, educational materials (93.4%), the availability of library resources and the quality of services (100%), classrooms (97.8 %), clarity of disciplinary procedures (94.5%), overall quality of curricula (93.4%), teaching methods (94.5%), quality of teaching (95.6%), objectivity and fairness of teachers (97.7%), available scientific laboratories (86.8%), quick response to feedback from teachers on the educational process (94.5%).

As part of the planned program, recommendations for improving the activities of the university, developed by the EEC based on the results of the examination, were presented at a meeting with the leadership and heads of structural divisions of KazNU on 17.05.2023.

(V) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Previously, the international accreditation of the IAAR according to the EP was not carried out.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1.1. "Mission and results" standard

Evidential part

The University carries out its activities on the basis of the Charter, local regulations, strategic development plan, developed in accordance with the regulatory and strategic documents adopted in the Republic of Kazakhstan.

The missions of educational programs of undergraduate 6B10102-Pharmacy and master's programs 7M10121 - Nursing (Quality Management) developed and adopted at the university correspond to the mission of KazNU.

When determining [the Mission, goals and final results of the EP](#), the leadership of EP 6B10102 Pharmacy is guided by the Mission of the University, and also takes into account the priorities for the development of healthcare and pharmacy in the Republic of Kazakhstan, the unique capabilities of KazNU as a multidisciplinary research university with a special status and high international reputation. Taking into account the requirements of the NQF, SQF, the professional standard of [pharmaceutical activities](#) of the Republic of Kazakhstan, the State Educational Standard of the Republic of Kazakhstan of this (bachelor's) and subsequent (master's) level of training in pharmacy allows you to ensure that the learning outcomes of the EP meet the qualification requirements for graduates for successful certification and employment or continuing education in the master's program.

The development of the mission, goals and objectives of development was carried out taking into account the opinions of all participants in the educational process of the university (professional staff, students, employees of structural divisions and university management), as well as specialists and experts from state, commercial and non-governmental organizations, in order to ensure maximum versatility of the stages of development and implementation of the EP.

The EP's mission is undergoing a phased approval process. At the first stage, members of the Authors' team - leading teachers involved in the training of scientific and pedagogical

personnel, representatives of practical healthcare, students, graduates, foreign academic experts, representatives of foreign partner universities formulate the mission and goal, based on the achievements of modern science and medical education, the needs of students and the expectations of employers. Further, the mission is submitted for discussion by the Academic Council of the Faculty and the Academic Council of the University.

The formation of key competencies is ensured by an appropriate learning strategy, which includes, in addition to traditional methods of developing knowledge and skills, active learning methods, team project methods that model not only professional, but also research activities, including those of an integrated interdisciplinary nature. It is practiced to form teams of students of different levels (bachelors-masters-doctoral students), as well as different specialties of health care (pharmacy - general medicine). Bachelors, together with undergraduates/doctoral students, participate in the preparation and presentation of start-ups, publish articles, and help in research work. Education on the basis of other faculties (chemical and technological, biology and biotechnology, etc.) contributes to the formation of interdisciplinary professional connections between students of different faculties.

For continuous monitoring, evaluation and documentation of progress in achieving the goals and objectives of the EP, the [Quality Committee](#) operates on an ongoing basis, which includes all stakeholders - experienced teachers, students, employers.

The results of the implementation of the EP are also discussed at the HSM methodological council / academic committee, at the Academic Council of the faculty, as well as at the annual scientific and methodological conference of the university, during which in the process of extensive discussion in an interdisciplinary and interprofessional environment, together with representatives of other faculties.

The strategic plan for the development of the university defines long-term priorities corresponding to the available resources. The entire staff of the University is involved in the process of implementing the development strategy of the University, and evaluation of activities in all areas is carried out. The Strategic Development Plan defines the main directions of the University's work and contains benchmarks.

On the basis of the strategic plan for the development of the university, annual plans for the work of the departments are drawn up. They define the goals, means and achievable results for the current year. They reflect the types and volumes of work in all areas of the University's activities that must be completed during the planned period: the development of educational and methodological material, the implementation of research work, the development of the material and technical base, the acquisition of the library fund.

Analytical part

Analyzing the compliance of the EP with the standards for international accreditation in accordance with the IAAR standards, it should be noted the compliance with the parameters of the Mission and Results standard.

The mission of the university, strategic goals, reports are published on the website <https://www.kaznu.kz/ru/20518/page/>

Experts note that on the basis of the materials submitted by the staff of the departments, information posted on the official website of the KazNU, meetings with focus groups allow us to conclude that the current strategy includes priority areas for the development of university science, mechanisms for improving the management of research, development of the scientific potential of teachers and improvement of scientific activities.

The experts were convinced that at the current stage of activity, the university management system is focused on the development of strategic planning, the use of modern management methods, a multilateral internal quality assessment and continuous improvement.

EEC members note that the Mission of EP 6B10102 Pharmacy is brought to the attention of interested parties through notification and publication on the official website.

The final results of EP 6B10102 Pharmacy are formulated in such a way as to ensure the implementation of the Mission of the EP and the Mission of the University - "training competitive specialists in demand on the national and international labor markets" by mandatory consideration of all aspects of pharmaceutical science and practice, taking into account national and international standards and the latest scientific achievements; "achieving a qualitatively new effect in the formation of citizens of the country and the world" - by developing "commitment to the highest standards of professional responsibility and honesty; adherence to ethical principles in all professional interactions, communication skills and continuous personal and professional development and "in promoting the sustainable development of society through the transfer and enhancement of knowledge" - by developing the skills of scientific thinking in students and teaching others.

EP 7M10121 Nursing (Quality Management) was developed as part of the Erasmus+ LMQS project. During the preparation of the EP, new modules and disciplines were identified, which formed the basis of certification (remove, because this is training with the issuance of a certificate, but not certification) advanced training seminars for specialists with secondary and higher medical education from various regions of the Republic of Kazakhstan. The experience of foreign colleagues in risk management using new research was also used.

The university website among the Master's Educational Programs provides brief information about the program 7M10121 Nursing (Quality Management), but does not reflect the mission of the EP. Not all stakeholders are aware of the mission and the EP in general.

Strengths / best practice

EP 7M10121 Nursing (Quality Management) was developed as part of the Erasmus + LMQS project, the experience of foreign colleagues in risk management was used using new research, new modules and disciplines were defined.

EEC recommendations

To the management of the University and EP 7M10121 Nursing (Quality Management) from the new academic year, the mission of the EP is to be placed on the website, to bring it to all stakeholders and the healthcare sector.

Conclusions of the EEC according to the criteria:

EP 6B10102 Pharmacy: strong positions - 0, satisfactory - 13, suggest improvements - 0, unsatisfactory - 0.

EP 7M10121 Nursing (Quality Management): strong positions - 1, satisfactory - 10, suggest improvements - 1, unsatisfactory - 0.

6.1.2. "Educational program" standard

Evidential part

KazNU provides an opportunity to exercise institutional autonomy to departments that have the right to independently develop their own training programs.

The procedures for the development, approval and revision of the EP are regulated in the [Academic Policy](#) of KazNU, the [Regulation](#) on the procedure for the development and approval of educational programs of higher and postgraduate education of KazNU. The program is managed at several levels. General methodological guidance and control over the development of the EP is carried out by the [Academic Committee](#) in the direction of "Health", which includes teaching staff, employers and students. To develop the EP, by [order](#) of the dean, author teams are created from among the teaching staff, employers, graduates and students. For each EP, an EP coordinator is appointed from among the leading teaching staff of the graduating department.

The team of authors determines the structure and content of the EP in accordance with the mission, goals and learning outcomes of the EP, develops the [Curriculum](#), the [Passport of the EP](#) and the [Catalog of disciplines](#), guided by the NLA in the field of higher and postgraduate education, national priorities and global trends in the development of the industry. The content of modules/disciplines, methods of teaching and assessment in accordance with the Catalog of Disciplines are determined by the teams of authors involved in teaching this discipline.

EMCD are checked by the person responsible for the methodological work of the department, are considered at a meeting of the department, a meeting of the Academic Committee and approved by the dean of the faculty. When implementing the EP, the department is guided by the principle of compliance of teaching/assessment methods, content and learning environment with the planned learning outcomes of each discipline and the EP as a whole. This is achieved by attracting specialists in the taught area to teaching (including practitioners, as well as specialists from other faculties), using the resource base of the entire university (laboratories of other faculties, scientific centers and research institutes), the scientific and industrial base of branches and clinical/industrial bases, the use of a variety of methods of active, team learning in the classroom, the widespread use of ICT capabilities (MOOC, Moodle, Google classroom, 3d4anatomy, etc.), the use of various assessment methods, including methods for assessing skills and attitudes. In addition, to ensure the formation of general cultural and general scientific competencies, sufficient attention is paid to creating an environment that stimulates scientific activity.

Communication with medical / pharmaceutical practice and the healthcare system is ensured by the direct participation of practitioners both in the development / revision of programs and in the teaching of disciplines at [the facilities / branches of the department](#).

EP 6B10102 Pharmacy has a modular structure with the ability to choose the direction of specialization (concentration) within the component of choice. The duration of study is 5 years with the development of at least 300 ECTS credits (9000 hours). The curriculum of the EP is structured in accordance with the requirements of the State Educational Standard of the Ministry of Health of the Republic of Kazakhstan and consists of 3 cycles of disciplines, which are divided into a mandatory component, a university component and an elective component.

The cycle of general education disciplines (GED) is 56 credits, of which 51 credits are the disciplines of the compulsory component, determined by the standard curriculum and forming the general compulsory competencies of a specialist with higher education, such as social and humanitarian, language disciplines, information and communication technologies and physical culture. The modules of the university component are aimed at forming a common specialized knowledge and skills base in the field of pharmacy. The elective component, in general, makes up 25% of the curriculum and allows you to flexibly respond to the needs of the healthcare system, the requests of employers and students. Taking into account the professions provided for by the [professional standard of pharmaceutical activity](#), and guided by the nomenclature of specialties and specializations in the field of healthcare, the nomenclature and qualification characteristics of the positions of health workers ([Order of the Ministry of Health of the Republic of Kazakhstan No. KR DSM-305/2020](#)), the EP provided for the possibility of choosing 2 areas of specialization: pharmacist manager and clinical pharmacist. These trajectories make it possible to study disciplines, including those necessary for further specialization within the framework of postgraduate education.

Various types of practices (educational, industrial) make up 24 credits, are included in the modules of the relevant disciplines (CD and MD) and are evenly distributed over the years of study. Future pharmacists undergo educational and industrial practice in various medical institutions, pharmacies, pharmaceutical companies, and scientific organizations.

EP 7M10121 Nursing (Quality Management) corresponds to modern trends in the development of medical education. The EP contains modules and disciplines aimed at health promotion and disease prevention among the population: "Best Nursing Practice in Health

Protection and the Health System", "Quality Assurance in Nursing", "Communication Technologies in Quality Management in Nursing Practice", "Nurse Leadership in conditions of social change and progress in the health system".

The educational program is designed to provide the proper level of qualification, measured by the achieved learning outcomes and competencies required in a dynamically changing labor market, and the content of the program is to ensure the achievement of results as a system of qualification requirements based on internationally recognized knowledge.

Educational programs offered by NAO Al-Farabi KazNU, are developed on the basis of the principles, methodology and procedure for the development of modular training, in which the effectiveness of learning outcomes is achieved by adhering to an integrated approach, when educational programs themselves, as well as curricula, and academic disciplines are formed according to the modular principle. When determining an individual learning trajectory within the university component and (or) an elective component, a master student chooses disciplines for the main EP (Major) and (or) additional EP (Minor).

The teaching strategy is based on the use of active learning methods, clinical training at clinical sites, project-based learning, and performing creative tasks. The use of active learning methods has made it possible to completely restructure the curriculum on a modular basis with integrated learning aimed at the practical application of knowledge and effective clinical training.

The educational process at the university proceeds with the support of the developed at KazNU. Al-Farabi of the [“Univer 2.0”](#) information and software complex, which provides automated workstations for all categories of users involved in the educational process, from the admission committee to the graduation of the student. The system ensures the synchronous work of all participants in the educational process. By to the cloud system for automating the educational process, all educational (attendance, academic performance, grading in classes and exams, etc.) and auxiliary processes (procedures for distributing vacant educational grants and places in hostels, etc.) are extremely open and transparent.

Analytical part

During the visit, the experts carried out a detailed analysis of the accredited EPs for compliance with the requirements of the modern education market, the principles and methods of organizing educational, research and educational processes focused on meeting the interests of students and all participants in the educational process of the EP. The content and form of the EP, decisions made by the management of the EP, are consistent with the strategic documents of the university and the legal documents of the Republic of Kazakhstan. The university has at its disposal budgetary funding and is able to raise funds from the commercial activities of the university for the implementation, improvement and training of teaching staff within the framework of the EP.

EP 6B10102 Pharmacy was developed with the active participation of leading experts in the pharmaceutical industry, taking into account the most priority training areas for employers, current international trends in this area and similar programs implemented by European universities. Educational and production practices are integrated with the relevant basic and major disciplines.

The newly developed competencies of undergraduates coincide with the ongoing reforms of the nursing service. Modernization of educational programs involves high-quality training of competitive specialists by integrating the best world practice in education, science and clinics.

Erasmus + projects are being implemented at KazNU, which are aimed at increasing the potential of teaching and executive staff, strengthening the material and technical base, expanding the international relations of the university and improving educational programs, the emphasis in the magistracy is on the use of innovative interactive teaching methods that are practice-oriented.

Strengths / best practice

There are no strengths in this standard.

EEC recommendations

Not according to this standard.

Conclusions of the EEC according to the criteria:

EP 6B10102 Pharmacy: strong positions - 0, satisfactory - 28, suggest improvements - 0, unsatisfactory - 0.

EP 7M10121 Nursing (Quality Management): strong positions - 0, satisfactory - 18, suggest improvements - 0, unsatisfactory - 0.

6.1.3. "Evaluation of the educational program" standard***Evidential part***

The assessment system for bachelors and masters is regulated by several internal regulatory and educational and methodological documents that are available to students and teaching staff in the Univer System: [Academic policy](#) (section 9. Monitoring and evaluation of students' educational achievements), [Methodological recommendations](#) for conducting final control at the Higher School of Medicine of the Faculty of Medicine and health, [Instructions](#) for the final control.

The educational program provides for a systematic and systemic assessment of the educational achievements of bachelors and masters, based on the final learning outcomes of each discipline and each course of study. Coordination of teaching and assessment methods is carried out in the matrix of formation of learning outcomes of the EP, in the syllabus of disciplines, in which, for each discipline, teaching and assessment methods are prescribed that are relevant to the final results of each discipline and the place of each discipline in the formation of learning outcomes throughout the EP. The choice of assessment methods for the current, midterm and final control is carried out by the teacher in accordance with the LO.

External quality control of the assessment system is carried out by the Quality Committees of the faculty, which, in addition to the teaching staff, include representatives of employers and students. The control over the implementation of the examination procedure is carried out by the Situational Management Center, which, among other things, is entrusted with the duties of proctoring. All written work performed remotely is necessarily checked for plagiarism. The threshold level of originality is set annually by the Academic Council of the faculty.

The mandatory procedure for conducting final certification of graduates of medical programs in the format of a national independent examination is another tool for external assessment of the quality of specialist training. Independent examination is conducted by the National Center for Independent Examination and includes 2 stages - testing and acceptance of practical skills.

The process of updating the assessment system is carried out on the basis of an analysis of the results of the examination and is aimed at better matching the final learning outcomes and changes in the teaching and learning strategy of the format and content of all stages of summative assessment, the format and content of exams.

The University systematically analyzes the educational achievements of students and graduates in relation to its mission and the final learning outcomes of the educational program, develops the principles of assessment and methods of conducting and the number of exams in accordance with changes in the final learning outcomes and teaching and learning methods. The Univer system generates analytical reports on all types of grades (current, milestone, final) by departments, faculties, indicating the average score, average GPA, distribution of grades, etc.

To assess the educational achievements of students and the formation of expected learning outcomes, the following types of control are provided: current control; - frontier control; - final control (final exam).

The assessment of learning outcomes is carried out in accordance with the Policy for assessing learning outcomes of the University. The assessment of the current control is 60% of the

final assessment of knowledge in the discipline, the assessment of the final exam is 40% of the final assessment of the discipline. Admission to the examination session is issued by order of the dean of the faculty.

The final control in the discipline is carried out, as a rule, by the teacher of this discipline. The form/platform of the final exam for each academic discipline is determined by the teacher, included in the syllabus of the discipline, brought to the attention of students no later than one month after the start of the academic period, and submitted by Univer IS. The results of the final exam are entered into a separate examination sheet in IS Univer. Grades of the final control are entered into IS Univer by the teacher-examiner in this discipline within 48 hours after the end of the exam.

Analytical part

Having analyzed the work of the EP according to this standard, the commission notes that the university has an EP assessment system based on the use of various methods for collecting, processing and analyzing information in the context of the EP and the University as a whole. Data are provided that testify to the involvement in the process of teaching staff, students and administrative and managerial staff of the university. All procedures according to the standard, evaluation processes and the dissertation defense algorithm are prescribed and observed. Based on the results of the defense of the master's thesis, an assessment is made according to the point-rating letter system.

External quality control of the assessment system is carried out by the Quality Committees of the faculty, which, in addition to the teaching staff, include representatives of employers and students.

Another tool for external assessment of the quality of training of specialists is the mandatory procedure for the final certification of graduates of medical programs, including students of EP 6B10102 Pharmacy, in the format of a national independent examination.

