



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of work of the external expert commission on
assessment on compliance with the requirements of standards of
primary specialized accreditation of educational program

6B10104 - "Stomatology"

Kazakh National University named after Al-Farabi

15.05-17.05.2023 г.

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
Accreditation
IAAR Accreditation Council



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15.05-17.05.2023 г.**

г. Almaty

«17» May 2023

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(I) LIST OF NOTATIONS AND ABBREVIATIONS

GSOM – graduate school of medicine
FOMAPH – faculty of medicine and public health
TS – teaching staff
EP – educational program
IFOM – International foundations of Medicine
NCJSC – non-commercial joint-stock company
TR – training results
TBL, CBL, PBL – team-based learning, case- based learning, problem-based learning
USMLE – United State Medical License Exam
MOEAS – Ministry of Education and Science
GS – General syllabus
SRS- creative assignment
HCF – health care facility
CCH – city clinical hospital
IP– industrial practice
PPE– personal protective equipment
SBFTBP - Student Bureau for the Bologna Process
EW – educational work
SC – scientific council
CMI – control-measuring instruments
SCC – state certification commission
OSCE- objective structured clinical examination
MCQ – multiple choice question
DOPS – direct observation of practical skills
OSPE - objective structured practical examination
Mini CEX – mini clinical exam
ALM – active learning methods
IP – indicative plan
RIASC – Research institutes and scientific centers
ECOD – educational complex of discipline
QMS – quality management system
AC – academic committee
NBDE – national final dental exam
AIS – automated information system
AC – academic committee
AC – academic council
BDC – basic disciplines compulsory
HEI - higher education institution
SOSOE-State obligatory standard of education
CC – core competencies
MC – Midterm control
MHRKZ – Ministry of Health of the Republic of Kazakhstan
MHBO – Ministry of Science and Higher Education
MEP – modular educational programs
SR – scientific research
SATP – science and technology project
IEP- individualized education plan
SDOC – specialized disciplines of choice

(II) INTRODUCTION

In accordance with the order № 74-23-OD from 10.03.2023 the visit in hybrid format of the external expert commission (EEC) from May 15 to 17, 2023 to the Kazakh National University named after Al-Farabi took place. Assessment of compliance of the educational program 6B10104 "Dentistry" with the standards of international specialized accreditation of educational program of medical and pharmaceutical education of the NAAR (based on WFME/AMSE) was carried out.

MEC Composition:

IAAR Expert, Chair of the MEC - Tulupova Elena Sergeevna, PhD, Institute of Public Health and Medical Law, 1st Faculty of Medicine, Charles University (Czech Republic, Prague), Off-line Participation;

IAAR Expert - Ekaterina Vasilevskaya, Candidate of Pharmacy, Associate Professor, Omsk State Medical University (Russian Federation, Omsk), Off-line participation;

IAAR expert - Alma Boranbekova Shukirbekova, Doctor of Pharmacy, Professor, JSC "Astana Medical University" (Republic of Kazakhstan, Astana), On-line participation;

IAAR Expert - Seidakhmetova Aizat Ashimkhanovna, Candidate of Medical Sciences, JSC "South Kazakhstan Medical Academy" (Republic of Kazakhstan, Shymkent), Off-line participation;

IAAR Expert - Zhalilov Fazliddin Sodikovich, Doctor of medical sciences, Tashkent Pharmaceutical Institute, (Republic of Uzbekistan, Tashkent), Off-line participation;

IAAR Expert - Maukenova Altnai Amanbaevna, Ph. S.D. Asfendiyarov Kazakh National Medical University, (Republic of Kazakhstan, Almaty), Off-line participation;

IAAR Expert - Muchkin Dmitry Pavlovich, Candidate of Pedagogical Sciences, Associate Professor, NAO "Pavlodar Pedagogical University" (Republic of Kazakhstan, Pavlodar), Off-line participation;

IAAR Expert - Sultanova Gulnar Dostanova, Candidate of Medical Sciences, NAO "West Kazakhstan Medical University" (Republic of Kazakhstan, Aktobe), Off-line participation;

IAAR Expert - Imasheva Bagdat Sakenovna, Doctor of Biological Sciences, Professor, Advisor to the Chairman of the Board, National Center for Public Health of the Ministry of Health of the Republic of Kazakhstan (Republic of Kazakhstan, Astana), Off-line participation;

IAAR Expert - Irina Gennadyevna Ganagina, Candidate of Technical Sciences, Siberian State University of Geosystems and Technologies (Novosibirsk, Russian Federation), On-line participation;

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IAAR Expert - Aiman Amangeldievna Kulzhumieva, PhD, M.Utemisov West Kazakhstan University (Uralsk, Republic of Kazakhstan), On-line participation;

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IAAR Expert, MEC student - Zhelubaeva Kainesh Turgunovna, Master's student, JSC "Astana Medical University" (Republic of Kazakhstan, Astana), On-line participation;

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IAAR Expert, MEC student - Valentina Alekseevna Kuzyakova, student, NAO "Medical University of Karaganda", (Republic of Kazakhstan, Karaganda), On-line participation;

IAAR Expert, MEC student - Mergul Oralbekovna Mustafina, doctoral student of S. Amanzholov East Kazakhstan University (Republic of Kazakhstan, Ust-Kamenogorsk), On-line participation;

IAAR Coordinator - Alisa Satbekova Dzhakenova, Candidate of Medical Sciences, Head of Medical Projects of the Agency (Republic of Kazakhstan, Astana), Off-line participation

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

Kazakh State University (KazSU) was established in 1934 by the decree of the Council of People's Commissars of the USSR and the Kazakh Regional Committee of the All-Union Communist Party of Bolsheviks on the basis of a pedagogical institute. In 1993, by a special Resolution of the President of the Republic of Kazakhstan Nazarbayev N.A. "On the status of the Kazakh State University named after Al-Farabi" the University was granted a special status of an autonomous state higher education institution and renamed into the Kazakh National University named after Al-Farabi (KazNU named after Al-Farabi).

KazNU named after Al-Farabi is the largest university in Kazakhstan with 25,000 students from all regions of the Republic, as well as from near and far abroad. More than 2 thousand professors, doctors, candidates of sciences and doctors of philosophy, more than 100 academicians of the largest academies, more than 40 honored figures of the Republic of Kazakhstan, about 40 laureates of State and nominal prizes of the Republic of Kazakhstan, 40 laureates of prizes of young scientists, 47 scholars of state scientific scholarships work at the faculties. 393 teachers of KazNU are the owners of the state grant "The best teacher of the university" awarded by the Ministry of Education and Science of the Republic of Kazakhstan.

Today Al-Farabi Kazakh National University is a scientific, educational and innovation center, where new knowledge, progressive ideas and technologies are generated. The main benchmarks for the university are the tasks set in the Address of the First President of the country: to enter the ranking of the best universities in the world, to carry out innovative activities and implement the results of scientific research in production. In the QS World University Rankings for Eastern Europe and Central Asia (QS World University Rankings EECA 2022) KazNU takes the 16th place. According to the research of the global rating "UI Green Metric Ranking of World Universities" KazNU named after Al-Farabi has strengthened its position in the top 200 most environmentally friendly universities in the world. Compared to last year, the Kazakhstani university rose in this prestigious and authoritative rating by 14 points, taking 172nd place among 700 universities from 78 countries. KazNU named after Al-Farabi was highly appreciated and became the first and only higher education institution in the Central Asian region to receive "5 stars" of excellence in the international rating «QS Stars Rating System» and is ranked 150th in the global ranking QS (<https://www.kaznu.kz/ru/14948/page/>). KazNU named after Al-Farabi is the only one of the universities of Central Asia entered the top-210 among the best universities in the world in the international rating QS "World University Rankings". Having moved forward by another 13 positions, it took 207th place. (<https://www.kaznu.kz/ru/14948/page/>).

Traditionally, medical personnel in the Republic of Kazakhstan, as well as in most post-Soviet countries, are trained in specialized medical universities. But today the level of development of technological processes, achievements of science, the emergence of new opportunities for diagnosis and treatment require the training of medical personnel and health professionals of a new formation, possessing interdisciplinary knowledge from various fields of natural and technical sciences, such as molecular biology, biochemistry, biophysics, bio- and nanotechnology, bioinformatics, mathematics and other branches of science. And this, in turn, requires the resources of a multidisciplinary university with strong scientific support and strategic partnership of the international community. Therefore, the Kazakh National University named after Al-Farabi in December 2015, in an effort to contribute to the development of the health care system and medicine of Kazakhstan and to reach the world level in the near future in the field of life sciences, opened the fifteenth faculty - Faculty of Medicine (<https://drive.google.com/file/d/1vmtptZ1YFaxY3-OWNiWeM2rX-Y9T4ZM6/view?usp=sharing>). At the faculty on the basis of international standards and new scientific achievements the training of health care personnel at all levels of educational programs - bachelor's, master's, doctoral studies is carried out. There is additional professional education for business representatives and specialists of various spheres and sectors engaged in

development, promotion and implementation of programs for improvement and preservation of health. The Faculty of Medicine has in its structure several schools and directions: School of Public Health, Medicine, Dentistry and Nursing. In 2019, Al-Farabi Kazakh National University received a license and carried out the first intake of applicants for the specialty "Dentistry".

At present, 180 students are being trained on EP 6B10104 "Dentistry". Including 68 students from 20 foreign countries: Turkmenistan, Afghanistan, Pakistan, Turkey, Iraq, Syrian Arab Republic, South Africa, Yemen, China, Palestine, Russia, Uzbekistan, Somalia, Sudan, Jordan, Zimbabwe, Egypt, Qatar, Saudi Arabia. Training is conducted in three languages: English, Russian and Kazakh (<https://www.kaznu.kz/ru/18615/page/>).

(IV) A DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The educational program 6B10104 "Dentistry" has not been previously accredited.

(V) DESCRIPTION OF THE VISIT MEC

The work of the MEC was carried out on the basis of the Program of visit of the external expert commission for specialized accreditation of educational programs in the period from 15.05-17.05.2022. To obtain objective information about the quality of the educational program and the entire University infrastructure, as well as validation of the content of the self-assessment report of the educational program, meetings were held: with vice-rectors, deans, heads of EP, heads of departments of the Faculty of Medicine, teachers, employers and students.

During the meetings, the MEC determined such positions as administration of the educational process in the specialty "Dentistry"; compliance of the training organization with the requirements in this field; support of the faculty and students by the AUP; resource support of the scientific and educational process in the university in the specialty; participation of stakeholders in the development of the mission of the university, the educational program.

On 12.05.2023 a preliminary online meeting of the Chairman and experts of the MEC was held on the ZOOM platform.

15.05.2023 г. on the first day of the visit were held meetings and interviews in hybrid format with members of the Board - Vice-rector for academic activities - Erkinbaeva Lazzat Kalymbekovna and Vice-rector for financial activities - Abdullaev Kalilla Nasurlayevich, with heads of structural units (31 people), interviews with deans Kalmataeva Zhanna Amantaevna - Faculty of Medicine and Public Health, Nurzada Abdibekovna Beisen - Faculty of Physics and Technology, Aktymbaeva Aliya Sagyndykova - Faculty of Geography and Nature Management and Abdibekov Ualikhan Seydildaevich - Faculty of Mechanics and Mathematics. Then there was an interview with the heads of educational programs/heads of departments, teachers of EP in the direction of training of Cluster 5 and a survey of teaching staff (85 people). The MEC members further made a visual inspection of the University. During the visit they visited the library, the simulation center of the EP, the Student Service Center "Keremet", Youth Internet Center. The inspection was carried out accompanied by the heads of departments, heads of EP and responsible structural units.

16.05.2023 on the second day of the visit, the members of the MEC continued visual inspection of the university. They visited the classes according to the schedule and clinical bases of EP, where was presented Dental Clinic of Professor Ruzudinov and dental clinic Sar-Dan are educational and clinical bases of the university, i.e. the educational program, then familiarized with the documents of the department with the participation of the head of the department and the head of EP. Then MEC members conducted interviews with students in specialty cluster 5 "Dentistry", questionnaire survey (91 students). Meetings with employers were held.

On 17.05.2023, on the third day of the visit, the meeting of the external expert commission

was held in hybrid format under the chairmanship of the Chairman of the MEC, where the results of the work of the external expert commission were discussed. MEC members discussed the parameters of the specialized profile, voted and prepared the necessary documentation to complete the work of the commission.

The final meeting of the MEC was held with the University management and heads of EP.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard 1 "Mission and Outcomes"

Evidentiary part

The mission of KazNU named after Al-Farabi, is to form human resources, competitive, in-demand 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 sustainable development of society through the transfer and multiplication of knowledge (<https://www.kaznu.kz/ru/20518/page/>).

The mission of the educational program 6B10104 "Stomatology" is aimed at implementing the mission of the University, by providing training of competitive specialists, with a high level of professional and human competence, with sufficient knowledge, capable of assimilating new objects of knowledge, as well as generating new knowledge in the health care system, to formulate production tasks in a professional language and solve them with the help of modern technologies; competitive in the domestic and international labor market in accordance with the requirements of the University's educational program 6B10104 "Stomatology". Thus, the EP is designed to create an effective model of a competitive specialist in dentistry, representing on the market of medical services high-quality dental education, modern scientific research on current problems of dentistry, implemented in practical health care in accordance with the increasing needs of the world community. The University has all the resources necessary for the formation of professional qualities and achievement of the final results stated in the mission of the University. The University has all the resources necessary for the formation of professional qualities and achievement of the final results stated in the mission of the educational program in accordance with national and international requirements and needs of the health sector. The learning outcomes are formulated in accordance with the recommendations of the Accreditation Council for Graduate medical Education (ACGME) and World Federation for Medical Education standards - WFME (World Federation of Medical Education) - Global Standards for Quality Improvement in Medical Education. The content, scope, sequence of courses of the educational program corresponds to the State Educational Standards of the Republic of Kazakhstan 2020 and is formed according to the principle of modular learning. Learning outcomes formulated in the EP are decomposed for each module and individual discipline. Teaching strategy is based on the use of active learning methods, clinical training on clinical bases, project-based learning and creative assignments. Using of active integrated learning aimed at practical application of knowledge and effective clinical training.

Analytical part

Analysis of the compliance of the University's activities with the criteria of this Standard in general indicates the presence of this organization's Development Strategy, the corresponding mission and vision. The University management analyzes the target indicators of activity directions, monitoring and measures for improvement. All participants of the educational process know the mission of the educational program, participated in the formation of proposals for the formulation of the mission. The results of studying the documentation demonstrate that the mission of the university and the mission of the educational program 6B10104 "Stomatology" fully correspond to each other.

EP on specialty 6B10104 "Dentistry" is designed on the basis of a clearly defined mission, taking into account the requirements of the State Educational Standards of the Republic of Kazakhstan and professional standard of the Republic of Kazakhstan "Dental activity" (Annex No. 1 to the Order of the Deputy Chairman of the Board of the National Scientific and Practical University of the Republic of Kazakhstan "Atameken" № 285 from 22.10.2018). Competence-oriented EP "Dentistry" allows to prepare a dentist, capable of the following types of professional activities: medical; organizational and managerial; research. This allows the graduate of the educational program to choose the directions of career growth.

If a graduate is oriented towards medical type of professional activity, he/she has an opportunity after receiving the certificate to get a job in medical institutions as a general dentist or to continue master's studies or to receive advanced training in residency in the chosen field of medical practice; and (or) to apply for administrative positions in health care institutions.

The available material resources are used responsibly, with the aim of worthy realization of the fulfillment of the set missions and goals of the University and the EP "Dentistry". EEC members note that the University attaches great importance to the formation of students' appropriate behavior in relation to colleagues, patients and their relatives.

Strengths/best practices

No strengths identified for this standard.

EEC recommendation no

EEC Criteria Conclusions:

Strong - 0;

Satisfactory - 13;

Suggestive of improvement - 0;

Unsatisfactory - 0.