A survey of students, employers and graduates is being conducted, both using information and communication technologies, and in traditional formats (questionnaires on paper, oral conversation), which was confirmed by focus group participants. The results containing the evaluation of educational programs are heard at extended meetings of the Council of the faculty, EMC, the administration, the Academic Council with the participation of heads of organizations of practical healthcare.

At meetings with focus groups of teaching staff, students, to the question of what active teaching methods are used, both groups gave convincing answers and gave examples of the forms of teaching used (CBL, PBL, TBL and others) in specific disciplines. The students noted that these forms of education are more motivating to attend classes and contribute to better assimilation of the material.

In general, KazNU monitors educational and other processes, for which relevant procedures and regulations have been developed. The monitoring results are used to improve the educational program and are aimed at the progress of students. Feedback is maintained between teachers and students, including a system of questioning satisfaction with the educational and other activities of the university, aimed at improving the educational program.

Strengths / best practice in the standard "Evaluation of the educational program"

There are no strengths in this standard.

EEC recommendations

not according to this standard.

Conclusions of the EEC according to the criteria:

EP 6B10102 Pharmacy: strong positions - 0, satisfactory - 10, suggest improvements - 0, unsatisfactory - 0.

EP 7M10121 Nursing (Quality Management): strong positions - 0, satisfactory - 10, suggest improvements - 0, unsatisfactory - 0.

6.1.4. "Students" standard

Evidential part

The method of admission and selection of students for EP 6B10102 Pharmacy is regulated by the legal documents of the Republic of Kazakhstan: Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 ZRK No. 319-III; Rules for awarding an educational grant to pay for higher or postgraduate education with a bachelor's or master's degree, Decree of the Government of the Republic of Kazakhstan dated January 23, 2008 No. 58; Model rules for admission to study in educational organizations that implement educational programs of higher and postgraduate education, Order of the Minister of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600; Rules for conducting the Unified National Testing, Order of the Minister of the Ministry of Education and Science of the Republic of Kazakhstan dated 02.05.2017 No. 204; A list of specialties indicating the core subjects of the Unified National Testing or Comprehensive Testing.

The selection of students on the basis of a state educational grant is carried out by the Republican Commission, created by the Ministry of Education and Science of the Republic of Kazakhstan on a competitive basis, based on the results of national testing (UNT, CT).

The policy of admission and selection of students with disabilities is carried out in accordance with the Model Rules of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "[On Approval of the Model Rules for Admission to Study in Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education](#)".

In accordance with the Mission of the University and the EP - to provide training of competitive specialists with a high level of professional and human competence - the EP management annually establishes an additional requirement in the form of a minimum passing score (80 UNT / CT points), aimed at selecting the best applicants, including, on a contractual basis. In order to select the most talented youth, [discounts and benefits](#) are provided for admission from 10% to 100%, depending on the category. Qualification requirements for admission of students are based on the requirements of the State Educational Standard for the group EP 6B10102 "Pharmacy".

In accordance with the mission of the university as a research university, the admission policy is aimed at expanding admission to postgraduate EPs. Taking this into account, the management of EP 6B10102 Pharmacy accepts no more than 1 academic group for each language department with a preference for the formation of English-speaking groups and the admission of applicants aimed at scientific activity and continuing education at the postgraduate level.

Persons with a bachelor's degree in health care in the specialty 6B10101 Nursing and other undergraduate medical specialties can enter the master's program for the educational program 7M10121 Nursing (Quality Management), according to prerequisites.

Admission to the magistracy is carried out in accordance with the Model rules for admission to educational organizations that implement professional training programs for postgraduate education.

Admission to study is carried out according to educational programs of postgraduate education - master's program, included in the Register of educational programs of the Center for the Bologna Process and Academic Mobility of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

In the 2021-2022 academic year, 2 undergraduates were admitted to the master's degree program 7M10121 Nursing (Quality Management). Order for admission No. 4-2966 dated August 28, 2021. Both undergraduates entered on a state educational grant.

At the end of the first semester, one undergraduate expelled of his own free will - Shalabaeva G.A. - Order for expulsion from the university (at one's own request) No. 277-b/a. dated January 27, 2022 Only 1 master student continues his studies in EP 7M10121 Nursing (Quality Management) - Veselova N.V.

The University has a multi-level system of academic consulting and individual support for students, which includes the institution of curatorship-advising, special student support services and student self-government bodies.

Analytical part

In KazNU, the requirements set forth in the IAAR standard "Students" are fully implemented.

KazNU has developed and operates regulatory legal documents to support and protect the rights of students. On an ongoing basis, there are student organizations that take part in the discussion and evaluation of the EP, as well as the cultural and social life of the university, which was confirmed by students at meetings with members of the EEC.

During meetings with the heads of departments, deans and structural divisions of the university, members of the EEC found that students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring the quality of the educational process, educational activities and other professional and social issues. All issues raised and discussed at such meetings are resolved in a timely and appropriate manner.

The results of the survey of students showed high levels of satisfaction in terms of the attitude and level of accessibility of the dean's office, the accessibility and responsiveness of the university management, the support of educational materials in the learning process, the availability of counseling on personal problems, the financial and administrative services of the educational institution, the level of accessibility of library resources, the quality of services provided in libraries and reading rooms, the existing teaching resources of the university, the usefulness of the website of educational organizations in general and departments in particular, the clarity of the procedure for taking incentives and disciplinary actions, the overall quality of curricula, teaching methods in general, the quality of teaching.

Admission to the master's program in EP 7M10121 Nursing (Quality Management) is carried out in accordance with the established regulatory documents of the university and orders of the Ministry of Education and Science of the Republic of Kazakhstan. The University conducts career guidance in order to attract undergraduates to the EP. Undergraduates of the EP "Nursing" can continue the trajectory of education in doctoral studies, the university has opened a doctoral program "Nursing Science" to continue the training of graduates of the master's program, thus, undergraduates have the prospect of educational growth.

A graduate of the master's program, having fundamental scientific and professional training, owning modern information technologies, including methods for obtaining, processing and storing scientific information, after completing the training, is able to formulate and solve modern scientific and practical problems, plan and conduct experimental research / research activities on chosen scientific specialty, teach at universities, successfully carry out research and management activities.

Together with the undergraduate, an Individual Work Plan for the undergraduate (IWP) is developed, consultations are systematically conducted on research work and systematically assessed on the implementation of the undergraduate's research work. Timely and high-quality performance of research work and submission of reports on research by master's student is ensured. Assistance is provided in the preparation and publication of research results in scientific journals.

Strengths / best practice

Availability of a comprehensive student support program at the “Keremet” Student Service Center.

EEC recommendations.

not according to this standard.

Conclusions of the EEC according to the criteria:

EP 6V10102 Pharmacy: strong positions - 1, satisfactory - 15, suggest improvements - 0, unsatisfactory - 0.

EP 7M10121 Nursing (Quality Management): strong positions - 0, satisfactory - 17, suggest improvements - 0, unsatisfactory - 0.

6.1.5. "Academic Staff/Teachers" standard***Evidential part***

When selecting applicants for faculty positions, the level of qualifications, the range of professional experience, the results of research activities, the ability to provide training for highly qualified specialists in accordance with the needs of the modern labor market are taken into account. Priority is given to persons with higher qualifications without limitation based on gender, race, language, nationality and religion.

Employment and competition for filling vacancies is based on the current regulatory documents:

- "Qualification requirements for educational activities, and a list of documents confirming compliance with them" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated 05.06.2020 No. 231);
- "Model rules for the activities of educational organizations of the relevant types" (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595);
- “Rules for the competitive replacement of teaching staff positions of the NAO Al-Farabi KazNU”;
- “Code of corporate culture of a teacher and employee of the al-Farabi Kazakh National University. ”;
- Academic Policy and Development Strategy of the University;
- [Provisions of the departments and job descriptions](#) of the teaching staff of Al-Farabi KazNU.

For the full-fledged and high-quality work of the teaching staff, the norm of time for pedagogical work, the load on the teacher / associate professor / professor is 46 credits (460 academic hours) per year. The standards for calculating the labor intensity of work and the teaching load of the teaching staff of KazNU reflect the policy of the university in regulating the types of activities and the norms of the load of teaching staff and scientists.

Such a policy of relatively low teaching load is aimed at enabling the teaching staff to use more time for the development / processing of high-quality teaching and methodological material, to engage in self-development, but most importantly, to devote more time to research activities. In order to stimulate scientific activity, the positions of professor-researcher and associate professor-researcher have been introduced, in which the annual load has been reduced to 12 credits per year, subject to the fulfillment of the relevant requirements for scientific activity. For teachers of English-speaking groups, a load calculation coefficient of 1.5 is set, in addition, for clinical

departments (including the Department of Fundamental Medicine), an additional coefficient of 1.5 is used.

The staff of the Department of Fundamental Medicine this year is 96 staff units, the staffing is 67% (78 people), the degree is 47% (37 people), including: 6 Doctors of Science, 31 Candidates of Science and PhD. The personnel policy is aimed at supporting and developing its own scientific and pedagogical staff - 17 PhD students work at the department; attraction of specialists with foreign diplomas (13 people). Foreign teachers -1 (part-time). 30 employees are involved in the implementation of the EP Pharmacy, of which 85% are degreed. Encourages activities in practical healthcare - there are practicing doctors and pharmacists in the state, as well as representatives of practice and business

The policy of selection of personnel, stimulation and encouragement contributed to the formation of a strong teaching staff. The university has a system of monitoring and encouragement in the form of indicative planning of teaching staff activities. The indicative plan includes about 48 indicator indicators.

A system of incentives and measures to stimulate professional growth and advanced training of teaching staff is provided not only at the university level, but also at the level of the Higher School of Medicine. One of the incentives to motivate teachers is the competition "The best educational and methodological complex of the discipline", "The best lesson in a distance format" (it was introduced during the period of online learning during the pandemic), the purpose of which is to identify, support and encourage advanced teachers.

Every year, each teacher forms a plan of education in pedagogy and in the specialty in accordance with the plans of the HSM. Training in pedagogical technologies within the framework of HSM is carried out formally and informally on a regular basis. Training is conducted by experienced teachers with advanced training certificates (ESMEA, NBME, NCIE). The department regularly conducts methodological seminars.

In addition, teachers regularly take long-term and short-term foreign advanced training courses. In the departments there is a system of mentoring of young or new teachers by more experienced teachers. To do this, all teaching staff are formed into working groups - responsible for each discipline, in which there is a course leader, members of the working group and a supervisor-mentor.

The advanced training system of KazNU also provides for the presence of special structural divisions: the Institute for Advanced Studies, the Center for Innovative Health Care, the MOOC center of the Institute of New Educational Technologies. Specialists of the Department of Information Technologies also conduct regular training (a supervising specialist is attached to each faculty).

Al-Farabi KazNU became the official partner of the fifth stream of the educational movement "Cyberpedagogue" from the Belgian Education Council. The goal of the movement is to learn how to teach quality in an online environment and enjoy this learning format. Within the framework of cooperation, teachers and university staff can take part in master classes for free. KazNU named after al-Farabi is a participant of the Coursera project for the campus.

Teachers have been trained at Finnish universities in nursing (JAMK, LAMK). They have experience in developing a program and teaching in a joint Kazakh-Finnish master's program from 2015-2020. 12 teachers trained in Kazakh and Russian have TOEFL and IELTS certificates.

Analytical part

KazNU has developed and implemented a personnel policy that defines the required experience, criteria for scientific, educational, pedagogical achievements, including the balance between teaching, scientific activities, specialist qualifications, their responsibilities and duties of employees. The personnel policy pursued by the university guarantees the recognition of all types of activities of the teaching staff.

When selecting and hiring teaching staff, HSM is guided by the principles laid down in the HSM Strategic Plan "Creating a new model of a medical school in the system of higher medical education that meets the requirements of the international educational environment and the needs of the national healthcare system." Search, selection and development of talented teachers in theoretical, basic, pharmaceutical disciplines, able to combine pedagogical activity with practice and scientific research; with knowledge of English, able to focus on personal growth and lifelong learning, having a need for continuous professional training and improving their knowledge and skills both in medicine and pharmacy, and in pedagogy, demonstrating a constant desire for new knowledge and the transfer of knowledge others.

According to the Charter of KazNU. Al-Farabi, the faculty has mechanisms for promoting employees with equal access to promotion in terms of qualification growth from assistant to professor and head of the department. The university guarantees the right to elect colleagues and be elected to all governing bodies, in accordance with the current criteria and procedures. Promotion mechanisms, both in the scientific and educational and in the managerial sphere, provide that each employee has the necessary conditions for work and performance of official duties.

KazNU has a system of monitoring and encouragement in the form of indicative planning of teaching staff activities. Based on the ranking, the teaching staff, departments and faculties are given rating bonuses according to their rating points. Rating allowances teachers receive throughout the next semester after summing up the results of the previous one. The largest share of these allowances is accounted for by indicators of research work. Such a reward system has led to a significant increase in publications, involvement in the research process of students.

At a meeting with the focus group of the teaching staff, it was confirmed that in order to stimulate the scientific activity of the teaching staff, stimulating rating bonuses were established for scientific publications in international peer-reviewed journals, the preparation and publication of textbooks, monographs, teaching aids, for supervising and defending a dissertation for a supervisor.

KazNU ensures that undergraduates acquire the necessary knowledge and competencies based on the study of basic and specialized disciplines, the formation of skills and abilities in the course of professional (pedagogical, research) practice and in the performance of research. Training sessions in the magistracy are carried out by persons who have the academic degree of doctor or candidate of sciences.

The duties and rights of the supervisor are determined. The teaching staff has experience in training undergraduates in the EP "Nursing" as part of a double-degree Kazakh-Finnish master's program (training in English) with the release of 39 masters, in another university. There is also a nursing specialist who received a diploma from the joint Kazakh-Finnish master's program in the EP "Nursing". The teachers of the department participate in the Erasmus + LMQS and BACE projects.

The information provided by the university on this standard allows us to conclude that the qualitative and quantitative composition of the teaching staff of the university provides a full-fledged organization and conduct of the educational process, the training of specialists meets the requirements of the standard. The course "Nursing" has the necessary human resources for nursing in the pedagogical and scientific areas.

Teachers have completed advanced training, but not all teachers have advanced training in nursing, research in Nursing.

Strengths / best practice

There are no strengths in this standard.

EEC recommendations

The leadership of the University and EP 7M10121 Nursing (Quality Management) from the new academic year to provide advanced training for teachers in nursing, research in Nursing, for further professional development in nursing on an ongoing basis.

Conclusions of the EEC according to the criteria:

EP 6V10102 Pharmacy: strong positions - 0, satisfactory - 8, suggest improvements - 0, unsatisfactory - 0.

EP 7M10121 Nursing (Quality Management): strong positions - 0, satisfactory - 8, suggest improvements - 1, unsatisfactory - 0.

6.1.6. Standard "Educational Resources"

Evidential part

al-Farabi KazNU owns 14 educational buildings on the territory of 100 hectares. In addition to the buildings of the faculties, the infrastructure of the university includes: the Palace of Students. U.A. Zholdasbekov, Al-Farabi Library, Youth Internet Center, Ai-Tumar Public Catering Plant, Keremet Student Service Center, Sports and Fitness Complex, 14 student houses, swimming pool named after. D. Balandin, Technopark. In the academic building, which houses the Faculty of Medicine, there is also a simulation center.

The Department of Fundamental Medicine occupies a building with a total area of over 5000 sq.m. (St. Tole bi 96), where there are 33 auditoriums for general and special purposes, an assembly hall for 85 seats, 3 lecture rooms, an educational (simulation) pharmacy, a general-purpose chemical-toxicological laboratory, 15 office rooms, a buffet.

Classrooms meet the requirements of sanitary norms and rules for educational organizations. The operation of the premises complies with the requirements of fire safety, labor protection and safety. The department actively uses educational resources - these are textbooks recommended for preparing for USMLE, mainly European (mainly Finnish and British authors), all in electronic form and in the form of e-books, and electronic resources on nursing in English.

The university has a pass system using individual cards with a unique personal identifier (ID), it is a pass to all university buildings, it serves as a kind of student card when receiving any kind of services on campus, primarily for using the library.

KazNU is constantly developing its scientific base, pays great attention to the development of science and material and technical equipment of the faculties. So, on March 14, 2023, as part of the Erasmus + LMQS project, the Erasmus Center of Excellence was opened in the HSM building at tole bi 96.

al-Farabi KazNU, the Higher School of Medicine has a large number of clinical bases and branches of departments for training specialists. The teaching staff and students of HSM carry out clinical and/or practical activities at clinical bases in Almaty and Almaty region. al-Farabi KazNU signed 53 agreements on joint activities with various clinics. Of these, 6 are Republican institutions (research institutes and scientific centers), 20 are hospitals, as well as 12 industrial and scientific bases of a pharmaceutical profile.

The fund of educational literature in medical specialties is 17,824 textbooks in three languages, scientific literature is 9,700, the total fund (together with periodicals) is 34,200. Thanks to unlimited access to electronic books of the world's largest publishers, students can use thousands of textbooks in e-book format. The presence of wi-fi coverage throughout the campus, dormitories (student's home) allow students to have round-the-clock access to all electronic information resources. The university library system, access to electronic information resources is integrated into the Univer 2.0 system (for example, Oxford UPSO <https://academic.oup.com/journals>).

In addition to the opportunities provided by the al-Farabi library, HSM students have access to educational information resources: Up To Date, Complete Anatomy, Lectorio, Geeky Medics, AMBOSS, USMLEcom, Medscape, Medicalstudyzone, Medicine live.

On the basis of the Faculty of Medicine, an educational pharmacy was organized to master practical skills in the following major disciplines: the organization of pharmaceutical activities, medical and pharmaceutical commodity science, the basics of social pharmacy, the basics of entrepreneurial activity in pharmacy, management and marketing in pharmacy. Educational pharmacy serves to provide students with practical experience and skills in a stimulated environment necessary for the implementation of pharmacy activities. It can also be used to assess the level of practical skills of students.