6.2. Standard 2 "Educational Program"

Evidentiary part

Development and implementation of the EP, is one of the tasks of strategic development of the Graduate School of Medicine, the main goal of which is "To develop and implement a new model of the Graduate School of Medicine (GSOM) of the Faculty of Medicine and Public Health of the Kazakh National University in the system of higher medical education, meeting the needs of the national health care system and the requirements of the international educational and socio-cultural environment and the challenges of modernity" (<https://drive.google.com/file/d/1vmtpTZ1YFaxY3-OWNiWeM2rX-Y9T4ZM6/view?usp=sharing>). In order to develop and revise the educational program in medical school there were created the Author's Teams, which included besides the most competent teachers-experts, students, graduates, employers and foreign academic experts from universities and organizations - partners of the university. The main task of the Author's Team is to develop the mission, purpose, learning outcomes, curriculum, content of the Educational Program in accordance with the State Educational Standards of the Republic of Kazakhstan and international requirements and recommendations, the needs of health care systems of the Republic of Kazakhstan and global health.

https://drive.google.com/file/d/1xzgguFnPb8AOnbl_Ox9EMZEzitZpZLV/view?usp=sharing. The mission of the EP undergoes a process of stage-by-stage approval. At the first stage, the members of the author's team - leading teachers involved in the field of training of scientific and pedagogical staff, 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 expectations of employers. Then the mission is submitted for discussion to the Academic Council of the Faculty and the Academic Council of the University. For continuous monitoring, evaluation and

documentation of the progress in achieving the goals and objectives of the EP the Academic Committee (AC), which includes all stakeholders - experienced teachers, students, employers, is working.

(https://drive.google.com/file/d/1htYexAoHjApCgwWbRn54VU_OImFJ0NHj/view?usp=sharing).

The structure of the EP "Dentistry" includes: the purpose, objectives, passport EP, brief description and qualification requirements for the graduate of the EP; employment prospects; summary table reflecting the volume of mastered credits in the context of modules of the educational program; catalog of module descriptions; content of the modular educational program. The regulation of the organization of training is set out in the Academic Calendar with the indication of terms and duration of semesters, practice, examination sessions and vacations. The EP includes cycles of disciplines: the cycle of general education disciplines (GED) - 56 credits, the cycle of basic disciplines (BD) - 142 credits, the cycle of specialized disciplines (PD) - 90 credits. The following factors were taken into account when forming the EP: the contribution of each discipline to the formation of competencies at a certain level (course), i.e. the responsibility of both specialized and related disciplines for the formation of a competent graduate, the definition of competencies for each discipline. The EP curriculum provides the sequence of disciplines based on their continuity, rational distribution of disciplines by semesters from the position of uniformity of academic work. RUP contain all disciplines developed according to the GOSS RK of this specialty and recommendations of the Accreditation Council for Graduate Medical Education (ACGME), on the basis of which training is conducted. . The principles of scientific approach in the formation of concepts and new knowledge, the basics of scientific research methodology are laid in the process of studying all basic disciplines (during which students perform creative assignments and research mini-projects) and are developed in the discipline "Patient and Society". When developing and implementing the EP, the university is guided by the basic principles of the Academic Policy of the university <https://www.kaznu.kz/ru/20484/page/>. The fulfillment of these principles is guaranteed and ensured by the processes and procedures for the implementation of educational programs, the system of internal and external resources that allow to create a quality environment for the achievement of planned learning outcomes, internal regulatory documents (<https://www.kaznu.kz/ru/20484/page>).

Analytical part

In the process of external evaluation it was established that the EP 6B10104 "Dentistry" realized in the university is aimed at the formation of professional competencies on the basis of competence-based approach to training. In the EP specialty, the competencies that the graduate must master upon completion of training are defined in the "Qualification characteristics" in accordance with the Dublin descriptors and the State Standard of the Republic of Kazakhstan, the professional standard of the Republic of Kazakhstan "Dental activity" (Annex No. 1 to the Order of the Deputy Chairman of the Board of the National Scientific and Practical Partnership of the Republic of Kazakhstan "Atameken" № 285 from 22.10. 2018g), the National Qualifications Framework of the RK, as well as the order of the Minister of Health of the Republic of Kazakhstan from December 21, 2020 № KP DSM-305/2020 "On approval of the nomenclature of specialties and specializations in the field of health care, nomenclature and qualification characteristics of the positions of health care workers" and the European Qualifications Framework.

(https://drive.google.com/file/d/12Gh_AJ757ff62YVBOJSvBZUo_aDeSpbQ/view?usp=sharing) It can also be noted that during the development of the EP the programs of the EU countries and recommendations of the Association for Dental Education in Europe Association for Dental Education in Europe were analyzed and taken into account. (ADEE) <https://drive.google.com/file/d/1pVMLXz58JiN4c4lkkINzT94mIGnsFtx/view?usp=sharing>.

The reviewers of this EP are Prof. Ruzudinov, MD and DM. PhD Hristo Todorov Kisov. The university management involves certain stakeholders in the development of the Mission and the development of the EP (employers, representatives of the Kazakhstan Dental Association-

affiliates, etc.). The content of the programs of all disciplines takes into account regional and national peculiarities, the current state of medical science and practice, the main requirements of the Professional Standard of RK "Dental Activity" (2018). EEC members noted that employers and practicing doctors take an active part in and update the EP based on the development of the health care system of the RK and the region. When reviewing the catalog of elective disciplines, the experts drew attention to the lack of elective disciplines composed on an interdisciplinary basis. For example, as the study of neurodentistry through the interaction of disciplines of dentistry and neurology or dentistry and dermatology. Currently, interdisciplinary communication is an interactive learning, which allows to simulate real clinical situations, based on the existing clinical experience of faculty; to consider and analyze diverse complex clinical cases from the perspective of integrated interdisciplinary approach; to form communication skills, clinical thinking, research skills and teamwork in students.

In this regard, it is recommended to include electives on an interdisciplinary basis in the catalog

Strengths/best practices

No strengths identified for this standard

Recommendations of EEC

- AK EP to expand the catalog of elective disciplines by compiling elective disciplines on an interdisciplinary basis for the academic years 2023-2024 (e.g. neurology + dentistry, dermatology + dentistry) (2.6.4).

EEC conclusions on criteria:

Strong - 0

Satisfactory - 27

Suggestive of improvement - 1

Unsatisfactory) - 0

6.3. Standard 3" Student Assessment "

Evidentiary part

The policy and procedure for the assessment of academic achievements of students studying at the University on the EP "Dentistry" is carried out in accordance with the Academic Policy of the University, the objectives of the educational program and the final results of training. (<https://www.kaznu.kz/ru/20572/page/>). Methods of assessment in the educational process are different and depend on the specifics of the discipline being mastered. Students' knowledge is controlled by different methodological approaches, reflected in the matrix of teaching and evaluation with the assessment of knowledge, skills and attitudes, professional behavior.

All forms and methods of assessment are prescribed in the syllabuses for disciplines. Each course syllabus has detailed assessment rubrics (<https://drive.google.com/file/d/1qR7vQQjahdG0ojkRyDr1iBoGXheZIp19/view?usp=sharing>).

Exam programs contain a description of the exam, the proportions of stage 1 and stage 2 marks in the final grade, a test matrix, a list of stage 2 tasks, and checklists (which are also a kind of instruction for the learner) (https://drive.google.com/file/d/1aTwzlgfKiVyix6gO1AOr0aXqDu_knZH5/view?usp=sharing).

The evaluation system provides for the possibility of receiving feedback from the teacher/examiner by the learner. Objectivity - compulsory examination by a teacher who did not participate in the training of the group under examination, clearly defined checklists, the procedure of randomization of examination tasks.

The quality of the QIS is constantly checked by the AC, by mutual review within the WCC, as well as by the head teacher and the head of the department. In addition, psychometric analysis of test tasks is regularly conducted (<https://drive.google.com/file/d/1Z-Y0wQJrPqoJrr>

[rfx6xFSNd_GdITvv/view?usp=sharing](#)). All current controls, boundary controls and examinations at all levels are conducted mainly in the Startexam program. The startexam program supports all necessary test formats - A-type, R, F, G and tests for correspondence and algorithm construction. In app.startexam.com program there is a function of psychometric analysis of test questions with calculation of discriminativity index and possibility of distractor analysis, which gives an opportunity to analyze the quality of test questions separately for each testing session. The testing programs provide proctoring, which is actively used in mandatory examinations (synchronous and asynchronous). The format of conducting 2 stages provides DOPS, OSPE and OSCE, mini-clinical exam in senior courses. The process of updating the evaluation system is carried out on the basis of analyzing the results of the examination and is aimed at better compliance with the final learning outcomes and changes in the teaching and learning strategy of the format and content of all stages of summative evaluation, format and content of examinations.

The University systematically analyzes learning achievements. In the UMKD, syllabuses and programs of examinations of disciplines for students and faculty are approved the form and number of examinations in accordance with changes in the final learning outcomes and teaching and learning methods

(<https://www.kaznu.kz/ru/20527/page/>),

(https://drive.google.com/file/d/1aTwtzlgfKiVyix6gO1AOr0aXqDu_knZH5/view?usp=sharing)

The policy of evaluation in the implementation of the EP includes weekly meetings of the departments, monthly meeting of the AC, where the implementation of the curriculum, the results of sessions and quality control of the educational process are discussed. Univer and Startexam system registers and generates reports to analyze the current academic performance, attendance, number of absences, number and reasons for not allowing students to the exam, qualitative indicator and absolute performance of students by disciplines, years of study. According to the results of students' questionnaires it was found out that continuous evaluation (seminars, tests, questionnaires, etc.) reflects the course content (26,5% - evaluation "good", 62,7% - evaluation "very good"). According to the item that the evaluation criteria used by the instructor are understandable, 67.5% of students gave the grade "very good", 18.1% gave the grade "good". Regarding the objectivity of the instructor's evaluation of students' academic achievements, the rating "very good", according to the results of the questionnaire, was given by 66.3% of students, the rating "good" - 22.9% of respondents. With the statement that equal opportunities are provided to all students fully 69.9% of respondents fully agree with the statement that equal opportunities are provided to all students, 21.7% partially agree. 62.6% of students are fully satisfied with the fairness of examinations and attestation, 33% are partially satisfied. 63.7% of students are fully satisfied with the timeliness of evaluation of students, 34.1% are partially satisfied. 61.5% of students are fully satisfied with tests and exams, 35.2% are partially satisfied.

Analytical part

When examining the documentation, the experts noted that the assessment of students is provided using the most valid methods according to the final results of each discipline and each course of study. A clear symbiosis of teaching and assessment methods is described in the matrix of formation of learning outcomes of the EP, in which for each discipline are prescribed teaching and assessment methods relevant to the final results of each discipline and the place of each discipline in the formation of learning outcomes for the entire EP. This matrix is an appendix to the EP Passport. (<https://drive.google.com/file/d/1rMnl6VNcJ98fD-BQSw6tc7UGUT8ygW2/view?usp=sharing>). During the focus group interviews, respondents (both faculty and students), pointed out the methods of evaluation of current and end-of-term control (different types of questioning, situation analysis, testing, etc.); direct and indirect observation of procedural and communicative skills, self-assessment, group assessment, 360 degree assessment, etc.). Of the forms and methods of feedback, preference is given to questionnaires, which are conducted mainly on the results of completion of training in disciplines. The experts studied the documents on the organization of knowledge and practical skills assessment,

Strengths/best practices

No strengths have been identified for this standard

EEC recommendations-no

EEC conclusions on the criteria:

strong - 0

satisfactory -10

suggest improvements - 0

unsatisfactory - 0.

6.4. Standard 4" Students "

Evidentiary part

Formation of the student contingent on specialty B10104 "Dentistry", is carried out through the placement of the state order for training, as well as payment of tuition at the expense of own funds of citizens and other sources. Every year the quota of admission for different categories of citizens in the amount approved by the decision of the Government of the Republic of Kazakhstan is established. Revision of the admission and enrollment policy at the University is carried out annually, based on the normative documents of the Ministry of Education and Science of the RK and the Ministry of Health of the RK. General information about the conditions of admission and selection of students at admission is placed on the website of KazNU in the section "for entrants" (<https://welcome.kaznu.kz/ru/>, <https://welcome.kaznu.kz/en/17999/page/>). The page of the Faculty of Medicine and Public Health presents the specifics of admission to the EP direction "Public Health", including a special exam for admission to the EP - Dentistry (<https://www.kaznu.kz/ru/21737/page/>). The method of admission of foreign students in accordance with the legislation of the Republic of Kazakhstan is established by the University <https://welcome.kaznu.kz/en/17999/page/>, <https://www.kaznu.kz/en/21737/page/>, (taking into account previous academic achievements, knowledge of English, as well as international regulations and recommendations of the countries where students come from). Admission of students within the framework of transfer from other educational organizations is regulated by the Rules of transfer and reinstatement (<https://www.kaznu.kz/ru/699/page/>).

All interviewees talked about the practice of academic advising, personal support of students and development of not only professional skills. For newly admitted students traditionally held "Orientation Week", within the framework of which during 1 week before the beginning of the academic year is realized a whole set of activities: meetings of freshmen with the leadership of the faculty, heads of departments, familiarization with the Academic Policy of KazNU named after Al-Farabi, the Code of Honor of students, the Regulations on the student, internal regulations, the curriculum and educational program, etc. The students are also familiarized with the Academic Policy of KazNU named after Al-Farabi, the Code of Honor of students, the Regulations on the student, the rules of internal order, the curriculum and the educational program. Excursions to the faculty, to the university campus: CEC "Keremet", youth Internet center, library, museum; leadership lectures at the faculties; election of student groups' activists; presentation of university-wide social and innovative projects: "AL- FARABI university - smart city", "Aynalandy nurlandy", "100 Kitap", "KazNU-Green Campus", "Cult of Healthy Body"; meetings with student self-government and presentation of club and club activities. The university has introduced a flexible system of discounts in tuition fees (<https://welcome.kaznu.kz/ru/24452/page/>) for academic, scientific and sports achievements, as well as for socially vulnerable groups. In addition, the university actively implements various scholarship programs and material incentives:

1. scholarship established by the President of the RK;
2. state personalized scholarships;
3. scholarships for students actively participating in amateur art and cultural events;

4. Encouragement of students, heads of research and development, SMU-participants of the International Congress of Students and Young Scientists "World of Science";
5. scholarship of the Corporate Fund of Education and Science of Kazakhstan. 5;
7. scholarship Posco Asia Fellowship in KazNU.

Committee of Youth Organizations of KazNU named after Al-Farabi (<https://welcome.kaznu.kz/ru/3/news/one/3091/>) is an association of all student organizations, as well as clubs of interest, which is a part of the structural subdivision of the University - the department for work with youth organizations. Organized community of students of KazNU engaged in organizing volunteer work and assistance to socially vulnerable groups is called "Komek" (<https://www.kaznu.kz/Ru/19348/news/one/18751/>). This project organizes volunteer assistance to orphans, children without parental care, children from remedial schools, children with cancer and autism, and elderly people in need of volunteer help. This also includes working with children in non-formal education aimed at intercultural communication, peacemaking, conflict resolution, and environmental protection. Student of the 3rd year of specialty stomatology Tasbulatova Jasmine was created the League of Volunteers of the Republic of Kazakhstan, for which she was awarded a medal from the President of the Republic of Kazakhstan. (https://www.instagram.com/league_volunteers/). Thus, summarizing this standard, students of EP 6B10104 "Dentistry" are part of a large multidisciplinary and multinational student community of KazNU and actively participate in student conferences and cultural events (https://instagram.com/kaznu_dentistry?igshid=YmMyMTA2M2Y). This contributes to the formation of medical students wide personal, scientific and professional outlook and provides the basis for a successful career in the future, including in interdisciplinary branches of science and production. Residency students have an opportunity to get legal advice from the legal counselor, psychological support from the staff pedagogical psychologist.