The University has a sufficient amount of resources that provide conditions for the development of research activities of students and teaching staff.

Analytical part

EEC experts state that within the framework of the “Educational Resources” standard, during the work of the EEC expert commission, visits to departments, practice bases, analysis of the submitted documentation, it was revealed that the material and technical base used to organize the learning process in EP 7M10121 Nursing (Management quality) is sufficient, meets the requirements.

At the same time, the commission notes that the classroom fund involved in the implementation of EP 6B10102 Pharmacy is not sufficiently equipped with modern high-tech pharmaceutical equipment.

Classrooms and scientific laboratories and other premises used in the implementation of the EP comply with the established safety standards and rules. Safety briefings are regularly conducted with students and faculty. The implementation of educational programs at the university is ensured by the free access of each student to information resources and the library fund.

The process of practice-oriented training in EP 6B10102 Pharmacy is ensured through its implementation in pharmacy organizations, pharmaceutical enterprises, according to the discipline or practice being studied, on the basis of concluded agreements with practice facilities.

EEC confirms the existence of student support systems, including support through the university website, through personal appeals to the dean, vice-rector, rector, curator, mentor, advisor. During the interview, the students expressed their complete satisfaction with the training, scientific work, food and medical care, living in dormitories.

The EEC members believe that the existing material and technical base of the university contributes to the expansion of forms and methods of attracting undergraduates to participate in scientific research in the field of nursing, publication activity.

At the same time, bachelors, masters and teaching staff are not involved in academic mobility programs both in Kazakhstan and abroad.

Strengths / best practice

There are no strengths in this standard.

EEC recommendations

1. The management of the University and EP 6B10102 Pharmacy, EP 8D10104 Pharmacy during the 2023-2024 academic year should equip the educational process with modern high-tech pharmaceutical equipment.

2. To the management of the University and EP 6B10102 Pharmacy, EP 8D10104 Pharmacy during the 2023-2024 academic year should increase the number of specialized laboratory classrooms for the formation of practical skills.

3. The leadership of the University and EP 6B10102 Pharmacy, EP 7M10121 Nursing (Quality Management) from the new academic year should promote the participation of faculty and students in academic mobility programs in the Republic and abroad and allocate appropriate resources for these purposes.

Conclusions of the EEC according to the criteria:

EP 6V10102 Pharmacy: strong positions - 0, satisfactory - 11, suggest improvements - 3, unsatisfactory - 0.

EP 7M10121 Nursing (Quality Management): strong positions - 0, satisfactory - 13, suggest improvements - 1, unsatisfactory - 0.

6.1.7. "Evaluation of the educational program" Standard***Evidential part***

al-Farabi KazNU has a system for monitoring the educational process and analyzing results, including systems for collecting data and automatically generating reports. Routine collection and analysis of data is carried out by the information system for automating the educational process "Univer 2.0".

At the level of the department (available to the head of the department and deputy head of the department for educational work) - 34 forms of reports on current progress and examination results; 4 forms for monitoring teaching materials, in addition to the fact that the quantity and quality of teaching materials can be tracked for each teacher and each group separately; reports on the contingent of students (6 main forms), reports on admission (admission committee); reports on teaching load; assessment and GPA reports, as well as student and teaching staff survey reports.

The university has created and successfully operates the System of Education Quality Assurance in al-Farabi KazNU. It is based on the European standards and guidelines of the European Association for Quality Assurance in Higher Education (ENQA).

The University has an education quality assurance policy and documented procedures for a quality management system that determine the required level of quality of educational services provided and ensure its achievement. <https://www.kaznu.kz/ru/20588/page/>

To ensure the quality of the educational process at the Faculty of Medicine, the EP Quality Committee was established, whose competence includes monitoring the quality of the development and implementation of educational programs and presenting methodological recommendations to the graduating departments and the Academic Council of the Faculty (<https://www.kaznu.kz/ru/20561/page/>).

Monitoring and evaluation of the quality of educational services at the University are carried out by the Center for Accreditation and Quality of Educational Programs. The University develops and implements a strategy to improve the quality of education within the framework of the Development Strategy of al-Farabi KazNU.

As part of the Center for Accreditation and Quality of Educational Programs Al-Farabi KazNU has a quality control service for educational programs. The purpose of the service is to control the quality of educational programs and the development of test forms of knowledge control of students at the University, the analysis of the quality of control tools in disciplines and their standardization.

The results of the session are discussed at the HSM methodological bureau and work is systematically carried out on the processing of syllabuses, methodological materials, CIS and the assessment system itself.

Students and other stakeholders make a key contribution to the formation of the policy and mechanisms of the university in the field of quality and standards. University teaching staff, both individually and in groups, take responsibility for improving the quality of teaching, while bachelors and masters, as adult students, take responsibility for their own learning.

Monitoring of the training sessions is carried out by the Center for Situational Management of the University.

All educational programs of the university, in the prescribed manner, undergo an external examination and are included in the national Register of educational programs.

Educational programs are focused on learning outcomes. All stakeholders, including students and employers, are involved in the process of developing educational programs and monitoring educational activities within the framework of the EP.

In order to control the quality of the development of the EP, the program undergoes an evaluation procedure within the university and is sent for external examination to representatives of employers, the public and the academic environment.

Also at the university there is a position of the EP coordinator (usually this is the EP developer), whose task is the operational management of the EP.

To monitor educational activities and provide a feedback system with students at al-Farabi KazNU, the results of several research projects conducted on a regular basis by the Center for Sociological Research and Social Engineering (CSR&SI KazNU named after al-Farabi) since 2010 are used. Every year the monitoring results are discussed at the Academic Council of the University.

Analytical part

EEC experts note that within the framework of the standard "Evaluation of the educational program" for accredited educational programs, during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard was revealed. Students, teaching staff and employees of the University have the right at any time to send their comments, complaints and suggestions on any issues related to the organization and quality of the scientific and educational process at the University through oral or written appeals addressed to responsible persons.

Having analyzed the work of the EP according to this standard, the commission notes that the university has an EP assessment system based on the use of various methods for collecting, processing and analyzing information in the context of the EP and the University as a whole. Data are given that testify to the involvement of the teaching staff, students and staff of the university in the process.

A survey of students and employers is being conducted, which was confirmed by the participants in the focus groups. The results containing the evaluation of educational programs are heard at extended meetings with the participation of heads of organizations of practical healthcare.

Strengths / best practice

There are no strengths in this standard.

EEC recommendations:

not according to this standard.

Conclusions of the EEC according to the criteria:

EP 6V10102 Pharmacy: strong positions - 0, satisfactory - 9, suggest improvements - 0, unsatisfactory - 0.

EP 7M10121 Nursing (Quality Management): strong positions - 0, satisfactory - 9, suggest improvements - 0, unsatisfactory - 0.

6.1.8. "Management and Administration" Standard

Evidential part

Management of KazNU is carried out in accordance with the legislation of the Republic of Kazakhstan and the Charter of the University on the principles of unity of command and collegiality.

The responsibility of the academic management regarding the development and management of the educational program is studied and evaluated on the basis of an analysis of the fulfillment of the goals and objectives of the strategic plan, internal audit reports, and the results of the work of internal and external commissions.

The university policy provides for constant analysis and evaluation of the quality of educational activities through a systematic analysis of the QMS, monitoring feedback from service consumers to determine their degree of satisfaction and modernizing the communication system at the university. Analysis of the QMS allows you to assess the opportunities for improvement and the need for changes in the quality management system, identify existing problems and develop a system of measures to improve it and the need for changes.

According to the results of an independent assessment conducted by the reputable international rating agency Quacquarelli Symonds (QS), Al-Farabi Kazakh National University was highly rated and became the first and only university in the Central Asian region to receive “5 stars” of excellence in the international rating “QS Stars”. Rating System. The QS Stars system provides an in-depth assessment with detailed descriptions and extensive data.

Al-Farabi KazNU occupies a leading position among Kazakhstani universities in national rankings. Transforming into a world-class research university, KazNU is successfully advancing both in global and subject rankings of world universities. So, in 2022, according to the results of the QS global ranking, the leading Kazakh university took 150th place in the list of the best universities in the world. Of the CIS countries, this group included only Moscow State University. Lomonosov and al-Farabi KazNU. Such a high position of the university requires maintaining a high level of requirements for new educational programs. For HSM as the youngest school, the ambitious task is to develop and implement a new model of the school of medicine that meets the needs of the national healthcare system and the requirements of the international educational and socio-cultural environment and the challenges of our time. Therefore, the university strives not only to produce high-quality training of specialists and provide opportunities for retraining of personnel for healthcare in connection with the introduction of new innovative technologies in production, but also tries to achieve the greatest possible customer satisfaction.

The results of academic activity, the effectiveness of modern forms of management of the educational process are considered and discussed in the final reports of the rector, vice-rectors and heads of key structural units at annual traditional conferences.

Al-Farabi KazNU has a clear responsibilities and authority to provide the educational program with resources, including the target budget for training. KazNU, by its legal status, is a non-profit joint stock company that operates in the mode of financial and economic self-government.

All financial resources of KazNU are aimed at supporting educational, research activities and improving the infrastructure of an educational organization. The University has the opportunity, in accordance with regulatory documents, to independently direct financial resources to achieve the final learning outcomes.

Analytical part

The implementation of educational programs takes place at the departments that directly implement the cycle of basic and profile disciplines. For improving the quality of the educational program of the bachelor's degree 6B10102 Pharmacy and the educational program of the master's program 7M10121 Nursing (Quality Management) are the responsibility of the Academic Committee No. 13, the Quality Committee, the Academic Council.

The results of academic activities, the effectiveness of modern forms of management of the educational process, the prospects for further improvement of management and improving the quality of education are considered and discussed at meetings and conferences.

al-Farabi KazNU, within the framework of the Erasmus + LMQS project, opened on 14.03.2022 the first center of excellence for the development of the quality of medical services in

Kazakhstan in EP 7M10121 Nursing (Quality Management). The experience of foreign colleagues in risk management using new research will be used. Disciplines will be based on evidence-based nursing practice, so the undergraduate must use various databases to conduct scientific research. The Erasmus+ Center of Excellence is equipped with modern equipment using digital technologies.

The members of the EEC, based on the results of a survey of teaching staff and students, found that the vast majority of respondents highly appreciate the activities of the top management of the university and the administration of the medical faculty.

As a result of interviews with employers, the commission noted the constructive interaction of the healthcare sector with KazNU through joint participation in the development, implementation and updating of educational programs, providing data to students and teaching staff for scientific research.

At the same time, there is no complete and reliable information about educational programs and their achievements on the official website of the university and in the media..

Strengths / best practice

Availability of the Erasmus+ center of excellence for the development of the quality of medical services, equipped with modern equipment using digital technologies.

EEC recommendations

The management of the University and EP 6B10102 Pharmacy, EP 7M10121 Nursing (Quality Management) from the new academic year should publish on the official website and in the media complete and reliable information about the educational program, its achievements.

Conclusions of the EEC according to the criteria:

EP 6V10102 Pharmacy: strong positions - 0, satisfactory - 8, suggest improvements - 0, unsatisfactory - 0.

EP 7M10121 Nursing (Quality Management): strong positions - 1, satisfactory - 11, suggest improvements - 1, unsatisfactory - 0.

6.2.1. "Research Environment" Standard

Evidential part

The University carries out its activities on the basis of the Charter, local regulations, strategic development plan, developed in accordance with the regulatory and strategic documents adopted in the Republic of Kazakhstan.

The mission of Al-Farabi Kazakh National University NJSC is to form human resources - competitive and sought-after specialists in the national and international labor markets, to achieve a qualitatively new effect in the formation of citizens of the country and the world, and to promote the sustainable development of society through the transfer and enhancement of knowledge.

The mission of EP 8D10104 Pharmacy is to train competitive specialists with a high level of professional and human competence, who have advanced pedagogical, methodological and research skills in the field of pharmacy, who are able to independently determine new areas of research in order to solve the protection and provision of health; competitive in the domestic and international labor market in accordance with the needs and prospects for the development of the country and the region, having an active citizenship based on the ideas of peace, goodness and justice.

Information about the mission of the University and the EP is available to all interested parties (<https://kaznu.kz>).

The success of the EP doctoral studies in the specialty 8D10104 "Pharmacy" at the University is ensured by the presence of a strong and effective research environment that contributes to the development and formation of the research skills of PhD doctoral students.

The organization of a strong and effective research environment consists in a combination of a strong competence level of scientific supervisors and consultants, cooperation with leading medical research organizations and institutions in Kazakhstan, near and far abroad (List of international cooperation agreements on the University website <https://www.kaznu.kz/ru/19330/page/>).

The University provides conditions for the acquisition by future doctoral students of the necessary knowledge and competencies based on the study of basic and specialized disciplines, the formation of skills and abilities in the course of professional (pedagogical, research) practice and in the performance of research on approved topics of doctoral dissertations.

During the implementation of scientific and educational doctoral programs in the specialty 8D10104 "Pharmacy", a high quality of education was ensured by providing the necessary compulsory disciplines and components of choice (elective disciplines), performing scientific research, determining specific scientific goals and objectives by doctoral students, the correct choice of methodology and methods to achieve goals due to the presence of highly qualified scientific supervisors among the trainees represented by leading domestic and foreign scientists. So, for the scientific guidance of doctoral students and as scientific consultants, competent teachers with academic degrees and titles of the Republic of Kazakhstan are involved (Doctor of Pharmacy, Professor Datkhaev U.M. (Asfendiyarov KazNMU) is a scientific consultant of all 3-d doctoral students in the specialty "Pharmacy"), as well as leading scientists from foreign universities (University of Mississippi, USA, Al-Kut University College, Iraq) for the entire period of doctoral studies (3 years), regardless of the year of admission.

Educational classes in doctoral studies are carried out by persons who have a PhD degree. The highly professional level of teachers, supervisors, consultants of PhD-doctoral students is confirmed by the fact that 100% of the teaching staff involved in the educational process in the doctoral program in the specialty "Pharmacy" has a PhD degree, experience in both higher education and participation in the implementation of scientific -research projects of various levels. In addition, a number of teachers underwent scientific training in foreign universities in the field of study. Teachers regularly take long-term and short-term [foreign advanced training courses](#).

To develop the potential of students, exchange experience of teaching staff, a program of visiting professors is being implemented (the university was visited by 3 visiting professors from Holland, Germany, Bulgaria (<https://www.kaznu.kz/ru/22736/page/>), practitioners are invited to conduct guest lectures, seminars, master classes.

Leading teachers of KazNU, participating in conducting classes in the disciplines of the educational program of doctoral studies and / or being scientific consultants for doctoral dissertations; have the required Hirsch index, an active citation index of a scientist according to Google Academy, national agencies in the Republic of Kazakhstan and the CIS countries: they are published in Web of Science publications, in publications with a non-zero impact factor according to the Clarivate Analytics Web of Science and Scopus databases, they have scientific patents for inventions.

All scientific research at the university is carried out in accordance with international ethical standards and approved by the relevant and competent ethics committees. To solve these problems, the university has a code of ethics for scientists (approved by the vice-rector for scientific and innovative activities on September 15, 2020).

In order to protect the health and well-being of individuals participating in research, to create guarantees for their safety and respect for fundamental rights, the Ethics Committee of the Faculty of Medicine and Healthcare (www.kaznu.kz) has been functioning at the university since 2016 (www.kaznu.kz).

The implementation of the EP "Pharmacy" at the university is provided by the Department of Fundamental Medicine, which occupies a building with a total area of over 5000 sq.m (96 Tole bi str.), where there are 33 general and special classrooms, an assembly hall for 85 seats, 3 lecture classrooms, educational (simulation) pharmacy, 15 office rooms, canteen (self-assessment report, p. 40).

The university library is located on campus. The library is equipped with wireless Internet access (Wi-Fi). Books are issued using RFID tags and through RFID cards. All halls of the library are equipped with special equipment for organizing Internet broadcasts, multimedia interactive stands, projection screens, electronic flip charts, TVs, laptops. The classic reading room (780 seats) is equipped with automatic book lending/return systems, mobile RFID stations (RFID readers or RFID readers) for inventory, electronic shelves using QR codes, a multifunctional planetary scanner and MFD, bookcrossing bookshelves, information kiosks, portable chargers Power Bank.

For the implementation of the EP, the university has sufficient information resources. The University operates the Information System "UNIVER", which allows you to automate many processes. The subsystem "Management of educational and methodological support" is designed to download and view EMCD files, syllabuses, educational literature, links to electronic information resources. The information-analytical system "Nauka" is integrated with the UNIVER system. This system is designed to automate accounting, analysis and monitoring of the results of research and innovation activities of the university and affiliated scientific organizations. The Al-Farabi electronic library system is integrated into Univer2.0, so the student can enter it from a single personal account. Students and teachers of the library have unlimited access to e-books of the world's largest publishers in the EBooks format. The presence of links to the relevant resource, the module specifically to the topic of the lesson (so that the student does not waste time searching for the necessary information) is placed in the EMCD (syllabus) and duplicated in the course of the discipline in MOODLE and / or Classroom (self-assessment report, p. 50).

For the implementation of the EP in the specialty Pharmacy, the University has a material and technical base that complies with the current fire rules and regulations and provides for all types of disciplinary training, practical and scientific work of students, provided for by the curriculum and extracurricular activities. Thus, the available resources and capabilities of the university meet the requirements of the market.

Analytical part

The research environment of NJSC "KazNU" is represented by the scientific and innovative infrastructure of the University, which includes: 2 scientific laboratories for collective use, 8 accredited laboratories, a [science and technology park](#), a commercialization office, a [business incubator](#), start-up companies and small innovative enterprises. In accordance with the development program of the university, structural divisions have at their disposal a [single base of research equipment](#).