According to the results of the questionnaire survey of students conducted during the period of EEC work: 34.1% are partially satisfied with the availability of counseling on personal problems; 58.2% are fully satisfied. Financial and administrative services of the University 37.4% of students are partially satisfied; 50.5% - completely. Accessibility of student health services 28.6% are partially satisfied; 68.1% are fully satisfied. The quality of student health services 33.1% of students are partially satisfied; 60.4% are fully satisfied. Provision of dormitory accommodation for students 31.9% are partially satisfied; 50% are fully satisfied. Opportunities for sports and other leisure activities 27.7% of students are partially satisfied; 66.3% are fully satisfied. The level of safety and comfort is partially satisfied with 24.1% of students; 62.7% are fully satisfied.

Analytical part

At the University, the requirements set forth in the standard "Students" are fulfilled in full. The number of students annually accepted to the EP "Stomatology" is established according to the material and technical capabilities of the University, taking into account the area of classrooms, the availability of teaching staff, the degree of provision with manuals and scientific literature, the possibility of providing adequate conditions for study and accommodation of students. During the interviewing of the students of EP it was found out that during the meetings with the staff of the dean's office and the university management the students have an opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring academic quality and other professional, financial and social issues. All issues raised and discussed in these meetings are addressed in a timely and appropriate manner. Regarding the practice of academic advising, personal support was narrated by all interviewees. Academic advising work in the department consists of counseling students during the entire period of study and before the examination session. Before the beginning of each examination session, the department develops and approves the schedule of counseling in disciplines. Experienced teachers, associate professors, professors are involved in the counseling. Also students

confirmed that they are included in the advisory bodies of the faculty and university. During the conversation with students, the EEC experts found out that for 4 years of the EP functioning, the program of academic mobility with other universities of RK has never been implemented.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

There are no recommendations from the EEC.

EEC conclusions on criteria:

strong - 0

satisfactory - 16

suggest improvements - 0

unsatisfactory - 0.

6.5. Standard 5 Academic Staff. Faculty"

Evidentiary part

In the selection and recruitment of teaching staff at GSOM is guided by the principles laid down in the Strategic Plan "Creation of a new model of medical school in the system of higher medical education, which meets the requirements of the international educational environment and the needs of the national health care system". Search, selection and development of talented teachers in theoretical, basic, clinical disciplines, who are able to combine pedagogical activity with broad clinical practice and scientific research; with knowledge of English, who are able to focus on personal growth and lifelong learning, who have a need for continuous professional training and improvement of their knowledge and skills both in medicine and in medical pedagogy, who demonstrate a constant desire for new knowledge and transfer of knowledge to others, who are able to work in the field of medicine and medical pedagogy, and who are able to develop their knowledge and skills in the field of medical pedagogy. Recruitment and competition for vacant positions is based on the current regulatory documents:

- "Qualification requirements for educational activities and the list of documents confirming compliance with them" (Order of the MES RK from 05.06.2020 № 231);

- "Model rules of activity of educational organizations of corresponding types" Order of the Minister of Education and Science of the Republic of Kazakhstan from October 30, 2018 № 595:

- "Regulations on the teacher of KazNU named after al-Farabi";
<https://www.kaznu.kz/ru/18288/news/one/20336/>;

- "Rules of competitive substitution of the posts of teaching staff of the NAO of KazNU named after al-Farabi";

- "Code of Corporate Culture of a Teacher and Employee of Al-Farabi KazNU";
<https://www.kaznu.kz/ru/18288/news/one/20338/>;

- Academic Policy and Development Strategy of the University;

- Regulations of the departments and job descriptions of the teaching staff of Al-Farabi KazNU.

(<https://drive.google.com/file/d/1GzI08wcsSqX8jWHQSNMB1tZ7ne7V72Di/view?usp=sharing>);

The balance of the teaching staff of basic biomedical sciences, behavioral and social sciences and clinical sciences is ensured by the requirements of the educational program itself, the number of students of different languages of instruction and qualification requirements. For the

full and quality work of the faculty, the norms of time for teaching work load per lecturer/assistant professor/professor is 40 credits per academic year. When calculating the teaching load, teaching (conducting classes) to students in English is taken into account: a coefficient of 1.5 is applied when calculating teaching hours for groups studying in English. This policy of relatively low teaching load is aimed at allowing the teaching staff to use more time to develop/review quality teaching and methodological material, to engage in self-development, but most importantly, to devote more time to research activities. The policy of staff selection, incentives and encouragement contributed to the formation of a strong faculty involved in the educational process of the EP "Dentistry". The university actively attracts foreign scientists as teachers, in the current academic year attracted 6 people - this is in addition to the program of visiting professors and academic mobility.

Each year each teacher forms a plan of training in pedagogy and specialty in accordance with the plans of HSOM. Training in pedagogical technologies within the framework of HSOM is conducted almost permanently. Training is conducted by experienced teachers with professional development certificates (ESMEA, NBME, NCSE). (https://drive.google.com/drive/folders/1JdKJYwmysWp_6xbtTdKK8dqN1KIBFCLt?usp=sharing). In addition, teachers regularly attend professional development courses - long and short-term courses (<https://drive.google.com/drive/folders/1rJD22nwvxgCzKNKGa22ed33lMtqtOYju?usp=sharing>). According to the Charter of the Farabi Kazakh National University, the faculty has mechanisms for the promotion of employees with equal access to promotion by degrees of qualification growth from assistant to professor and head of department. The University guarantees the right to elect colleagues and to be elected to all governing bodies, according to the criteria and procedures in place. Mechanisms for promotion in both academic and managerial areas ensure that each employee has the necessary conditions to work and fulfill his or her job responsibilities.

Analytical part

In order to verify the data of the standard, external experts obtained the opinion of teachers about the personnel policy, which includes development, obligations and social support. The conversation with teachers included such questions as "whether the salary is satisfactory, how often you improve your professional competence and on what basis and other questions", which allowed the experts to learn about approaches to attracting staff for teaching, information provision of the educational program. The experts received answers about the program of professional development of teachers.

The EEC experts note that the University:

- developed criteria for admission of faculty members, including the scientific, pedagogical and clinical merits of applicants;

- the balance of academic staff/faculty of basic biomedical sciences, behavioral and social sciences and clinical sciences is observed for adequate implementation of the EP in the specialty of "Dentistry";

- monitoring of academic staff/faculty responsibilities of basic biomedical sciences, behavioral and social sciences, and clinical sciences is ensured.

Institutional conditions for staff funding and efficient utilization of resources are taken into account.

At present, 36 faculty members, including 22 full-time teachers and 14 part-time teachers, teach special disciplines in the specialty "stomatology". Of the 22 full-time teachers, 10 have academic titles (https://drive.google.com/drive/folders/18RhWMameWMqpezlhHialKJRHVl9ps-dU?usp=share_link).

The University has implemented a faculty activity and development policy to ensure that academic performance is recognized on merit, with appropriate emphasis on teaching, research and clinical qualifications, which is done through awards, promotion and/or remuneration. Clinical activities and research outputs are utilized in teaching and learning.

According to the results of the questionnaire survey of faculty during the period of EEC, the degree of involvement of faculty in the process of management and strategic decision-making, rated "good" by 21.2% of respondents, "very good" - 72.7% of respondents. The degree of encouragement of innovation activity of the teaching staff was rated as "very good" by 24.2% of respondents and "good" by 65.2% of respondents. The level of stimulation and involvement of young specialists in the educational process was rated as "good" by 62.1%, "very good" - 28.8% of respondents. Adequacy of recognition of teachers' potential and abilities was rated as "good" - 62.1%, "very good" - 30.3% of respondents. The degree of support of the university and its management for research endeavors was rated by the faculty as "good" - 65.2% of teachers, "very good" - 30.3% of respondents. The level of the faculty members' ability to combine teaching with research was rated by 24.2% as "good" and 60.6% as "very good".

Despite the satisfaction of the teaching staff with the working and training conditions in general, the members of the EEC note that according to the results of the interviews with the teaching staff, the respondents' wishes concerning professional development were revealed, and recommendations were given.

Strengths/best practices

No strengths identified for this standard

Recommendations of the medical expert committee

-Heads of HEIs and EPs to provide professional development of pedagogical and professional competencies of teachers of special disciplines in near and far abroad from 2023-2024 academic year with the periodicity of once in 2-3 years in order to further improve polylingual education (5.2.2);

Conclusions of the medical expert committee according to the criteria:

Strong - 0

Satisfactory - 7

Suggestive of improvement - 1

Unsatisfactory - 0.

6.6 Educational Resources Standard

Evidential part

Al-Farabi KazNU has 14 educational buildings on the territory of 100 hectares. The infrastructure of the university, in addition to the buildings of the faculties includes: U.A. Zholdasbekov Palace of Students, Al-Farabi Library, Youth Internet Center, catering complex "Aytumar", Student Service Center "Keremet", Sports and Recreation Complex, 14 student houses, House of Young Scientists, swimming pool named after D. Balandin, Technopark. D. Balandin swimming pool, Technopark. There is also a simulation center in the educational building where the medical faculty is located. The classrooms meet the requirements of sanitary norms and rules for educational organizations. The operation of the premises meets the requirements of fire safety, labor protection and occupational health and safety. The university has a pass system with the use of individual cards with a unique personal identifier (ID), it is a pass to all buildings of the university, it serves as a kind of student ticket when receiving any kind of services on campus, especially for the use of the library.

Al-Farabi Library. A structural subdivision of the Kazakh National University named after Al-Farabi, providing information and library services of educational, research processes for students and faculty; it is the largest university library in the country, the fund of which has about 3 million copies of books. There is an electronic library fund of its own generation with a full-text database (DB) (<http://elib.kaznu.kz/>). Library users have unlimited access to electronic books of the world's largest publishers (EBooks) in the EBSCO, Springer, Elsevier databases, as well as to the full-text database Polpred, electronic library system IPRbooks, domestic databases "Заң - Law", "Epigraph" (<http://elibrary.kaznu.kz/ru>). Students have 24-hour access to the entire library

collection, receive regular information support through the library website and announcements of all educational events organized and conducted by the library through the website and Univer2.0 system. (<http://elibrary.kaznu.kz/ru/node/261>). The library has implemented an automation system based on RFID technology, as a result of which the issues of integration of the automated library and information system (ABIS) "IRBIS 64" and the use of university unified identification cards of university employees and students (ID-card) as library cards have been realized. It reflects all information on current issues, including deadlines for returning documents and control over compliance with them. A mobile application "Al-Farabi Library" for Android has been developed and launched, which is available in Play Market. The fund of educational literature on medical specialties is 18,951 textbooks in three languages, scientific literature 9,700, the total fund (together with periodicals) - 34,200, including the literature of dental profile - 165. Availability of Wi-Fi coverage of the whole campus, dormitories (student's home) allows students to have round-the-clock access to all electronic information resources. Clinical bases have connection to the network InternetHSOM students have access to educational information resources: Up-To-Date, Complete Anatomy, Lectorio, Geeky Medics, AMBOSS, USMLEcom, Medscape, Medicalstudyzone, Medicine live, Systems-based Anatomy (ANAT 403) for Undergraduate and Graduate Students, Histology-World! and many others to which they have extended access. Links to the relevant resource, the module is placed in the UMKD (syllabus) and duplicated in the discipline course in MOODLE and/or Classroom. March 1, 2023 access to the Cochrane Library evidence-based medicine database is provided.

Simulation Center - is an administrative and structural unit of Al-Farabi KazNU, carrying out educational activities to practice practical skills for students of undergraduate and postgraduate education. It is located in the main building of the Faculty of Medicine and Public Health. The center is designed and equipped with modern advanced technologies, interactive learning technologies are used in training. The main goal of the simulation center is the consistent formation of practical competence in the conditions of pre-diploma and post-graduate education on the basis of competence-oriented model of education of the University and compliance with the principle of patient safety. The simulation center is equipped with real medical equipment dental units and mannequin heads to practice practical skills in cavity preparation and types of anesthesia, and involves standardized patients to teach and evaluate clinical and communication skills. C structured practical examination (OSPE) and objective structured clinical examination (OSCE). (https://drive.google.com/drive/folders/18_ER44V7WJ88XM6O-3jL5VbN4firDHI?usp=sharing). In 2022, dental phantom units were purchased, which meet international standards and fully meet the educational objectives, allowing the development of practical psychomotor skills in dental students, providing an optimal transition from theory to practice. The phantom unit consists of the main module, a phantom of the patient's head and neck, a complete set of handpieces and accessories, and a dentist's chair. The phantom unit fully meets the modern ergonomic requirements of working in 4 hands. These installations are used for training of students of the 2nd and 3rd courses in the disciplines "Dental anatomy and material science", "Odontopreparation", "Operative dentistry", "Basics of oral surgery", "Basics of pediatric dentistry", "Basics of orthodontics", where practical skills of different types of anesthesia, preparation of carious cavities with different localization of caries, preparation of teeth for various prosthetic designs, tooth extraction in conditions as close as possible to real situations are practiced. (https://drive.google.com/drive/folders/18_ER44V7WJ88XM6O-3jL5VbN4firDHI?usp=sharing). The main clinical bases for the implementation of the specialty "Dentistry" are: Dental clinics: "Sar Adan", TOO "Dr. Bibi Clinic", clinic on the basis of TOO "Higher Medical and Dental College of Professor Ruzuddinov", ST "Ni-Dental". Contracts have been concluded with all clinics https://drive.google.com/drive/folders/18RhWMameWMqpezlhHialKJRHVl9ps-du?usp=share_link. The bases have training, treatment rooms (for therapeutic, orthopedic, orthodontic and surgical reception), X-ray rooms, sterilization rooms, dental laboratories. Training rooms are equipped with appropriate equipment (desks, chairs, tables), as well as portable video

projectors. Access of students and teachers to information resources, including the Internet is carried out through an individual account, with authorization and authentication. The availability of these resources is controlled through a firewall, according to the rules of information security of the university.

According to the results of students' questioning it was found out that 16.5% of students are partially and 83.5% are fully satisfied with the level of accessibility of library resources. The usefulness of the website of educational organizations in general and the faculty 28,6% of students are partially satisfied; 67% - fully satisfied. Study rooms, classrooms for large groups 29,7% are partially satisfied; 63,7% - fully satisfied. Provision of students with dormitory 31,9% are partially satisfied; 50% - fully satisfied. Opportunities for sports and other leisure activities are partially satisfied 27,7% of students; 66,3% - fully satisfied. The level of safety and comfort is partially satisfied with 24.1% of students; 62.7% are fully satisfied. According to the questionnaire survey of teaching staff, the availability of necessary scientific and educational literature in the library for teachers was rated "Very good" by 74.1% of teaching staff, "good" - 23.5%.

Analytical part

The EEC experts state that within the framework of the standard "Educational resources" for EP "Dentistry", during the work of the expert committee and analysis of the submitted documentation, compliance with the requirements of the standard is revealed. The University has a developed material and technical base for the implementation of professional training in this educational program. Material and technical base of the University includes: lecture halls, training rooms, Simulation Center and research laboratories, library, means of information technology, cultural and social sphere, university clinics, clinical bases - leading medical clinics of Almaty. Almaty. During the visit to the Simulation Center of the University and visiting the clinical bases of the specialty, the experts paid attention to the limited types of simulators and mannequins for special disciplines (preparation of carious cavities and type of anesthesia). Dentistry is a rapidly developing specialty today, in this regard, it is recommended to equip the Simulation Center with a set of specialized automated virtual models-trainers: robots-simulators, mannequins-simulators, electronic phantoms, models-simulations; interactive training computer programs, audio-video materials, phantom installations for the removal of dental deposits, computer 3D virtual simulators, interactive whiteboard, etc., to practice practical skills of students

According to the results of interviews, the members of the EEC did not receive data in terms of activity on academic mobility of faculty members of departments of dental profile. Experts of the EEC, recommend in assistance to the University administration for students and faculty members of the EP "Dentistry", programs of internal and external academic mobility, because in the development of the EP took experience curriculum and content of the best medical schools in the world, based on cooperation in this area with leading Kazakhstani and foreign universities.