The report does not contain information about the implementation of scientific projects that correspond to the goals and objectives of the EP of doctoral studies "Pharmacy". There is also no data on the implementation of joint educational programs in the specialty "Pharmacy" with partner universities.

To perform research work, doctoral students were granted access to information educational resources. The student and staff have access to subscription databases and unlimited access to electronic books of the world's largest publishers (EBooks) in the EBSCO, Springer, Elsevier databases, as well as to the Polpred full-text database, the IPRbooks electronic library system, domestic databases "Zan - Zakon" , "Epigraph" (<http://elibrary.kaznu.kz/ru>).

The material resources available at the university are used responsibly in order to adequately implement the fulfillment of the goals set by the mission.

EEC members note that at meetings with focus groups (students and teaching staff) on Pharmacy EP, students confirmed the mission of the university and EP through the official website

of the university <https://kaznu.kz>, in general, they could formulate the mission of the EP in their own words. Focus groups of employers and alumni at meetings with EEC members answered that they knew about the existence of the mission of the University and the EP, that they were posted on the site, but they themselves did not take part in its formation.

Strengths / best practice

There are no strengths in this standard.

EEC recommendations

1. The management of the EP in the 2023-2024 academic year should ensure the implementation of scientific research by doctoral students within the framework of scientific projects funded or initiated, registered as scientific projects without IRN (individual registration number) at the National Center for State Scientific and Technical Expertise (NCSTE).

2. The management of the university and the EP should study the possibilities and within 2 years to develop and implement joint EP doctoral studies in the specialty "Pharmacy" with partner universities to obtain the possibility of awarding the degree of Doctor of PhD from two universities.

Conclusions of the EEC according to the criteria: strong positions - 0, satisfactory - 4, suggest improvements - 2, unsatisfactory - 0.

6.2.2. "Results of training" Standard

Evidential part

The tasks of EP 8D10104 "Pharmacy" are formulated in accordance with the requirements of state education standards, the needs of the state and the market, the strategy of the university, the requests of employers and the wishes of students, based on the study of problematic issues of theoretical and practical pharmacy.

EP 8D10104 "Pharmacy" is compiled taking into account the social expectations of the society for the intellectual, personal behavioral qualities and skills of the graduate, which determine his readiness for independent living, productive professional activity in modern market relations in society: the EP contains lists of expected learning outcomes, which allows you to track a clear connection between general competencies at the output, learning outcomes and disciplines presented in the EP.

The final learning outcomes of the EP of the doctoral program "Pharmacy" are based on the key competencies of the EP: http://esuvo.platonus.kz/#/register/education_program/application/41034).

The responsibility of the administration and teaching staff in the preparation of the educational program is ensured through the procedure for reviewing and approving these programs at the cathedral meeting, AC, which is confirmed by the minutes of meetings at the appropriate levels. The departments are also given the freedom to change and supplement the program, which also allows the university to make appropriate adjustments to the educational program.

Information about the content of the doctoral study program is communicated to interested parties by posting on the website [FMKaznu - Фармация \(med-kaznu.com\)](http://FMKaznu.com).

Analytical part

The EP of doctoral studies 8D10104 "Pharmacy", submitted for specialized accreditation, along with theoretical training, includes practical training for doctoral students, namely, the passage of various types of professional practices (pedagogical practice - 2 credits and research

practice - 3 credits for PhD students) and scientific internships in accordance with the approved academic calendar.

Pedagogical practice is aimed at the formation and improvement of teaching skills in higher education.

The content of research practice is determined by the specialty of study, the topics of research work of a doctoral student and supervisor and aims to master the skills of planning and conducting scientific research, processing and analyzing the data obtained, preparing scientific documentation and preparing scientific publications.

In general, the PhD program "Pharmacy" at the University is structured in such a way as to provide a holistic systemic understanding of the processes of research and teaching and teach how to use modern tools to solve strategic and tactical tasks that are universal throughout the world.

Doctorate graduates of the EP doctoral studies have the opportunity to realize themselves in the following areas of professional activity: pharmaceutical education, pharmaceutical science and pharmaceutical practice.

The activities of intra-university supporting structural units are aimed at providing the infrastructure for the learning process.

KazNU has institutional autonomy in relation to: the development of an educational program and the use of allocated resources necessary for the implementation of the EP. Freedom in the preparation of the educational program is achieved through the university component (elective disciplines).

However, in the presented curriculum of the doctoral study program, in the section "Elective Components" and in the catalog of disciplines, there are no alternative elective disciplines that could provide the doctoral candidate with the freedom to choose elective disciplines.

At the same time, it should be noted that the system of training scientific personnel at the University is ready to adapt to changing conditions in the education system, such as changing existing regulations, the emergence of a new legislative field, updating and restructuring the pharmaceutical industry, having a highly qualified teaching staff and maintaining a constant cooperation with the professional environment.

Strengths / best practice

There are no strengths in this standard.

EEC recommendations

By the beginning of the 2023-2024 academic year and on an ongoing basis, the management of the EP should prepare a mechanism for providing doctoral students of the 2nd year of study with a free choice of elective disciplines, without changing the trajectory of education.

Conclusions of the EEC according to the criterion: strong positions - 0, satisfactory - 4, require improvement - 1, unsatisfactory - 0.

6.2.3. "Policy and criteria for the selection of applicants" Standard

Evidential part

The University has developed, annually reviewed and approved by the decision of the Board of Directors "Rules for admission to study at NJSC "KazNU". This document defines clear rules on the process of selecting doctoral students in accordance with the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "Model rules for admission to study in educational organizations implementing educational programs of higher and postgraduate education" <https://welcome.kaznu.kz/ru/>,

<https://welcome.kaznu.kz/en/17999/page>. The last document was approved on June 16, 2021, protocol No. 4.

EP 8D10104 "Pharmacy" is included in the register of educational programs of the Ministry of Education and Science of the Republic of Kazakhstan [ESUVO \(platonus.kz\)](https://esuvo.platonus.kz).

The number of places for admission to the doctoral program "Pharmacy" is determined by the graduating department of fundamental medicine. Every year, an application is submitted to the relevant structural unit of the university from the dean's office of the Faculty of Medicine and Healthcare for the required number of PhD doctoral students.

The implementation of the Policy for the selection and admission of applicants for doctoral studies for the relevant dean's offices, including for the dean's office of the Faculty of Medicine and Health, is coordinated by the Department of Science and Innovation Activities of Al-Farabi KazNU.

Persons who have a master's degree and work experience of at least 1 (one) year or who have completed residency training in medical specialties and work experience of at least 3 (three) years are admitted to doctoral studies on a competitive basis in accordance with the rules for admission to master's and doctoral studies PhD at NJSC "al-Farabi KazNU".

The University has defined requirements for the level of preparation of applicants: the previous level of education of persons wishing to master the educational programs of doctoral studies in the specialty "Pharmacy": postgraduate education in the profile of training corresponding to the profile of doctoral studies.

The formation of a contingent of doctoral students is carried out through budget financing, placement of a state order for training, as well as payment for education at the expense of citizens' own funds and other sources.

Analytical part

According to the standard "Policy and criteria for the selection of applicants", the Policy for admission of applicants to the PhD doctoral program in the specialty 8D10104 "Pharmacy" meets the requirements of stakeholders, taking into account the changing conditions in the health care of the country and the economy as a whole, the need for human resources, changes in the system of postgraduate education.

Strengths / best practice

There are no strengths in this standard.

EEC recommendations

not according to this standard

Conclusions of the EEC according to the criteria: strong positions - 1, satisfactory - 7, suggest improvements - 0, unsatisfactory - 0.

6.2.4. "Study Program" Standard

Evidential part

The EP of doctoral studies in the specialty 8D10104 "Pharmacy" implemented in NJSC "KazNU" is an approved set of modules necessary for awarding the degree of PhD, based on a competence-oriented model of education, which has a scientific and pedagogical focus. The content of the EP involves fundamental educational, methodological and research training and in-depth study of disciplines in the relevant areas of science for the system of higher and postgraduate education and the scientific field.

EP 8D10104 "Pharmacy" developed in 2020 was revised and approved in April 2022. When developing the EP, the following were taken into account: staffing, provision of the EP with

information resources, material and technical support, provision with bases of practices, on-site training, information support for the implementation of the EP, methodological support for the implementation of the EP. At the university, the formation, discussion and approval of the EP takes place in accordance with the standard operating procedure. All supporting documents are available on the website of the university and its internal portal (the report contains all links to electronic sources).

The implementation of the EP in the specialty 8D10104 "Pharmacy" is carried out in accordance with the curriculum (CU), individual curriculum (IC), EMCD. The doctoral student is offered a choice of 3 modules (trajectories) for training. For each area of training, a catalog of elective disciplines has been compiled, i.e., an elective component has been introduced for the cycle of basic and for cycles of major disciplines. Elective courses have a professional orientation, which enables students to have an individual educational trajectory of learning, that is, taking into account their scientific and practical specialization. The preparation of doctoral students is carried out in accordance with the chosen path of study.

During the study, doctoral students receive teaching skills at the university, participation in grant research, presentation of research results for academic and non-academic audiences.

In order to ensure the importance of the research work of the future doctoral candidate for mastering part of the educational component of the doctoral program and conducting research in the program, an internship is planned in foreign educational and scientific institutions 1 time during the period of study.

In the course of monitoring the volume of research done by a doctoral student, planned and current control over the progress of its implementation is implemented.

Analytical part

The EP of doctoral studies implemented at KazNU in the specialty 8D10104 "Pharmacy" was developed in accordance with the State Compulsory Standard of Postgraduate Education, the purpose and objectives of the EP were defined, and the learning outcomes were formulated. All information on the structure, content, duration of doctoral studies, etc. in this specialty is available on the University's website in the [Doctoral program | Kazakh National University named after al-Farabi \(kaznu.kz\)](#).

To implement the EP, the doctoral student after enrollment is offered a choice of 3 modules for training, that is, 3 trajectories, which are mentioned above in Standard 2. However, it should be noted that according to the trajectory (module) chosen by the doctoral student, EPs are developed according to the EP for the entire period of study. For each area of training, a catalog of elective disciplines (CED) was compiled and approved. At the same time, a doctoral student, as mentioned above in Standard 2, can master only those elective disciplines that are approved in the CED for the selected module.

The participation of a wide range of stakeholders in the evaluation and improvement of educational programs at KazNU is provided by authorized bodies in the field of education and health (MH RK, MES RK), public representatives, professional organizations, as well as employers and persons and structures responsible for education. Constant feedback is provided in the form of questionnaires and interviews, participation in various events of KazNU.

However, the EEC did not find evidence (supporting documents) of the participation of students, in particular doctoral students in the specialty "Pharmacy" in the development of the EP or at the stage of strengthening and evaluating the program.

The EEC also notes the question of the advisability of forming a dissertation council in the specialty "Pharmacy" to review the thesis, the results of scientific research, and assess the progress of the student and his achievements. This Council will undoubtedly serve as an indicator of the support of doctoral students of the university.

Strengths / best practice

There are no strengths in this standard.

EEC recommendations

1. The management of the university during the 2023-2024 academic year should form a dissertation council in the direction 8D10104 Pharmacy.

2. The management of the EP in the 2023-2024 academic year and on an ongoing basis should introduce doctoral students of the EP in the specialty "Pharmacy" to the committee for quality assurance of educational programs to discuss the content of the EP.

Conclusions of the EEC according to the criteria: strong positions - 0, satisfactory - 11, suggest improvements - 2, unsatisfactory - 0.

6.2.5. "Scientific supervising" Standard***Evidential part***

To supervise and control over the implementation of the thesis in NJSC "al-Farabi KazNU" scientific advisers are appointed to the doctoral student within two months after enrollment. The supervising of doctoral students for the degree of Doctor of Philosophy (PhD) is carried out by consultants in the amount of at least 2 people, one of whom is a scientist from a foreign university that meets the requirements of the Ministry of Education and Science of the Republic of Kazakhstan. Candidates for scientific consultants are discussed and approved at a meeting of the profile department, the Academic Council of the Faculty and the Academic Council of the University, approval is carried out in accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 391 dated June 17, 2015, qualification requirements, as amended by the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 231, dated 5.06.2020. and are issued by order of the rector of KazNU named after al-Farabi " (<http://adilet.zan.kz/rus/docs/V2000020827#z6>).

Scientific consultants are appointed by order of the rector on the basis of the decision of the Academic Council of the University. Scientific consultants are responsible for the observance of academic and industrial discipline by doctoral students, the implementation of an individual doctoral work plan and the timely submission of a thesis.

The teaching staff of the University, participating in the educational process in the EP of doctoral studies 8D10104 "Pharmacy" as scientific consultants, has a 100% degree. As in other universities, the scientific supervision of thesis of doctoral students is primarily assigned to full-time faculty and staff of the University, but in some cases, scientific advice is allowed by leading specialists from other organizations if the candidacies of scientific consultants meet the qualification requirements.

As scientific consultants for thesis in this specialty at NJSC "al-Farabi KazNU" also attracts leading scientists from far abroad in accordance with the concluded agreements on international cooperation.

Analytical part

The Self-Assessment Report in the Annexes contains lists of the leading teachers of the University who are involved in the implementation of the EP of doctoral studies in the specialty 8D10104 "Pharmacy" as a supervisor/scientific consultant. At the same time, the topics of doctoral dissertations, candidates for scientific consultants of PhD-doctoral students are preliminary considered at the specialized department, then approved at meetings of the Department for Science and Innovation and the Academic Council of the University, after which an appropriate order is issued. Analysis of the approved research topics showed that doctoral students' dissertations correspond to current health problems, the needs of the economy and the population.

Leading teachers of the University, approved as scientific supervisors and scientific advisers to doctoral students, regularly study at courses for scientific supervisors on the policy of implementing doctoral programs as part of the development of the scientific potential of doctoral students in the health care and medical education system, and also go on foreign internships.

However, as a result of reviewing the report and annexes to the self-assessment report, the EEC did not find information about specialized training programs for teaching staff and scientific consultants in the specialty "Pharmacy".

Strengths / best practice

There are no strengths in this standard.

EEC recommendations:

The management of the university in the 2023-2024 academic year and on an ongoing basis should provide specialized training programs for scientific consultants.

Conclusions of the EEC according to the criteria: strong positions - 0, satisfactory - 11, require improvement - 1, unsatisfactory - 0.

6.2.6. "Thesis" Standard

Evidential part

The University has approved the structure of a doctoral thesis as an internal documented procedure, including the requirements for the structural elements of a dissertation in accordance with the requirements of the Ministry of Education and Science of the Republic of Kazakhstan.

The list of documents to be submitted to the Dissertation Council is also defined (Regulations on the Dissertation Council of NJSC "al-Farabi KazNU", approved on 06/22/2021).

Doctoral students of the university reflect the results of their own research in scientific articles, which are then published in journals recommended by the Committee for Control in Education and Science (CCES) of the Republic of Kazakhstan, as well as in peer-reviewed scientific journals included in the Web of Science database (Clarivate Analytics) and / or Scopus and others. The results of doctoral dissertation research should be implemented in practical pharmacy (acts of implementation).

To ensure copyright protection when posting a dissertation on the university's Internet resources, technologies are used to protect against illegal copying and further use of dissertation materials. After the dissertation is posted on the university's Internet resource, changes in the dissertation text are not allowed.

The principle of academic honesty means that the dissertation author observes the rights and legitimate interests of other authors. This is determined by the Code of Ethics of the scientist al-Farabi KazNU (2020). For the dissertation work submitted to the Dissertation Council, the doctoral student must provide a certificate of checking the dissertation for plagiarism (the use by the doctoral student of borrowed material without reference to the author and source of borrowing).

Analytical part

At the University, according to the requirements of the CQAE ME RK, the design of a dissertation must comply with the requirements for scientific papers sent to print, while writing a dissertation and its public defense can be carried out in the state, Russian or English languages.

However, it should be noted that doctoral students in the specialty "Pharmacy" study only in the 2nd year, dissertations will be prepared and defended next year (in English).

Strengths / best practice

There are no strengths in this standard.

EEC recommendations:

not according to this standard.

Conclusions of the EEC according to the criteria: strong positions - 0, satisfactory - 8, require improvement - 0, unsatisfactory - 0.

6.2.7. "Dissertation Evaluation" Standard**Evidential part**

This standard describes the principles, procedures, methods and practices that are used at KazNU to evaluate the dissertation work of a PhD doctoral student. The main component of evaluating the effectiveness of teaching in doctoral studies is the evaluation of dissertations. The University has created an optimal environment for learning and uses material and research resources to the maximum to achieve the goals of scientific research. In addition, the University has concluded agreements with organizations designated as bases of practice and agreements for foreign internships in accordance with the specialty, covering the full period of doctoral studies to ensure conditions for performing certain fragments of scientific research at leading universities in the near and far abroad. (kaznu.kz).

Currently, the principles, methods and practice of assessing doctoral students are regulated by the Academic Policy of the Kazakh National University named after al-Farabi, developed, approved (2022) and published on the KazNU website.

Evaluation of the scientific activity of a doctoral student provides for the procedure for defending a doctoral dissertation in accordance with the Rules for awarding academic degrees, approved by order of the Minister of Education and Science of the Republic of Kazakhstan dated March 31, 2011 No. 127.