Strengths/best practices- none

EEC recommendations

To the management of the HEI and EP to provide the simulation center with modern simulators and phantoms for special disciplines from 2023-2024 academic year on a permanent basis (6.1.2.);

The management of the HEI and EP to organize academic mobility of teaching staff and students with the allocation of appropriate resources from 2023-2024 academic year annually. (6.6.2.).

EEC conclusions on criteria:

Strong - 0

Satisfactory - 12

Suggest improvement - 2

Unsatisfactory - 0.

6.7 Standard "Evaluation of the educational program»

Evidentiary part

For planning the educational process, development, review and approval of teaching and learning methodological complexes of disciplines, resource allocation, planning, implementation and monitoring, implementation of teaching and learning methods, ensuring constant interaction between the departments implementing the EP, continuous monitoring, evaluation and documentation of progress in achieving the goals and objectives of the EP on a permanent basis works Academic Committee, which includes all stakeholders - experienced teachers, students, employers. (<https://www.kaznu.kz/ru/20560/page/>). There is also a position of the EP coordinator at the university (usually it is the EP developer), whose task is the operational management of the EP. The Educational Program includes mandatory monitoring of its effectiveness and opportunities for improvement (https://drive.google.com/file/d/1htYexAoHjApCgwWbRn54VU_OImFJ0NHj/view?usp=sharing), (<https://www.kaznu.kz/ru/20561/page/>). The discussion of the results of EP implementation is discussed at the Academic Council of HSOM, at the Faculty RS, as well as at the annual scientific and methodological conference of the University, during which in the process of broad discussion in an interdisciplinary and interprofessional environment together with representatives of other faculties, where recommendations are made to improve the EP, teaching and assessment strategies. Identified deficiencies and problems are used as feedback for measures and corrective action plans to improve the EP. According to the results of the questionnaire survey of teaching staff, 75.3% of teaching staff are fully satisfied with the content of the educational program, partially - 24.7% of respondents. 78.8% of teaching staff are fully satisfied with the opportunity to use their own innovations in the learning process, partially - 20% of respondents. According to the faculty members, the University management pays due attention to the content of the educational program (68.2% - "very good", 29.4% - "good"). The support of the University and its management in terms of developing new educational programs was rated "very good" by 76.5% of teachers, "good" - 20%. In the opinion of the majority of the University teachers, the knowledge of students received at the university corresponds to the realities of the requirements of the modern labor market (assessment "very good" - 60%, assessment "good" - 38.8%). The ability to analyze situations and make forecasts, according to the faculty, forms "very good" (61.2%) and "good" (37.6%). The teaching process additionally involves guest lecturers, according to the faculty, quite very often (21.2%) and often (49.4%). Students, noted that the University lecturers use their own strategies (fully satisfied - 71.2%, partially satisfied - 27.3%). Teaching methods in general are fully satisfied with 64.8%, partially - 29.7% of respondents. Quick response to feedback from teachers regarding the learning process is fully satisfied with 64.8% of students, 29.7% of respondents are partially satisfied. 72.5% are fully satisfied with the quality of teaching, 23.1% - partially satisfied. Academic load/student requirements are fully satisfied with 54.9%; 37.4% are partially satisfied. The level of implementation of the rules and policies of the educational program "Dentistry" is partially satisfied by 21.7%, fully satisfied by 74.7% of students. The relationship between student and instructor is partially satisfied by 21.7%, fully satisfied by 73.5% of students. Objectivity and fairness of the teachers are partially satisfied by 29.7%, fully - 67%. Informing students about courses, educational programs, and academic degrees is partially satisfied by 13.3%, fully satisfied by 78.3% of respondents. In terms of clear presentation of the course program, 62.7% of students are fully satisfied, 27.7% are partially satisfied. In terms of course content and structure, 51.6% of the students surveyed gave a very good rating, 42.9 gave a good rating. The relevance of the taught material was rated as "very good" by 63.9% and "good" by 24.1%. The majority of students are satisfied with the form of teaching material presentation (62.7% - assessment "very good"; 26.5% - assessment "good"). The instructor stimulates the activity of students 26.5% - "good", 63.9% of respondents. In the course of the questionnaire, students noted that teachers mainly stimulate students' creative thinking (27.7% - assessment "good", 59% - assessment "very good»).

Analytical part

EEC experts note that within the framework of the standard "Evaluation of educational programs" in the specialty "Dentistry" during the work of the expert commission and analysis of the submitted documentation, compliance with the requirements of the standard is revealed. The University timely identifies and considers the problems, which include insufficient achievement of the expected learning outcomes through internal (analysis of academic performance and rating; anonymous questionnaire) and external (state accreditation of educational activities of the EP); assessment of the level of competence formation, monitoring and control mechanisms. In order to evaluate the EP, student surveys, discussions between teachers are conducted (<https://drive.google.com/file/d/1bGFC6EHfdZtCNsleGmu2CMzvGMFXijAH/view?usp=sharing>). Identified shortcomings and problems are used as feedback for measures and corrective action plans to improve the EP. One of the criteria for the success of the EP will be the results of the independent examination, which is held at the university in the format of NBDE.

Since the learning outcomes, curriculum of the EP and the content of disciplines correspond to the recommendations of the standards of the World Federation of Medical Education (WFME) - Global Standards for Quality Improvement in Medical Education and options of the International Foundations of Medicine (IFOM - International Foundations of Medicine), the EP takes into account the conditions in which the graduate of this program will work, because in this case the requirements of different health care systems are taken into account. This is important, because at the moment foreign students from distant countries are studying on the EP "Dentistry". The planned graduation of bachelors of dentistry will be in 2023-2024 academic year.

Strengths/best practices no EEC recommendations no EEC conclusions on criteria:

strong 0

satisfactory - 9

suggest improvements - 0

unsatisfactory - 0

6.8 Management and Administration Standard

Evidentiary part

By the Resolution of the Government of the Republic of Kazakhstan dated 16.10.2018, the Farabi KazNU is a non-profit joint stock company. The founder is the Government of the Republic of Kazakhstan represented by the State Property and Privatization Committee of the Ministry of Finance of the Republic of Kazakhstan. The authorized body in the relevant industry, exercising the right to own and use 100% state block of shares of the Company, is the Ministry of Education and Science of the Republic of Kazakhstan (the Sole Shareholder). The Order of the Minister of Education and Science of the Republic of Kazakhstan No. 556 dated December 29, 2020 "On some issues of the Board of Directors of the non-profit joint stock company "Kazakh National University named after Al-Farabi" determined the composition of the Board of Directors of the non-profit joint stock company "Kazakh National University named after Al-Farabi" in the number of 9 (eleven) members. (<https://www.kaznu.kz/ru/24151/page/>). The management body of the Company is the Board of Directors. The executive body of the Company is the Management Board. The University policy provides for continuous analysis and evaluation of the quality of educational activities through the systematic analysis of QMS, monitoring of feedback from consumers of services to determine their satisfaction and modernization of the communication system at the University. QMS analysis allows 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.

As a young school, HSOM has an ambitious task to develop and implement a new model

of a school of medicine that meets the needs of the national health care system and the requirements of the international educational and sociocultural environment and challenges of modernity. Therefore, the university strives not only to produce quality training of specialists and provide retraining opportunities for health care in connection with the introduction of new innovative technologies in production, but also tries to achieve as much customer satisfaction as possible.

In order to realize this task, one of the priorities for the next 3 years is to strengthen material, technical and human resources of the faculty. The following tasks have been set: to open a molecular genetic laboratory, to form a full-fledged simulation center with the most modern training technologies, to fully provide the material and technical base of the educational process (new building, modern equipment of laboratories), to form scientific and clinical potential (research institutes, employees, international projects, clinical bases).