After the doctoral student has mastered the doctoral educational program and presented the dissertation, the department where the dissertation was carried out conducts a preliminary discussion of the dissertation at an extended meeting. Inter-departmental meetings to review the works (pre-defense / approbation) of PhD doctoral students will be organized and held with the additional involvement of scientists corresponding to the profile of the dissertation, the academic council of the faculty. Currently, the University consists of scientists who have the degree of Doctor / Candidate of Science and Doctor of Philosophy (PhD), or Doctor in profile, with at least 5 years of experience in research and scientific and pedagogical work, with at least 2 (two) articles and (or) reviews in peer-reviewed scientific journals, indexed in the Science Index Expanded Web of Science database and (or) having a Cite Score percentile in the Scopus database, and / or an h-index of at least 1.

Preliminary examination of the dissertation is carried out at a meeting of the department. For this purpose, the doctoral student submits a dissertation for registration to the Department of Training and Certification of Scientific Personnel of the University.

Before submitting a dissertation for preliminary discussion, a doctoral student must check the dissertation at the National Center for State Scientific and Technical Expertise (NCSTE) for technical design (standard control).

The chairman of the meeting of the department appoints reviewers (at least two specialists with a scientific degree in the field of the thesis being defended, and as a rule, having scientific articles in the field of doctoral research, one of them is a doctor of science) from among the university staff, who, based on the study of the content of the dissertation and publications of a doctoral student, submit a written review. This review should contain the following points: relevance of the research topic, scientific results and their validity, practical and theoretical significance of scientific results, completeness of publication of dissertation materials in print,

comments and suggestions. Reviews are issued to the doctoral student no later than 1 (one) day before the meeting of the department.

The conclusion on the dissertation on the recommendation or not recommendation for defense is drawn up in the form of an extract from the protocol of the scientific seminar of the department, signed by the chairman of the meeting, certified by the head of the department for training and certification of scientific personnel and approved by the vice-rector for scientific and innovative activities of the university.

If a dissertation is recommended for defense, the doctoral student must submit the following documents to the dissertation council in the specialty: an application addressed to the chairman of the dissertation council for admission to the defense; dissertation in hardcover in 3 copies and on electronic media (CD); abstract of the dissertation in three languages (at least 2 pages in each language - Kazakh, Russian, English) in electronic and printed form; reviews of scientific consultants (domestic and foreign), certified at the place of work. The translation of the opinion of a foreign consultant must be notarized. For dissertations containing state secrets, feedback from a domestic consultant; Minutes of the scientific seminar of the department, where the dissertation was carried out with a positive conclusion and a recommendation for defense, approved by the vice-rector for scientific and innovative activities; a list of scientific papers, certified by the academic secretary of the faculty, and copies of publications; a personal sheet certified by the personnel department of the university; an extract from the minutes of the meeting of the Academic Council of the faculty and an extract from the order on the approval of the topic of the dissertation and scientific consultants; extract from the order for admission to defense; copies of diplomas of higher and postgraduate education, annexes to them (copies of the transcript).

The criteria for evaluating the scientific work of a doctoral student are determined on the basis of the Rules for awarding degrees (Order of the Minister of Education and Science of the Republic of Kazakhstan dated March 31, 2011 No. 127).

University teachers who assess the knowledge and skills of doctoral students in the specialty "Pharmacy" regularly take advanced training courses at the Kazakh Medical University of Continuing Education (KazMUCE), the Higher School of Public Health (HSPH), the Republican Center for Health Development of the Ministry of Health of the Republic of Kazakhstan (RCHD) and other universities. KazNU invites visiting professors to train teachers, and also ensures the participation of teachers in scientific internships in countries near and far abroad.

The dissertation council makes a positive decision on the defense only if the documents and publications submitted by the doctoral student fully comply with the necessary requirements. Not later than 10 (ten) working days from the date of receipt of documents, the dissertation council determines the date of the defense and appoints official reviewers. The date of the defense is appointed no later than 3 (three) months from the date of receipt of the dissertation by the Council. At the same time, the order of receipt of documents of doctoral students is observed. Within 10 (ten) working days after acceptance for defense, the Council sends the dissertation to the NCSTE for verification of the use of the borrowed material by the doctoral student without reference to the author and the source of the borrowing (the doctoral student is responsible for the costs associated with obtaining this certificate). Not later than one month before the date of the defense on the Internet resources of the university are placed: announcement of the upcoming defense, the final version of the dissertation, a brief summary in the state, Russian, English languages.

The dissertation defense is considered successful if 2/3 (two thirds) or more of the dissertation council members who participated in the meeting voted for a positive decision. If less than 2/3 (two thirds) of the members of the dissertation council who participated in the meeting voted for a positive decision, a negative decision is made.

A doctoral student may file an appeal against a negative decision of the dissertation council. The appeal is filed in any form, within 2 (two) months from the date of defense of the dissertation addressed to the rector. Within 10 (ten) working days from the date of filing an application for appeal, by order of the rector of the university, an independent appeal commission is created,

which includes 3 specialists with a degree in the relevant specialty. Scientific consultants, reviewers, members of the dissertation council cannot be members of the Commission. The Commission is guided in its activities by the Regulations on the Dissertation Council and the Rules for awarding degrees. The Commission considers the appeal, the dissertation, materials of the dissertation council for the defense of the dissertation and prepares an opinion on the results of the appeal within 30 (thirty) calendar days from the date of the Commission's establishment. The decision of the Commission within 5 (five) working days from the date of its adoption is communicated to the doctoral student and posted on the Internet resource of the university with access to it for at least 5 (five) months from the date of the decision. The Council, within 10 (ten) days after receiving the conclusion and a copy of the minutes of the meeting of the Commission, holds a meeting of the dissertation council with the invitation of the doctoral student and members of the commission, to make a final decision, taking into account the conclusion of the Commission. A dissertation on which a negative decision was made is submitted for re-defense, not earlier than one year after the day the dissertation was defended. When submitting a dissertation for re-defense, the Council appoints 3 (three) members of the dissertation council, who draw up a conclusion on the elimination of violations established earlier in the dissertation. The conclusion is posted on the Internet resource of the university at least 10 (ten) working days before the date of the second defense and is read out at the defense of the dissertation. Disputes not settled by the Regulations, including on the issues of refusal to award the degree of Doctor of Philosophy (PhD), Doctor in profile, restoration of the deadline for filing an appeal, are resolved in a judicial manner established by the legislation of the Republic of Kazakhstan.

At the university, the opening of a dissertation council in the specialty "Pharmacy" is planned for 2024 (self-assessment report).

Analytical part

The Dissertation Council of the University, no later than 10 (ten) working days from the date of receipt of the documents, determines the date for defending the dissertation and appoints two official reviewers who have an academic degree (Doctor of Science, Candidate of Science, Doctor of Philosophy (PhD), Doctor of Science) or an academic degree Doctor of Philosophy (PhD), Doctor of Philosophy or Doctor of Philosophy (PhD), Doctor of Specialization, having at least 5 (five) scientific articles in the field of doctoral research and 1 article in the field of research in the international citation systems Web of Science or Scopus.

By order of the rector, on the basis of the presentation of the Chairman of the Dissertation Council, at least two months before the date of defending the thesis, official reviewers are approved, and one of them should not be affiliated with the University. When appointing official reviewers, the principle of independence from each other of reviewers, scientific consultants is observed.

In the submitted reviews, official reviewers evaluate the compliance of the research topic with the directions of science development and (or) state programs, relevance, novelty, practical value, completeness of publications, compliance with the principles of independence, reliability, internal unity, academic honesty, and also give a preliminary conclusion on the possibility of awarding a degree Doctor of Philosophy (PhD), Doctor by profile in the relevant specialty.

The time between the submission of the dissertation to the Dissertation Council and the defense is determined as short as possible in order to ensure further employment for the doctoral graduate.

The practical stage or the stage of defending the dissertation work is documented in the minutes of the meeting of the Dissertation Council. The protocol is drawn up individually for each doctoral candidate. The minutes of the meeting of the Dissertation Council are stored in the archives of the university in accordance with the requirements of the Law of the Republic of Kazakhstan dated December 22, 1998 "On the National Archival Fund and Archives". In addition, the University provides a video recording of the dissertation defense.

The decision to defend a dissertation work, as well as to award a degree or a qualification, is made at a closed meeting by open voting by a simple majority of votes of the members of the Dissertation Council participating in the meeting. In case of an equal number of votes, the vote of the chairman of the commission is decisive..

Strengths / best practice

There are no strengths in this standard.

EEC recommendations

not according to this standard.

Conclusions of the EEC according to the criteria: strong positions - 0, satisfactory - 8, require improvement - 0, unsatisfactory - 0.

6.2.8. «Структура и управление школы» Стандарт

Evidential part

The School of Medicine is an educational, scientific and administrative structural unit that implements doctoral studies in the specialty "Pharmacy", develops the socio-cultural competencies of doctoral students, as well as manages all types of activities of the departments that implement the training of doctoral students in the educational program "Pharmacy". The organizational structures of the management of the EP contribute to the achievement of the mission and goals of the Faculty of Medicine and Health, maintain institutional efficiency and integrity, create and maintain an educational environment for learning, pedagogical and research training of doctoral students, contribute to the development of communication skills and research.

The dean's office of the faculty of medicine and health care is directly responsible for the organization and implementation of the educational process, the functioning of the EP in the specialty "Pharmacy". The dean's office coordinates the work in PhD doctoral studies, controls the academic and labor discipline in accordance with the normative and legal documents of the university. According to the organizational structure of NJSC "KazNU", the dean's office is supervised by the Vice-Rector for Academic Affairs (link: <https://www.kaznu.kz/ru/3318/page>). The issues of improving the EP are considered and discussed at the Academic Council of the Faculty.

Departments are the main educational and scientific structural units of the university that carry out educational, methodological and research work in one or more related / related disciplines, educational work among students, as well as the training of scientific and pedagogical personnel. The GSOM includes the following departments: fundamental medicine, clinical disciplines, clinical disciplines (link: <https://www.kaznu.kz/ru/19694/page/>). The tasks of the department are the implementation of educational, methodological, educational and research work and the constant improvement of the quality of educational services provided.

The main goal of the dean's office is to conduct continuous organizational, coordination and administrative work aimed at achieving the goals and objectives set for the dean's office.

The general management of the implementation of the EP is carried out by the Director of the Higher School of Medicine. The Director, at meetings with postgraduate students, maintains regular feedback on design issues when forming an IEP, planning scientific internships, academic mobility, etc., managing and evaluating doctoral programs (meetings with teaching staff, meetings, questionnaires).

The Academic Council, the Scientific and Methodological Council are a means of ensuring the transparency of decisions made in the educational program and management system. The activities of the Academic Council, based on the principles of publicity, provide an opportunity for broad public discussion and collective resolution of the issues under consideration, current

problems of the university and prospects for its development. (<https://www.kaznu.kz/ru/17216/page/>).

To ensure open discussion of problems and ideas for teaching doctoral students on the official website (link: <https://www.kaznu.kz/ru/20590/page/>) of the university, there is a rector's blog for all students (link <http://blog.kaznu.kz/>); once a year, a meeting of the rector with a contingent of university and postgraduate education is held. The site of the dean's office is posted on the university website (<https://www.kaznu.kz/ru/18610/page/>).

Analytical part

The Dean's Office of the Faculty of Medicine and Health is pursuing an active innovative policy aimed at creating the necessary conditions for practice-oriented training of students based on the integration of the educational process, scientific potential and practical healthcare.

Based on the monitoring results, corrective measures are taken, applications for the acquisition of resources for the educational, methodological, material and technical support of the educational process are developed, which are discussed and approved consistently at the relevant meetings of the department, the scientific and methodological council under the Academic Council. Questions on the educational program are submitted for discussion at the meeting of the department, academic council. The tool for ensuring transparency of the management system and decisions made on the educational program is the [Academic Committee](#) under the Academic Council (<https://www.kaznu.kz/ru/20560/page/>).

The University has developed a mechanism for interaction of NJSC “Al-Farabi KazNU” with the health sector: contracts and agreements were concluded with health authorities; contracts and agreements with healthcare organizations, etc.

It should be noted that the University has an information and software complex Univer.kaznu.kz (UNIVER) with an academic database, which is designed to automate the management of processes (educational, administrative, organizational, accounting and analytical) in educational institutions of all levels, based on the use standardized electronic documents by departments and the introduction of new educational information technologies in the process of managing the educational process (https://it.kaznu.kz/?page_id=847).

However, there is a need to structure the information on the main website of the university and constantly update the section on doctoral studies.

Strengths / best practice

There are no strengths in this standard.

EEC recommendations:

By the beginning of the 2023-2024 academic year, the management of the university should structure information on the main website of the university. The management of the EP should develop and post on the University website (in the section on doctoral programs) a program for quality assurance and regular evaluation of the doctoral program and constantly update the section on the EP of doctoral studies.

Conclusions of the EEC according to the criteria: strong positions - 0, satisfactory - 4, require improvement - 1, unsatisfactory - 0.

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

7.1.1 "Mission and results" standard

EP 7M10121 Nursing (Quality Management) was developed as part of the Erasmus + LMQS project, the experience of foreign colleagues in risk management was used using new research, new modules and disciplines were defined.

7.1.2 "Educational program" Standard

There are no strengths in this standard.

7.1.3 "Student Assessment Policy" Standard

There are no strengths in this standard.

7.1.4 "Students" Standard

Availability of a comprehensive student support program at the Keremet Student Service Center.

7.1.5 "Academic Staff/Teachers" Standard

There are no strengths in this standard.

7.1.6. "Educational Resources" Standard

There are no strengths in this standard.

7.1.7 "Evaluation of the educational program" Standard

There are no strengths in this standard.

7.1.8 "Management and Administration" Standard

Availability of the Erasmus+ center of excellence for the development of the quality of medical services, equipped with modern equipment using digital technologies.

7.2.1. "Research Environment" Standard

There are no strengths in this standard.

7.2.2. "Results of study" Standard

There are no strengths in this standard.

7.2.3. "Policy and criteria for the selection of applicants" Standard

There are no strengths in this standard.

7.2.4. "Study Program" Standard

There are no strengths in this standard.

7.2.5. "Scientific supervising" Standard

There are no strengths in this standard.

7.2.6. "Thesis" Standard

There are no strengths in this standard.

7.2.7. "Dissertation Evaluation" Standard

There are no strengths in this standard.

7.2.8. "Structure and management of the school" Standard

There are no strengths in this standard.

(VIII) OVERVIEW RECOMMENDATIONS FOR QUALITY IMPROVEMENT

8.1.1 "Mission and Results" standard

To the management of the University and EP 7M10121 Nursing (Quality Management) from the new academic year, the mission of the EP should be posted on the website, brought to all interested parties and the healthcare sector.

8.1.2 Standard "Educational program"

There are no recommendations for this standard.

8.1.3 Standard "Student Assessment Policy"

There are no recommendations for this standard.

8.1.4. The "Students" Standard

There are no recommendations for this standard.

8.1.5 Standard "Academic staff/teachers"

The management of the University and EP 7M10121 Nursing (Quality Management) from the new academic year to ensure the passage of advanced training of teachers in nursing, research in the nursing, for further professional development in nursing on an ongoing basis.

8.1.6 Standard "Educational resources"

1. The management of the University and EP 6 In 102 Pharmacy, EP 8D10104 Pharmacy during the 2023-2024 academic year to equip the educational process with modern high-tech pharmaceutical equipment.
2. The management of the University and EP 6 In 102 Pharmacy, EP 8D10104 Pharmacy during the 2023-2024 academic year to increase the number of specialized laboratory classrooms for the formation of practical skills.
3. The management of the University and EP 6 In 102 Pharmacy, EP 7M10121 Nursing (Quality Management) from the new academic year to promote the participation of faculty and students in academic mobility programs in the Republic and abroad and allocate appropriate resources for these purposes.

8.1.7 Standard "Evaluation of the educational program"

There are no recommendations for this standard.

8.1.8 Standard "Management and Administration"

The management of the University and EP 6 In 102 Pharmacy, EP 7M10121 Nursing (Quality Management) from the new academic year to publish on the official website and in the media complete and reliable information about the educational program, its achievements.

8.2.1. Standard "Research environment"

1. In the 2023-2024 academic year, the management of the EP should ensure the implementation of scientific research of doctoral students within the framework of scientific projects funded or initiative, registered as scientific projects without an IRN (individual registration number) in the National Center for State Scientific and Technical Expertise (NCGNTE).

2. The management of the university and the EP to explore the possibilities and within 2 years to develop and implement joint EP doctoral studies in the specialty "Pharmacy" with partner universities to obtain the possibility of awarding a PhD degree from two universities.

8.2.2. Standard "Results of preparation"

The management of the EP by the beginning of the 2023-2024 academic year and on an ongoing basis to prepare a mechanism for providing doctoral students of the 2nd year of study with a free choice of elective disciplines, without changing the learning trajectory.

8.2.3. The Standard "Policy and criteria for the selection of applicants"

There are no recommendations for this standard.

8.2.4. Standard "Training Program"

1. The management of the University during the 2023-2024 academic year to form a dissertation council in the direction of 8D10104 Pharmacy.

2. The management of the EP in the 2023-2024 academic year and on a permanent basis to introduce doctoral students of the EP in the specialty "Pharmacy" to the committee on quality assurance of educational programs to discuss the content of the EP.

8.2.5. Standard "Scientific guidance"

The management of the University in the 2023-2024 academic year and on an ongoing basis to provide specialized training programs for scientific consultants.

8.2.6. Standard "Dissertation"

There are no recommendations for this standard.

8.2.7. Standard "Dissertation evaluation"

There are no recommendations for this standard.

8.2.8. Standard "School structure and Management"

The university management should structure the information on the main university website by the beginning of the 2023-2024 academic year. The management of the University should develop and post on the University's website (in the section dedicated to doctoral programs) a quality assurance program and regular evaluation of the doctoral program and constantly update the section dedicated to the doctoral program.

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

During the work of the EEC, which took place in a hybrid format, interviews were conducted with all participants in the educational process and structural units of the university.

Based on the results of face-to-face and online communication with the university administration, heads of structural divisions, teaching staff, students, employers, convincing data were obtained indicating the systematic nature of work to improve the quality of the educational

process, conditions for personal and professional growth, maintaining health, ensuring the safety of students, the work of teaching staff and other structures of the educational organization.

The CENTURY especially focuses on active work on the development of the system of academic mobility, improvement of the material and technical support of the educational process and information openness of educational programs.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the external expert commission came to the unanimous opinion that the educational programs 6B10102 Pharmacy, 8D10104 Pharmacy, 7M10121 Nursing (Quality Management), implemented by the Non-Profit Joint Stock Company "Al-Farabi Kazakh National University", can be accredited for a period of 5 years.

Application 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE" EP 6B10102 Pharmacy

| № II/II | № II/II | № crit. | EVALUATION CRITERIA | Position EO | | | |
|--|------------|------------|--|----------------|------------------------------|-------------------------------------|----------------------------|
| | | | | St ro ng | Sa tis fac tor y | Sugg ests impr ove ment | Uns atis fact ory |
| Standard 1 "MISSION AND RESULTS" | | | | | | | |
| 1.1 Mission definition | | | | | | | |
| The organization of education should: | | | | | | | |
| 1 | 1 | 1.1.1. | Define the mission of the EP and bring it to the attention of stakeholders and the health sector. | | + | | |
| 2 | 2 | 1.1.2. | the mission should reflect the goals and educational strategy that allow to prepare a competent specialist at the level of higher education in the field of healthcare with an appropriate basis for further career in any field of healthcare, including all types of practice, administrative medicine and scientific research in healthcare; able to perform the role and functions of a specialist in accordance with the established requirements of the healthcare sector; prepared for postgraduate education and committed lifelong learning | | + | | |
| 3 | 3 | 1.1.3. | To ensure that the mission of the EP includes research achievements in the field of biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and reflects the main international health issues. | | + | | |
| 1.2 Institutional autonomy and academic freedom | | | | | | | |
| The organization of education should: | | | | | | | |
| 4 | 4 | 1.2.1. | have institutional autonomy in order to develop and implement a quality assurance policy, for which the administration and teachers are responsible, especially with regard to the development of the educational | | + | | |

| | | | | | | | |
|--|----|--------|---|---|----|---|---|
| | | | program and the allocation of resources necessary for the implementation of the educational program | | | | |
| 5 | 5 | 1.2.2. | provide academic freedom for employees and students to implement an educational program and use the results of new research to improve the study of specific disciplines/issues without expanding the EP | | + | | |
| 1.3 Learning outcomes | | | | | | | |
| The organization of education should: | | | | | | | |
| 6 | 6 | 1.3.1. | to determine the expected learning outcomes that students should achieve upon completion of training in relation to achievements at the basic level in terms of knowledge, skills and professional relationships; the appropriate basis for a future career in any field of the healthcare industry; future roles in the healthcare sector; subsequent postgraduate training; lifelong learning commitments; the health needs of society, the needs of health care systems and other aspects of social responsibility | | + | | |
| 7 | 7 | 1.3.2. | ensure proper behavior of students in relation to classmates, teachers, medical staff, patients and their relatives | | + | | |
| 8 | 8 | 1.3.3. | publish the expected learning outcomes of the EP | | + | | |
| 9 | 9 | 1.3.4. | identify and coordinate the relationship of the learning outcomes required upon completion with those required in postgraduate study | | + | | |
| 10 | 10 | 1.3.5. | provide for the possibility of students' participation in research in the relevant field of health | | + | | |
| 11 | 11 | 1.3.6. | pay attention to the expected learning outcomes related to global health | | + | | |
| 1.4 Participation in the formulation of mission and learning outcomes | | | | | | | |
| The organization of education should: | | | | | | | |
| 12 | 12 | 1.4.1. | ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes | | + | | |
| 13 | 13 | 1.4.2. | ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders. | | + | | |
| Total | | | | 0 | 13 | 0 | 0 |
| Standard 2. EDUCATIONAL PROGRAM | | | | | | | |
| 2.1 Educational program model and teaching methods | | | | | | | |
| The organization of education should: | | | | | | | |
| 14 | 1 | 2.1.1. | define the EP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, and the qualifications to be assigned. | | + | | |
| 15 | 2 | 2.1.2. | use teaching and learning methods that stimulate, prepare and support students to take responsibility for the learning process | | + | | |
| 16 | 3 | 2.1.3. | ensure that the EP is implemented in accordance with the principles of equality. | | + | | |

| | | | | | | | |
|---|----|--------|---|--|---|--|--|
| 17 | 4 | 2.1.4. | develop learners' lifelong learning abilities | | + | | |
| 2.2. Scientific method | | | | | | | |
| The organization of education should: | | | | | | | |
| 18 | 5 | 2.2.1. | throughout the training program, to instill in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine | | + | | |
| 19 | 6 | 2.2.2. | provide for the possibility to include the results of modern scientific research in the EP | | + | | |
| 2.3 Basic biomedical sciences | | | | | | | |
| The organization of education should: | | | | | | | |
| 20 | 7 | 2.3.1. | to identify and include in the EP the achievements of basic biomedical sciences for the formation of students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and application in practice of clinical scientific knowledge | | + | | |
| 21 | 8 | 2.3.2. | to provide mechanisms for revising and updating the EP, taking into account the achievements of the achievements of biomedical sciences, reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system | | + | | |
| 2.4. Behavioral and Social Sciences, Medical/Pharmaceutical Ethics and jurisprudence | | | | | | | |
| The organization of education should: | | | | | | | |
| 22 | 9 | 2.4.1. | identify and include achievements in behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence in the EP | | + | | |
| 23 | 10 | 2.4.2. | to provide mechanisms for reviewing and updating the EP taking into account achievements, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health system; changing demographic and cultural context | | + | | |
| 2.5. Clinical/Pharmaceutical Sciences and Skills | | | | | | | |
| The organization of education should: | | | | | | | |
| 24 | 11 | 2.5.1. | identify and include in the EP the achievements of clinical/pharmaceutical sciences to ensure that students upon completion of training have acquired sufficient knowledge, clinical and professional skills to take appropriate responsibility in subsequent professional activities; | | + | | |
| 25 | 12 | 2.5.2. | to ensure that students spend a sufficient part of the program in planned contacts with patients, consumers of services in appropriate clinical/industrial conditions and gain experience in health promotion and disease prevention | | + | | |

| | | | | | | | |
|--|----|--------|---|--|---|--|--|
| 26 | 13 | 2.5.3. | determine the amount of time allocated to the study of the main clinical/specialized disciplines | | + | | |
| 27 | 14 | 2.5.4. | organize training with appropriate attention to the safety of the learning environment and patients, including monitoring of the actions performed by the student in the conditions of clinical/industrial bases | | + | | |
| 28 | 15 | 2.5.5. | provide for the possibility to change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system | | + | | |
| 29 | 16 | 2.5.6. | to ensure that each student has early contact with real patients, consumers of services, including his gradual participation in the provision of services and including responsibility: - in terms of examination and/or treatment of the patient under supervision in appropriate clinical conditions; - in the procedures of sanitary and epidemiological supervision in terms of inspection and/or inspection of the object under supervision, which is carried out in the relevant production bases (centers of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organizations and medical facilities); - in terms of advising the patient on the rational use of medicines, which is carried out in appropriate production conditions | | + | | |
| 30 | 17 | 2.5.7. | structure the various components of training in clinical, hygienic skills for monitoring environmental and industrial factors and other production skills in accordance with a specific stage of the training program. | | + | | |
| 2.6. Structure of the educational program, content and duration | | | | | | | |
| The organization of education should: | | | | | | | |
| 31 | 18 | 2.6.1. | describe the content, scope and sequence of disciplines/modules, including compliance with the appropriate ratio between basic biomedical, behavioral, social and clinical/profile disciplines. | | + | | |
| 32 | 19 | 2.6.2. | provide horizontal integration of related sciences and disciplines; | | + | | |
| 33 | 20 | 2.6.3. | to provide vertical integration of clinical/specialized sciences with basic biomedical and behavioral and social sciences | | + | | |
| 34 | 21 | 2.6.4. | provide an opportunity for elective content (electives) and determine the balance between the mandatory and elective part of the EP | | + | | |
| 35 | 22 | 2.6.5. | to determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice, occupational medicine, including aspects of the impact of the environment and man-made | | + | | |

| | | | | | | | | |
|---|----|--------|--|--------------|----------|-----------|----------|----------|
| | | | production loads, the social situation on the health of the population. | | | | | |
| 2.7. Program management | | | | | | | | |
| The organization of education should: | | | | | | | | |
| 36 | 23 | 2.7.1. | define procedures for the development, approval and revision of the EP | | + | | | |
| 37 | 24 | 2.7.2. | Identify a committee under the management of academic leadership responsible for planning and implementing the EP to ensure the achievement of expected learning outcomes. | | + | | | |
| 38 | 25 | 2.7.3. | to ensure the representation of teachers, students, representatives from other interested parties, including representatives from clinical, industrial bases, healthcare professionals involved in the learning process in the composition of the OO committee responsible for the EP. | | + | | | |
| 39 | 26 | 2.7.4. | to provide an opportunity to plan and implement innovations in the EP through the committee responsible for the EP | | + | | | |
| 2.8. Connection with medical/pharmaceutical practice and healthcare system | | | | | | | | |
| The organization of education should: | | | | | | | | |
| 40 | 27 | 2.8.1. | to ensure continuity between the EP and the subsequent stages of professional training or practical activity, which the student will begin at the end of training | | + | | | |
| 41 | 28 | 2.8.2. | take into account the specifics of the conditions in which graduates will have to work and modify the EP accordingly | | + | | | |
| | | | | Total | 0 | 28 | 0 | 0 |
| Standard 3. STUDENT ASSESSMENT POLICY | | | | | | | | |
| 3.1. Assessment methods | | | | | | | | |
| The organization of education should: | | | | | | | | |
| 42 | 1 | 3.1.1. | define and approve the principles, methods and practices used to evaluate students, including including the number of exams, criteria for establishing passing scores, grades and the number of allowed retakes; | | + | | | |
| 43 | 2 | 3.1.2. | ensure that assessment procedures cover knowledge, skills, attitudes and professional behavior | | + | | | |
| 44 | 3 | 3.1.3. | use a wide range of assessment methods and formats depending on their "utility assessment", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format | | + | | | |
| 45 | 4 | 3.1.4. | provide for the possibility of providing expertise of the process and methods of evaluation by external experts | | + | | | |
| 46 | 5 | 3.1.5. | demonstrate a willingness to ensure that assessment methods and results avoid conflicts of interest and uses a system of appealing student assessment results | | + | | | |
| 47 | 6 | 3.1.6. | provide for the possibility of providing an open evaluation procedure and its results, informing students about the criteria and evaluation procedures used | | + | | | |

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|--|----|--------|--|--------------|----------|-----------|----------|----------|
| 48 | 7 | 3.1.7. | provide for the possibility of documenting and evaluating the reliability and validity of assessment methods, as well as the involvement of external examiners | | + | | | |
| 3.2. The relationship between assessment and training | | | | | | | | |
| The organization of education should: | | | | | | | | |
| 49 | 8 | 3.2.1. | to use principles, methods and practices of assessment that are comparable with the planned LO and methods of teaching and learning, guarantee the achievement of the planned learning outcomes, facilitate the training of students, provide an appropriate balance of formative and final assessment for the direction of learning and decision-making on academic performance | | + | | | |
| 50 | 9 | 3.2.2. | provide for the possibility of adjusting the number and nature of exams in order to stimulate both the acquisition of knowledge and integrated learning | | + | | | |
| 51 | 10 | 3.2.3. | provide timely, specific, constructive and fair feedback to students based on the evaluation results | | + | | | |
| | | | | Total | 0 | 10 | 0 | 0 |
| Standard 4. STUDENTS | | | | | | | | |
| 4.1. Admission and Selection Policy | | | | | | | | |
| The organization of education should: | | | | | | | | |
| 52 | 1 | 4.1.1. | have a policy and implement admission practices based on the principles of objectivity and including a clear statement about the selection process of students | | + | | | |
| 53 | 2 | 4.1.2. | have a policy and implement the practice of admitting persons with disabilities | | + | | | |
| 54 | 3 | 4.1.3. | have a policy and implement the practice of transferring students from other educational institutions, including foreign ones | | + | | | |
| 55 | 4 | 4.1.4. | establish a link between the selection and the mission of the educational organization, the educational program and the desired quality of graduates; periodically review the admission policy | | + | | | |
| 56 | 5 | 4.1.5. | demonstrate readiness to use the system of appealing decisions on the admission of students | | + | | | |
| 4.2. Recruitment of students | | | | | | | | |
| The organization of education should: | | | | | | | | |
| 57 | 6 | 4.2.1. | determine the number of accepted students in accordance with the possibilities of the organization of education at all stages of the educational program | | + | | | |
| 58 | 7 | 4.2.2. | demonstrate readiness to regulate the number and contingent of accepted students, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole | | + | | | |
| 59 | 8 | 4.2.3. | provide for the possibility to periodically review the number and nature of accepted students in consultation with other stakeholders and regulate in order to meet the | | + | | | |

| | | | | | | | |
|---|----|--------|---|--------------|----------|-----------|----------|
| | | | health needs of the population and society as a whole | | | | |
| 4.3. Advising and supporting students | | | | | | | |
| The organization of education should: | | | | | | | |
| 60 | 9 | 4.3.1. | demonstrate the possibilities of using the system of academic counseling of students | | + | | |
| 61 | 10 | 4.3.2. | demonstrate readiness to offer students a support program aimed at social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counseling and support | + | | | |
| 62 | 11 | 4.3.3. | demonstrate readiness to use a feedback system with students to assess the conditions and organization of the educational process | | + | | |
| 63 | 12 | 4.3.4. | demonstrate readiness to provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript) | | + | | |
| 64 | 13 | 4.3.5. | to provide an opportunity to take into account the needs of different groups of students and to provide an opportunity for the formation of an individual educational trajectory | | + | | |
| 65 | 14 | 4.3.6. | demonstrate willingness to provide academic counseling, which is based on monitoring the student's progress and includes issues of professional orientation and career planning | | + | | |
| 4.4. Representation of students | | | | | | | |
| The organization of education should: | | | | | | | |
| 66 | 15 | 4.4.1. | have a policy and implement the practice of student representation and their proper participation in the definition of the mission, development, management and evaluation of the educational program and other issues related to students | | + | | |
| 67 | 16 | 4.4.2. | provide for the possibility of encouraging and assisting and supporting student activities and student organizations | | + | | |
| | | | | Total | 1 | 15 | 0 |
| Standard 5. ACADEMIC STAFF/TEACHERS | | | | | | | |
| 5.1. Recruitment and Selection Policy | | | | | | | |
| The educational organization should develop and implement a staff selection and recruitment policy that: | | | | | | | |
| 68 | 1 | 5.1.1. | defines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for the adequate implementation of the EP, including the proper ratio between teachers of medical, non-medical, pharmaceutical profiles, full-time or part-time teachers, as well as the balance between academic and non-academic staff | | + | | |
| 69 | 2 | 5.1.2. | takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research and "service" functions | | + | | |

| | | | | | | | |
|--|---|--------|---|--------------|----------|----------|----------|
| 70 | 3 | 5.1.3. | defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical, hygienic, pharmaceutical sciences. | | + | | |
| 71 | 4 | 5.1.4. | provides for the possibility in the selection and recruitment policy to take into account such criteria and features as attitude to the mission and economic opportunities of the educational organization, as well as significant features of the region | | + | | |
| 5.2. Personnel Activity and Development Policy | | | | | | | |
| The organization of education should develop and implement a policy of activity and staff development, which is aimed at: | | | | | | | |
| 72 | 5 | 5.2.1. | maintaining a balance of opportunities between teaching, research and "service" functions, ensuring recognition of worthy academic activities with proper emphasis on teaching, research and professional qualifications | | + | | |
| 73 | 6 | 5.2.2. | provision of sufficient knowledge by individual employees of the entire educational program, as well as training and advanced training of teachers, their development and evaluation | | + | | |
| 74 | 7 | 5.2.3. | the ability to take into account the ratio of "teacher-student" depending on the various components of the educational program | | + | | |
| 75 | 8 | 5.2.4. | career growth of staff | | + | | |
| | | | | Total | 0 | 8 | 0 |
| Standard 6. EDUCATIONAL RESOURCES | | | | | | | |
| 6.1. Material and technical base | | | | | | | |
| The organization of education should: | | | | | | | |
| 76 | 1 | 6.1.1. | demonstrate readiness to provide sufficient material and technical base to ensure adequate implementation of the educational program, as well as to create a safe learning environment for staff, students, patients and their relatives | | | + | |
| 77 | 2 | 6.1.2. | demonstrate readiness to improve the learning environment by regularly updating and expanding the material and technical base to meet changes in educational practice | | | + | |
| 6.2. Resources for practical training | | | | | | | |
| The organization of education should: | | | | | | | |
| 78 | 3 | 6.2.1. | 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 | | + | | |
| 79 | 4 | 6.2.2. | demonstrate a willingness to evaluate, adapt and improve the conditions of clinical/practical training to | | + | | |

| | | | | | | | |
|--|----|--------|--|--|---|--|--|
| | | | meet the needs of the population | | | | |
| 6.3. Information technology | | | | | | | |
| The organization of education should: | | | | | | | |
| 80 | 5 | 6.3.1. | develop and implement policies aimed at the effective and ethical use and evaluation of relevant information and communication technologies | | + | | |
| 81 | 6 | 6.3.2. | provide for the possibility of providing access to websites or other electronic media | | + | | |
| 82 | 7 | 6.3.3. | to provide teachers and students with access to relevant patient data and health information systems using existing and relevant new information and communication technologies for self-study, access to information, patient databases and work with health information systems | | + | | |
| 6.4. Research and scientific achievements | | | | | | | |
| The organization of education should: | | | | | | | |
| 83 | 8 | 6.4.1. | demonstrate willingness to use research activities and scientific achievements in the field of medicine, pharmacy as the basis for an educational program | | + | | |
| 84 | 9 | 6.4.2. | formulate and implement a policy that promotes the strengthening of the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the organization of education | | + | | |
| 85 | 10 | 6.4.3. | to provide for the relationship between scientific research and education is taken into account in teaching, encourages and prepares students for and participation in scientific research in the field of health | | + | | |
| 6.5. Expertise in the field of education | | | | | | | |
| The organization of education should: | | | | | | | |
| 86 | 11 | 6.5.1. | have a policy and put into practice access to educational expertise of processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels; develop and implement an expertise policy in the development, implementation and evaluation of educational programs, the development of teaching methods and evaluation | | + | | |
| 87 | 12 | 6.5.2. | demonstrate readiness to provide evidence of the use of internal or external educational expertise in the development of personnel, taking into account current experience in medical/pharmaceutical education and promoting the interests of personnel in conducting research in education | | + | | |
| 6.6. Exchange in the field of education | | | | | | | |
| The organization of education should: | | | | | | | |
| 88 | 13 | 6.6.1. | have a policy and implement the practice of national and international cooperation with other educational | | + | | |

| | | | | | | | |
|---|----|--------|---|----------|-----------|----------|----------|
| | | | organizations, including the mobility of staff and students, as well as the transfer of educational credits | | | | |
| 89 | 14 | 6.6.2. | demonstrate readiness to facilitate the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources for these purposes | | | + | |
| Total | | | | 0 | 11 | 3 | 0 |
| Standard 7. EVALUATION OF THE EDUCATIONAL PROGRAM | | | | | | | |
| 7.1. Monitoring and evaluation mechanisms of the program | | | | | | | |
| The organization of education should: | | | | | | | |
| 90 | 1 | 7.1.1. | have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and academic performance of students | | | + | |
| 91 | 2 | 7.1.2. | to develop and demonstrate the readiness to use an educational program evaluation mechanism that examines the program, its main components, students' academic performance, identifies and solves problems, ensures that the relevant evaluation results affect the EP | | | + | |
| 92 | 3 | 7.1.3. | demonstrate readiness for periodic evaluation of the program, comprehensively considering the educational process, components of the educational program, expected learning outcomes and social responsibility | | | + | |
| 7.2. Feedback from the teacher and the student | | | | | | | |
| The organization of education should: | | | | | | | |
| 93 | 4 | 7.2.1. | provide for the systematic conduct, analysis and response to feedback from teachers and students | | | + | |
| 94 | 5 | 7.2.2. | demonstrate willingness to use feedback results to improve the educational program | | | + | |
| 7.3. Educational achievements of students | | | | | | | |
| The organization of education should: | | | | | | | |
| 95 | 6 | 7.3.1. | demonstrate readiness to analyze students' academic performance in accordance with the mission and expected learning outcomes, training program and resource availability | | | + | |
| 96 | 7 | 7.3.2. | demonstrate readiness to analyze students' academic performance taking into account the conditions of their previous education, the level of training when entering the university; use the results of the analysis to interact with the structural unit responsible for selecting students, developing an educational program, advising students | | | + | |
| 7.4. Stakeholder engagement | | | | | | | |
| The organization of education should: | | | | | | | |
| 97 | 8 | 7.4.1. | demonstrate willingness to involve key stakeholders in the monitoring and evaluation of the educational program | | | + | |
| 98 | 9 | 7.4.2. | demonstrate readiness to provide interested parties with access to the results of the evaluation of the program, collect and study feedback from them about the | | | + | |

| | | | | | | | |
|---|----|--------|---|--------------|----------|----------|----------|
| | | | educational program | | | | |
| | | | | Total | 0 | 9 | 0 |
| Standard 8. MANAGEMENT AND ADMINISTRATION | | | | | | | |
| 8.1. Management | | | | | | | |
| The organization of education should: | | | | | | | |
| 99 | 1 | 8.1.1. | to define structural divisions and their functions, including relationships within the university | | + | | |
| 100 | 2 | 8.1.2. | to define committees in the management structure, their responsibilities, the composition reflecting the representation of the main and other stakeholders, ensuring transparency of the work of management bodies and their decisions | | + | | |
| 8.2. Academic leadership | | | | | | | |
| The organization of education should: | | | | | | | |
| 101 | 3 | 8.2.1. | describe the responsibilities of the academic leadership in defining and managing the educational program | | + | | |
| 102 | 4 | 8.2.2. | demonstrate a willingness to periodically evaluate academic leadership in relation to achieving their mission and expected learning outcomes | | + | | |
| 8.3. Training budget and resource allocation | | | | | | | |
| The organization of education should: | | | | | | | |
| 103 | 5 | 8.3.1. | have a clear distribution of responsibility and authority to provide resources for the educational program, including the target budget for training | | + | | |
| 104 | 6 | 8.3.2. | demonstrate readiness to allocate the resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs | | + | | |
| 105 | 7 | 8.3.3. | provide for the possibility to allocate resources independently, including remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources, take into account scientific achievements in the field of health and public health problems and their needs. | | + | | |
| 8.4. Administrative staff and management | | | | | | | |
| The organization of education should: | | | | | | | |
| 106 | 8 | 8.4.1. | demonstrate readiness to have administrative and professional staff to implement the educational program and related activities, ensure proper management and allocation of resources | | + | | |
| 107 | 9 | 8.4.2. | demonstrate readiness to ensure the participation of all departments of the educational organization in the processes and procedures of the internal quality assurance system | | + | | |
| 8.5. Interaction with the health sector | | | | | | | |
| The organization of education should: | | | | | | | |
| 108 | 10 | 8.5.1. | demonstrate readiness to engage constructively with the healthcare system and sectors of society and government related to health, including foreign | | + | | |
| 109 | 11 | 8.5.2. | demonstrate readiness to give official status to cooperation, including the involvement of employees | | + | | |

| | | | | | | | |
|--|----|--------|---|-----------------|----------|-----------|----------|
| | | | and trainees, with partners in the health sector | | | | |
| 8.6. Informing the public | | | | | | | |
| The organization of education should: | | | | | | | |
| 110 | 12 | 8.6.1. | provide for regular publication on the official website of the educational organization and in the media of complete and reliable information about the educational program, its achievements | | | + | |
| | | | | Total | 0 | 11 | 1 |
| | | | | Subtotal | 1 | 10 | 4 |
| | | | | | 5 | | |



**Appendix 2. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE" EP
8D10104 Pharmacy**

| № IIII | № | EVALUATION CRITERIA | The position of the organization of education | | | |
|---|------|---|---|--------------|----------------------|----------------|
| | | | Strong | Satisfactory | Suggests improvement | Unsatisfactory |
| Standard 1 "RESEARCH ENVIRONMENT" | | | | | | |
| The organization of education should: | | | | | | |
| 1 | 1.1. | to guarantee the availability of sufficient, accessible and relevant resources for conducting scientific research, including for independent educational and research work, the implementation of scientific projects that should be relevant and adequate to the goals and objectives of the doctoral/postgraduate program | | | + | |
| 2 | 1.2. | ensure that scientific research is carried out in accordance with international ethical standards and approved by the relevant competent ethics committee | | + | | |
| 3 | 1.3. | demonstrate evidence of readiness to provide students with the opportunity to perform a fragment of the program in another institution, including abroad | | + | | |
| 4 | 1.4. | demonstrate evidence of willingness to cooperate with other public organizations, laboratories, research centers and/or institutes to ensure high quality of doctoral/postgraduate programs | | + | | |
| 5 | 1.5. | demonstrate evidence of readiness to develop joint (dual) educational programs providing for the possibility of obtaining joint scientific degrees | | | + | |
| 6 | 1.6. | ensure that the mission includes medical research achievements in biomedical, clinical, behavioral and social sciences | | + | | |
| Total | | | 0 | 4 | 2 | 0 |
| STANDARD 2 "TRAINING RESULTS" | | | | | | |
| The educational organization must ensure that: | | | | | | |
| 8 | 2.1. | The doctoral/postgraduate educational program will provide applicants with the knowledge and skills that allow them to become competent researchers capable of conducting responsible, independent and original scientific research in accordance with the principles of best practices in research practice | | + | | |
| 9 | 2.2. | the content and results of the educational program take into account the interests and preferences of | | | + | |

| | | | | | | |
|---|------|--|----------|----------|----------|----------|
| | | doctoral/postgraduate students regarding further career growth, including outside of an academic or clinical institution | | | | |
| 10 | 2.3. | <ul style="list-style-type: none"> - the content and results of the educational program are aimed at acquiring such competencies as: - critical analysis and problem-solving ability, transfer of new technologies to practice and industry, synthesis of new ideas; - systematic understanding of the subject area on the topic of research and masterful knowledge of scientific research methods in their professional field; - ability to analyze data, design and perform original scientific research in the context of existing academic papers at a level that deserves publication in international peer-reviewed publications; - the ability to conduct scientific discussion, communicate with reviewers, the wider academic community and society as a whole in the field of professional competence; - the ability to disseminate and promote new knowledge in an academic and professional context, the introduction of technological, social and cultural achievements into society | | + | | |
| 11 | 2.4. | The doctoral/postgraduate training program is aimed at developing leadership, the ability to scientific leadership, project management, presentation and transfer of knowledge | | + | | |
| 12 | 2.5. | the expected results of the training of doctoral/postgraduate students in the field of biomedicine and healthcare are based on professional orientation, but in general they should coincide with the results of the training of doctoral /postgraduate students in other fields of science | | + | | |
| Total | | | 0 | 4 | 1 | 0 |
| STANDARD 3 "POLICY AND CRITERIA FOR THE SELECTION OF APPLICANTS" | | | | | | |
| The organization of education should: | | | | | | |
| 13 | 3.1. | have a policy and implement procedures for selecting candidates for a doctoral/postgraduate program based on the principle of transparent (open) competition | | + | | |
| 14 | 3.2. | demonstrate evidence of readiness to accept applicants based on their previous level of education that meets the requirements of the legislation | | + | | |
| 15 | 3.3. | <ul style="list-style-type: none"> - have pre-defined, published and consistently applied rules governing all periods of the "life cycle" of the program, including allowing you to evaluate: - the quality and realism of the scientific project that the applicant plans to perform; - the possibility of obtaining new scientific results that will be sufficient to write a dissertation of the | | + | | |

| | | | | | | |
|--|------|--|----------|----------|----------|----------|
| | | established quality during the period provided for by the program - degree of novelty and creativity of the scientific project - qualification of scientific consultants/supervisors - | | | | |
| | 3.4. | ensure that there are sufficient, accessible and appropriate support services for doctoral/postgraduate students | + | | | |
| 16 | 3.5. | to ensure that the program is implemented with an adequate level of resources necessary for the execution and completion of research work | | | | |
| 17 | 3.6. | demonstrate evidence of readiness during selection to evaluate the academic performance and research potential of the applicant | | | | |
| 18 | 3.7. | demonstrate evidence of readiness to provide a process in which research projects will be analyzed by a group of independent experts/reviewers in the form of a review of the written version of the project description or based on an evaluation of the oral presentation of the project | | | | |
| 19 | 3.8. | provide additional time to complete the program in cases where the candidate needs additional funding and simultaneously performs the duties of a doctor or teacher | | | | |
| Total | | | 1 | 7 | 0 | 0 |
| STANDARD 4 "TRAINING PROGRAM" | | | | | | |
| The organization of education should: | | | | | | |
| 20 | 4.1. | demonstrate evidence of readiness to define procedures for the development, approval and revision of the EP in accordance with the requirements of the legislation | | + | | |
| 21 | 4.2. | demonstrate evidence of readiness to implement training programs based on original research, courses and other activities that provide for the formation of analytical and critical thinking | | + | | |
| 22 | 4.3. | ensure that educational programs are carried out in accordance with the norms and requirements for quality control of education, and research is conducted under the supervision of supervisors /supervisors | | + | | |
| 23 | 4.4. | to ensure that educational programs form students' knowledge and skills in the field of ethics of scientific research and rules of proper conduct in conducting scientific research | | + | | |
| 24 | 4.5. | provide an opportunity for students to complete part of their research/program at another institution, including in other countries | | + | | |
| 25 | 4.6. | ensure that doctoral/postgraduate educational programs carried out in parallel with clinical or other professional training have the same/the same time for research and training that is provided for standard/other doctoral/postgraduate programs | | + | | |

| | | | | | | |
|--|-------|--|----------|-----------|----------|----------|
| 26 | 4.7. | demonstrate evidence of readiness to ensure the openness of the evaluation procedure and its results, inform students about the evaluation criteria and procedures used | | + | | |
| 27 | 4.8. | provide for the possibility of doctoral/postgraduate students taking appropriate educational courses in another organization or acquiring other experience | | + | | |
| 28 | 4.9. | provide leave at the place of work from clinical duties to complete training courses for doctoral/postgraduate students working as clinicians when different types of activity coincide | | + | | |
| 29 | 4.10. | demonstrate evidence of readiness to provide confidential counseling to students regarding the educational program, scientific counseling, as well as personal issues | | + | | |
| 30 | 4.11. | demonstrate evidence of readiness to form a committee/council to review the dissertation work and the results of scientific research to assess the progress of the student and his achievements | | | + | |
| 31 | 4.12. | ensure that student representatives interact with the school/faculty/university management regarding the management and evaluation of doctoral programs (postgraduate programs); encourage the participation of students and their organizations to strengthen the program | | | + | |
| 32 | 4.13. | demonstrate evidence of readiness to provide an appeal mechanism that allows students to challenge decisions concerning the educational program and the defense of the dissertation work | | + | | |
| Total | | | 0 | 11 | 2 | 0 |
| STANDARD 5 "SCIENTIFIC GUIDANCE" | | | | | | |
| The organization of education should: | | | | | | |
| 33 | 5.1. | to ensure that each doctoral/postgraduate student has a supervisor/consultant and, if necessary, a co-supervisor to cover all aspects of the program | | + | | |
| 34 | 5.2. | ensure that the number of doctoral/postgraduate students per supervisor is compatible with the workload of the supervisor | | + | | |
| 35 | 5.3. | have a policy and implement objective and transparent recruitment processes that guarantee the competence and qualifications of scientific supervisors and are active scientists in the relevant field | | + | | |
| 36 | 5.4. | demonstrate evidence of readiness that scientific supervisors regularly consult their doctoral/postgraduate students. | | + | | |
| 37 | 5.5. | have mechanisms (courses, seminars) aimed at training scientific supervisors and potential supervisors | | | + | |
| 38 | 5.6. | have a policy regulating the relationship between a supervisor (consultant) and a doctoral/postgraduate student based on the principles of mutual respect, | | + | | |

| | | | | | | |
|--|-------|--|----------|-----------|----------|----------|
| | | planned and coordinated shared responsibility, and the contribution of both to the implementation of scientific research | | | | |
| 39 | 5.7. | demonstrate evidence of readiness to determine the responsibility of each supervisor and have a documented policy of determining the rights and obligations of all supervisors | | + | | |
| 40 | 5.8. | to ensure that scientific supervisors have ample opportunities to introduce a doctoral/postgraduate student into the scientific community. | | + | | |
| 41 | 5.9. | to ensure that scientific supervisors have the opportunity to help and assist in the career development of doctoral/postgraduate students | | + | | |
| 42 | 5.10. | demonstrate evidence of readiness to ensure the conclusion of contracts with a description of the management process, responsibility, which is signed by the supervisor, doctoral student/graduate student and the administration of the NGO or faculty/school | | + | | |
| 43 | 5.11. | to ensure, when approving scientific supervisors, that the chief supervisor, at least, has experience in consulting doctoral/postgraduate students and/or formal training as a supervisor | | + | | |
| 44 | 5.12. | to provide that scientific supervisors can act as co-supervisors of doctoral students from other OOS both domestically and internationally | | + | | |
| Total | | | 0 | 11 | 1 | 0 |
| STANDARD 6 "DISSERTATION" | | | | | | |
| The organization of education should: | | | | | | |
| 45 | 6.1. | to ensure that the doctoral dissertation is the basis for assessing the acquisition by the doctoral student/postgraduate student of the skills of conducting independent, original and scientifically-based research and critical evaluation of the results of scientific research in this field | | + | | |
| 46 | 6.2. | demonstrate evidence of readiness to determine the period of study in doctoral/postgraduate studies, the result of which should be publications recommended by the committee/commission under the authorized body in the field of education and in internationally recognized peer-reviewed publications | | + | | |
| 47 | 6.3. | to ensure that the dissertation work meets the basic requirements for scientific research and includes a complete review of the literature on relevant topics, the purpose and objectives of the research, methodological apparatus, reliable results, discussion, conclusions and further prospects of research | | + | | |
| 48 | 6.4. | ensure that if the dissertation is presented in other formats, such as a one-man monograph, the evaluation committee must ensure that the scientific contribution is | | + | | |

| | | | | | | |
|--|------|--|----------|----------|----------|----------|
| | | equivalent to the dissertation (if it is acceptable in the country according to state requirements) | | | | |
| 49 | 6.5. | to encourage international recognition, provide for the writing and defense of dissertations in English, if this does not contradict national standards; abstracts/abstracts of dissertations should be published in English | | + | | |
| 50 | 6.6. | provide that the statements of co-authors should document that the doctoral student has made a significant and independent contribution to the publication during joint publications | | + | | |
| 51 | 6.7. | to provide for the publication of dissertations on the NGO website in a protected format; if copyright protection legislation does not allow the publication of dissertations on the website, the abstract of the dissertation should be publicly available | | + | | |
| 52 | 6.8. | to provide for the placement on the website of a brief abstract of the dissertation in the state language | | + | | |
| Total | | | 0 | 8 | 0 | 0 |
| STANDARD 7 "DISSERTATION EVALUATION" | | | | | | |
| The organization of education should: | | | | | | |
| 53 | 7.1. | demonstrate evidence of readiness to ensure the process of evaluating the dissertation work by reviewing the dissertation and public defense with the presentation of the results of the dissertation research in the form of a presentation | | + | | |
| 54 | 7.2. | to ensure that the degree of doctor/candidate of Sciences is awarded on the basis of the decision of the evaluation committee of the NGO, which evaluated the dissertation and the oral defense of the dissertation if the dissertation meets the requirements described in standard 6 | | + | | |
| 55 | 7.3. | demonstrate evidence of readiness to ensure that the evaluation committee consists of scientists actively conducting research that is not related to the research of a doctoral student/graduate student, a conflict of interest. At least two of the members of the evaluation committee must be representatives of other organizations | | + | | |
| 56 | 7.4. | to ensure that, in order to avoid a conflict of interest, scientific supervisors do not participate in the work of the evaluation committee | | + | | |
| 57 | 7.5. | to ensure that in case of a negative decision on the dissertation submitted in writing, the doctoral/postgraduate student has the right to finalize the dissertation, in case of a negative decision on oral defense, there is the right to change it (if it does not contradict local legislation). In some cases, the evaluation committee may reject the dissertation without the right to re-defense | | + | | |
| 58 | 7.6. | to ensure that the oral defense of the dissertation is an open, public procedure | | + | | |

| | | | | | | |
|---|------|---|----------|-----------|----------|----------|
| 59 | 7.7. | demonstrate evidence of readiness to implement the internationalization policy, including at least one representative from another country in the evaluation committee | | + | | |
| 60 | 7.8. | demonstrate evidence of readiness to evaluate competencies during the defense that the doctoral student/graduate student received during his/her doctoral/postgraduate studies | | + | | |
| Total | | | 0 | 8 | 0 | 0 |
| STANDARD 8 "SCHOOL STRUCTURE AND MANAGEMENT" | | | | | | |
| The organization of education should: | | | | | | |
| 61 | 8.1. | have a published quality assurance policy that is part of its strategic management; ensure that internal stakeholders should develop and implement this policy through appropriate structures and processes involving external stakeholders | | + | | |
| 62 | 8.2. | to provide a management structure for the doctoral/postgraduate program that is transparent and accessible to all stakeholders, corresponds to the mission and functions of the educational institution and ensures its stability | | + | | |
| 63 | 8.3. | ensure that relevant information is collected, analyzed and used to effectively manage the doctoral program | | + | | |
| 64 | 8.4. | demonstrate evidence of willingness to inform the public about their activities (including programs). The information provided must be clear, reliable, objective, up-to-date and accessible | | + | | |
| 65 | 8.5. | demonstrate evidence of readiness to open and constantly update on its website a section dedicated to doctoral/postgraduate programs in the state and English languages | | | + | |
| Total | | | 0 | 4 | 1 | 0 |
| SUBTOTAL | | | 1 | 57 | 7 | 0 |

**Appendix 3. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE" EP
7M10121 Nursing (Quality management)**

| № | № | EVALUATION CRITERIA | The position of the organization of education | | | |
|---|---|---------------------|---|--------------|----------------------|----------------|
| | | | Strong | Satisfactory | Suggests improvement | Unsatisfactory |
| Standard 1 "MISSION AND RESULTS" | | | | | | |

| | | | | | | |
|--|--------|--|---|---|--|---|
| 1.1. Mission definition | | | | | | |
| The organization of education should: | | | | | | |
| 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"> ▪ define a training program that allows you to prepare a specialist at the level of postgraduate education in the field of healthcare: ▪ competent in any field of medicine, including all types of medical practice, management and organization of healthcare; ▪ able to work independently at 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, audit, study of one's own practice and recognized activities in the NPR/NMO. | + | | | |
| 3 | 1.1.3 | ensure that the mission covers the 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 readiness to ensure and encourage the organization and conduct of scientific research of postgraduate students, as well as innovations 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 should: | | | | | | |
| 5 | 1.2.1. | to guarantee 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 should: | | | | | | |
| 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 the chosen branch 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. | to determine the general and specialty-specific (discipline) 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. | 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 should: | | | | | | |
| 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 | | | 1 | 10 | 1 | |
| Standard 2 "EDUCATIONAL PROGRAM" | | | | | | |
| 2.1 Learning approach | | | | | | |
| The organization of education should: | | | | | | |
| 13 | 2.1.1. | to determine the approach to training based on the expected learning outcomes and official certificates of qualifications provided as a 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-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. | ensure that the educational program is implemented in accordance with the principles of equality | | + | | |
| 17 | 2.1.5. | demonstrate evidence of readiness to guide the student through mentoring and regular evaluation and feedback, increase the degree of independent responsibility of the student as skills, knowledge and experience improve. | | + | | |
| 2.2 Scientific method | | | | | | |
| The organization of education should: | | | | | | |
| 18 | 2.2.1. | demonstrate evidence of readiness to inculcate the principles of scientific methodology to 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 getting acquainted 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. | demonstrate evidence of readiness to include in the EP official teachings on the critical evaluation of literature and scientific data, the results of modern scientific research; provide access to the student's research activities; in the EP to correct and change the content of scientific developments | | + | | |
| 2.3 Training content | | | | | | |
| The organization of education should: | | | | | | |
| 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. | organize an educational program with appropriate attention to patient safety | | + | | |
| 23 | 2.3.3. | demonstrate evidence of readiness to ensure the correction and introduction of changes in the EP to ensure the development of knowledge, skills and thinking of the various roles of the graduate and the compliance of the content of the EP with the changing conditions and needs of society and the health system | | + | | |
| 2.4 Structure of the educational program, composition and duration | | | | | | |
| The organization of education should: | | | | | | |
| 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 the performance of various roles in the healthcare system for the future graduate | | + | | |
| 2.5 The relationship between education and healthcare practice | | | | | | |
| The organization of education should: | | | | | | |
| 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 healthcare system for training purposes, including in terms of providing practice at the workplace, to ensure that such training is additional and does not comply with the requirements for the provision of health services | | + | | |
| 2.6 Training Management | | | | | | |
| The organization of education should: | | | | | | |

| | | | | | | |
|---|--------|---|----------|-----------|----------|--|
| 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. | provide for the inclusion in the planning and development of the educational program due representation from teaching staff, students and other key and relevant stakeholders. | | + | | |
| 30 | 2.6.3. | guarantee a variety of training places, coordinate numerous training places 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 | 18 | 0 | |
| Standard 3 "STUDENT ASSESSMENT POLICY" | | | | | | |
| 3.1 Evaluation methods | | | | | | |
| The organization of education should: | | | | | | |
| 31 | 3.1.1. | define and approve the principles, methods and practices used to evaluate students, including the number of exams, criteria for establishing 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. | guarantee the use of an additional set of methods and formats of 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. | ensure that the evaluation 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 uses a system of appealing student assessment results. | | + | | |
| 36 | 3.1.6. | demonstrate evidence of readiness to ensure the openness of the evaluation procedure and its results, inform students about the evaluation 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 should: | | | | | | |
| 38 | 3.2.1. | to guarantee the use of principles, methods and practices of assessment that are comparable with the planned RO and methods of teaching and learning, guarantee the achievement of the planned learning outcomes, facilitate | | + | | |

| | | | | | | |
|---|--------|---|----------|-----------|----------|--|
| | | the training of students, provide 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 readiness to provide timely, specific, constructive and fair feedback to students based on the assessment results | | + | | |
| Total | | | 0 | 10 | 0 | |
| Standard 4 “STUDENTS” | | | | | | |
| 4.1 Admission and selection policy | | | | | | |
| The educational organization should: | | | | | | |
| 41 | 4.1.1. | have an admissions policy and practice that is based on the principles of objectivity and includes a clear statement of the student selection process | | + | | |
| 42 | 4.1.2. | ensure a balance between learning opportunities and student acceptance; formulate and implement policies/rules for the selection of students according to established criteria | | + | | |
| 43 | 4.1.3. | have a policy and implement practices for the admission of students with disabilities in accordance with the laws and regulations in force in 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. | establish a connection between the selection and the mission of the educational organization, the EP and the desired quality of graduates, provide for an appeal mechanism for decisions on admission | | + | | |
| 46 | 4.1.6. | demonstrate evidence of willingness to use an appeals system for admission decisions, guarantee transparency in the selection process, periodically review admission policy based on relevant social and professional data to meet health and community needs | | + | | |
| 4.2 Number of students | | | | | | |
| The educational organization should: | | | | | | |
| 47 | 4.2.1. | determine the number of accepted students in accordance with the possibilities of organizing education at all stages of the educational program | | + | | |
| 48 | 4.2.2. | demonstrate evidence of willingness to periodically adjust the number and cohort 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 a willingness to periodically review the number and nature of student enrollment in consultation with other stakeholders and adjust to meet public health and societal needs as a whole | | + | | |

| 4.3 Advice and support for students | | | | | |
|---|--------|---|----------|-----------|----------|
| The educational organization should: | | | | | |
| 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 that addresses social, financial and personal needs by allocating appropriate resources and ensuring the 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 the qualifications obtained (diploma) and diploma supplements (transcript) | | + | |
| 54 | 4.3.5. | demonstrate evidence of readiness to take into account the needs of various groups of students and provide an opportunity for the formation of an individual educational trajectory | | + | |
| 55 | 4.3.6. | demonstrate evidence of willingness to provide academic counseling that is based on student progress monitoring and includes career planning; offers a student support program that addresses social, financial and personal needs; ensure confidentiality regarding advice and support, support in case of a professional crisis | | + | |
| 4.4 Student representation | | | | | |
| The educational organization should: | | | | | |
| 56 | 4.4.1. | have a policy and practice for student representation and their proper participation in defining the mission, developing, managing and evaluating the educational program, planning the conditions for students | | + | |
| 57 | 4.4.2. | demonstrate evidence of willingness to encourage learners to participate in decision-making about learning processes, conditions and rules. | | + | |
| Total | | | 0 | 17 | 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. | contains criteria for scientific, pedagogical and clinical/professional merit of applicants, including a proper balance between pedagogical, scientific and professional qualifications. | | + | |
| 59 | 5.1.2. | determines the responsibilities of teachers, including the balance between teaching, research and other functions, taking into account the mission of the EP, the needs of the education system and the needs of the healthcare system. | | + | |
| 60 | 5.1.3. | takes into account the required work experience | | + | |
| 61 | 5.1.4. | demonstrate evidence of readiness to determine the responsibility of the academic staff in terms of its participation in postgraduate education; determine the | | + | |

| | | | | | | |
|---|--------|--|---|---|---|--|
| | | level of remuneration for participation in postgraduate education; | | | | |
| 62 | 5.1.5. | ensure that teachers have practical experience in the relevant field, that teachers of subspecialties, if necessary, are approved for appropriate periods of study depending on their qualifications. | | + | | |
| 5.2 Commitment and employee development | | | | | | |
| The educational organization should develop and implement a policy for the activities and development of personnel, which is aimed at: | | | | | | |
| 63 | 5.2.1. | Ensuring that educators have enough time for teaching, advising and self-development | | + | | |
| 64 | 5.2.2. | existence of a structure responsible for the development of the academic staff, ensuring periodic evaluation of the academic staff | | + | | |
| 65 | 5.2.3. | development and implementation of a policy to support the academic staff on issues of pedagogy and advanced training for further professional development; 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 EP, taking into account the features that ensure close personal interaction and monitoring of students. | | + | | |
| <i>Total</i> | | | 0 | 8 | 1 | |
| Standard 6 "EDUCATIONAL ENVIRONMENT AND RESOURCES" | | | | | | |
| 6.1 Logistics and equipment | | | | | | |
| The educational organization should: | | | | | | |
| 67 | 6.1.1. | ensure that sufficient, accessible and appropriate learning resources are available | | + | | |
| 68 | 6.1.2. | demonstrate a willingness to improve the learning environment through regular renewal, 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 educational organization should: | | | | | | |
| 69 | 6.2.1. | 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/manufacturing bases; ● observation of the practice of students | | + | | |
| 70 | 6.2.2. | Demonstrate willingness in choosing a learning environment to ensure appropriate experience in all aspects of the chosen specialty, including training in the organization and management of health care and disease prevention | | + | | |
| 6.3 Information technology | | | | | | |

| The educational organization should: | | | | | |
|---|--------|--|--|---|---|
| 71 | 6.3.1. | develop and implement a policy aimed at the efficient and ethical use and evaluation of appropriate 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 educators and trainees have access to relevant patient data and health information systems using existing and appropriate new information and communication technologies for self-study, access to information, patient databases and work with health information systems | | + | |
| 6.4. Medical/Pharmacy Research and Scientific Achievements | | | | | |
| The educational organization should: | | | | | |
| 74 | 6.4.1. | demonstrate evidence of readiness 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 promote the relationship between 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. | ensure that the relationship between research and education is taken into account in teaching, encourages and prepares students to participate in health research | | + | |
| 6.5 Educational expertise | | | | | |
| The educational organization should: | | | | | |
| 77 | 6.5.1. | 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, university, interuniversity and international sociologists; develop and implement an examination policy in the development, implementation and evaluation of the educational program, the development of teaching and assessment methods | | + | |
| 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 education | | | | | |
| The educational organization should: | | | | | |
| 79 | 6.6.1. | formulate and implement a policy on national and international cooperation with other educational organizations, including the mobility of staff and students, as well as the 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 this purpose | | | | |
| Total | | | 0 | 13 | 1 | |
| Standard 7 "EDUCATIONAL PROGRAM EVALUATION" | | | | | | |
| 7.1. Mechanisms for monitoring, control and evaluation of the program | | | | | | |
| The educational organization should: | | | | | | |
| 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 readiness to develop and apply a program evaluation mechanism that considers the program, its main components, student achievement, identifies and solves problems, ensures that the relevant evaluation results affect the EP | | + | | |
| 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 teacher and student | | | | | | |
| The educational organization should: | | | | | | |
| 84 | 7.2.1. | demonstrate evidence of a willingness to systematically conduct, analyze and respond to feedback from faculty and students | | + | | |
| 85 | 7.2.2. | demonstrate evidence of willingness to use the results of feedback to improve the educational program | | + | | |
| 7.3. Educational achievements of students | | | | | | |
| The educational organization should: | | | | | | |
| 86 | 7.3.1. | demonstrate evidence of willingness to analyze student performance in accordance with the mission and expected learning outcomes, curriculum and resource availability | | + | | |
| 87 | 7.3.2. | demonstrate evidence of readiness to analyze the progress of students, taking into account the conditions of their previous education, the level of preparation upon admission; use the results of the analysis to interact with the structural unit responsible for selecting students, developing an educational program, and advising students | | + | | |
| 7.4. Approval and control of the educational environment | | | | | | |
| 88 | 7.4.1. | demonstrate evidence of readiness that the SP is approved by the competent authority based on: well-defined criteria; program evaluations; eligibility 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 | |
| Standard 8. MANAGEMENT AND ADMINISTRATION | | | | | | |
| 8.1. Control | | | | | | |
| The educational organization should: | | | | | | |
| 90 | 8.1.1. | ensure that the EP is implemented in accordance with the rules regarding the admission of students; structure and content, evaluation process | | + | | |

| | | | | | | |
|---|--------|---|---|---|---|--|
| 91 | 8.1.2. | demonstrate evidence of willingness to document completion of training through the issuance of degrees, diplomas, certificates or other formal qualifications provided as a basis for official recognition as a specialist in the chosen field of health. | | + | | |
| 92 | 8.1.3. | demonstrate evidence of willingness to be responsible for quality assurance processes, ensure ongoing evaluation of the EP | | + | | |
| 93 | 8.1.4. | ensure that the EP meets the needs of society in terms of health and the health care system, ensure the transparency of the work of management structures and their decisions | | + | | |
| 8.2. Academic leadership | | | | | | |
| The educational organization should: | | | | | | |
| 94 | 8.2.1. | demonstrate evidence of a willingness to define the responsibilities of academic leadership in relation to the development and management of the educational program. | + | | | |
| 95 | 8.2.2. | demonstrate evidence of willingness to periodically evaluate academic leadership in relation to the achievement of the mission of the EP and expected learning outcomes | | + | | |
| 8.3. Funding and resource allocation | | | | | | |
| The educational organization should: | | | | | | |
| 96 | 8.3.1. | have a clear distribution of responsibility and authority to provide resources for the educational program, including managing the EP budget | | + | | |
| 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 educational organization should: | | | | | | |
| 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 educational organization should: | | | | | | |
| 100 | 8.5.1. | comply with national legislation regarding the number and types of recognized health specialties for which approved EPs are being developed | | + | | |
| 101 | 8.5.2. | to discuss and approve the postgraduate program in cooperation with all stakeholders | | + | | |
| 8.6. Public information | | | | | | |
| The educational organization should: | | | | | | |
| 102 | 8.6.1. | demonstrate evidence of readiness to publish on the official website of the educational organization and in the | | | + | |

| | | | | | |
|--|---|-----------------|----------|-----------|----------|
| | media complete and reliable information about the educational program, its achievements | | | | |
| | | Total | 1 | 11 | 1 |
| | | SUBTOTAL | 2 | 96 | 4 |