State policy in the field of higher education is aimed at ensuring high quality educational programs; higher requirements have been established for the material and technical equipment of the educational process. According to the development program, the university plans, distributes resources, and provides sufficient financial support for the development of the material and technical base, library, information resources and technologies. (<https://www.kaznu.kz/ru/14960/page/>)

KazNU named after Al Farabi, within the framework of its governing structures, establishes structural units by defining the responsibilities of each of them, and also includes representatives of teaching staff and students in their composition. The participation of teaching staff and students in the management of the university is ensured by their right to be elected to the collegial governing bodies (Charter of KazNU named after Al Farabi), to make proposals for improving the educational process to the rector and the Academic Council.

The highest forms of collegial management of the university are the Academic Council, the Supervisory Council, the Academic (scientific and methodological) council, the Student Senate and the Council of Elders. The representation of students in the governing bodies of the university and their activities are regulated by the “Model rules for the activities of educational organizations implementing educational programs of higher and postgraduate education” (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 595 dated October 30, 2018), and the University Charter. Within the framework of financial autonomy, it is possible to independently resolve issues of increasing budget revenues, thereby providing additional financing for the development of intangible assets. At the same time, the connection with the state is maintained: the university fulfills state orders for the training of highly qualified specialists and implements scientific projects within the framework of state programs. A form of participation of teaching staff in making management decisions is also participation in the work of dean’s offices, schools, departments, where decisions on educational, educational, scientific activities, as well as personnel issues, are discussed and made. Meetings of the rector, vice-rectors and deans with the teaching staff are held regularly.

The Higher School of Medicine includes three departments: fundamental medicine, clinical disciplines and clinical specialties. The position of head of the department is exempt from the mandatory teaching load. The head of the department has two deputies - for educational work and for NDiMS (who perform these duties at 0.5 rates). The Dean of the Faculty of Medicine and Health holds weekly meetings with the heads of structural divisions of the faculty. The Higher School of Medicine director holds school meetings every week. Every week the heads hold department meetings.

Professorial and teaching staff of the departments - planning the educational process, development, review and approval of educational and methodological complexes of disciplines, distribution of educational resources, planning, implementation and monitoring of the implementation of teaching and learning methods, ensuring constant interaction between departments implementing educational program, quality control of the educational process, approval of teaching aids and control and measuring instruments for study is carried out by the Higher School of Medicine methodological bureau, whose work is led by the Higher School of Medicine Deputy

Director for Department of pedagogy and education management (<https://www.kaznu.kz/ru/20560/page/>).

Al-Farabi KazNU has the necessary tools *to inform the public* to improve the quality of education and provide accessible information to potential domestic and foreign stakeholders. The information content of all sites is carried out in three languages: Kazakh, Russian and English, which allows us to reach potential participants of the educational program, not only in Kazakhstan and the CIS, but also in foreign countries. The official website of Al-Farabi KazNU <http://www.kaznu.kz/ru> is the main platform for accessible and transparent information.

Based on the results of a survey of teaching staff during the work of the external expert commission, the accessibility of management to teachers was rated “good” by 37.6%, and “very good” by 60% of respondents. The degree of involvement of teaching staff in the process of making managerial and strategic decisions was rated “good” by 21.2% of respondents, “very good” by 72.7% of respondents. Teachers rated the level of feedback from teaching staff to management as “good” - 62.1% and “very good” - 30.3%. The management and administration of the university’s perception of criticism towards them was rated “very good” by 32.9% of respondents, and “good” by 57.6% of respondents. Based on the results of a student survey conducted during the work of the external expert commission, 67% of students were completely satisfied with their relations with the dean’s office; 29.7% are partially satisfied. 27.5% were partially satisfied with the level of availability of dean’s office employees ; 63.7% of respondents are completely satisfied. 6.9% are partially satisfied with the level of accessibility and responsiveness of university management; 1 6.9% are partially satisfied; 75.9% - completely satisfied.

Analytical part

The university independently carries out financial and economic activities, its financial autonomy correlates with the principles of responsibility to society for the quality of all activities in professional training within the framework of the educational program “Dentistry”, scientific research and provision of services, with the effective management of funds and state property.

The distribution of resources is implemented depending on the characteristics and needs of the educational program "Dentistry", the specifics of academic disciplines, the conditions for conducting practical and laboratory classes, the need to attract standardized patients, etc. The established policy complies with external legislative acts, which ensures the institutional autonomy of the University.

When interviewing administrative and management personnel and heads of departments with members of the external expert commission, it was noted that the University clearly defines the responsibility of academic leadership in relation to the development and management of the educational program. During a conversation with focus groups, a response was received from the interviewers that the University periodically conducts assessments academic leadership regarding the achievement of its mission and learning outcomes.

According to the “Model Rules for the Operation of Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education”, the University’s internal quality assurance system is based on standards and guidelines for ensuring the quality of higher and postgraduate education in the European Higher Education Area (ESG), which includes: quality assurance policy quality; development and approval of programs; student-centered learning, teaching and assessment; student admission, performance, recognition and certification; Teaching Staff; learning resources and student support system; information management; public information; continuous monitoring and periodic evaluation of programs.

Strengths/best practices none

EEC recommendations

There are no recommendations for this standard

EEC conclusions based on the criteria:

Strong - 0

Satisfactory - 12

Expected improvement – 0

Unsatisfactory - 0

Strengths/best practices none

No EEC recommendations

You water EEC according to the following criteria:

Strengths – 0

Satisfactory – 13

Requires improvement – 0

Unsatisfactory - 0

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

Standard 1: Mission and Deliverables

No strengths identified for this standard

Standard 2. Educational program

No strengths identified for this standard

Standard 3. Evaluation of the educational program

No strengths identified for this standard

Standard 4. Students

No strengths identified for this standard

Standard 5. Student assessment

No strengths identified for this standard

Standard 6. Academic staff. Teachers

No strengths identified for this standard

Standard 7. Educational resources

No strengths identified for this standard

Standard 8: Management and Administration

- No strengths were identified for this standard

**(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY
FOR EACH STANDARD**

Standard 1: Mission and Deliverables

There are no EEC recommendations for this standard.

Standard 2. Educational program

- The academic committee of the educational program should expand the catalog of elective disciplines on an interdisciplinary basis for the 2023-2024 academic years (for ex-

ample, neurology + dentistry, dermatology + dentistry) (2.6.4).

Standard 3. Student assessment

There are no EEC recommendations for this standard.

Standard 4. Students

There are no EEC recommendations for this standard.

Standard 5. Academic staff. Teachers

- The management of the University and EP should ensure advanced training of pedagogical and professional competencies of teachers of special disciplines in near and far abroad from the 2023-2024 academic year on an ongoing basis in order to further improve multilingual education (5.2.2);
-

Standard 6. Educational resources

- The management of the University and EP should provide the simulation center with modern simulators and phantoms in special disciplines from the 2023-2024 academic year on an ongoing basis (6.1.2.);
- The management of the University and EP shall organize the academic mobility of teaching staff and students with the allocation of appropriate resources from the 2023-2024 academic year annually. (6.6.2).
-

Standard 7. Evaluation of the educational program

There are no EEC recommendations for this standard.

Standard 8: Management and Administration

There are no EEC recommendations for this standard.

(IX) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS

There are no EEC recommendations for this section.

(X) RECOMMENDATION TO THE ACCREDITATION BOARD

Members of the EEC came to the unanimous opinion that EP 6B10104 - “Dentistry” , implemented by KazNU named after al-Farabi , can be accredited for a period of 5 (five) years .

Application 1. PARAMETERS FOR A SPECIALIZED PROFILE

Parameters for primary specialized accreditation of EP BMiFO 6B10104 - «Dentistry»

№ P\P	№ P\P	№ criticism	CRITERIA FOR EVALUATION	PO position			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard 1 « MISSION AND RESULTS »							
1.1 Mission Definition							
The educational organization should :							
1	1	1.1.1.	define the mission of the EP and communicate it to stakeholders and the health sector .		+		
2	2	1.1.2.	the mission statement should reflect the goals and educational strategy to prepare a competent specialist at the level of higher education in the field of health care with an appropriate foundation for a future career in any field of health care, including all types of practice, administrative medicine and research in health care; capable of performing the role and functions of a specialist in accordance with the established requirements of the healthcare sector; prepared for postgraduate study and committed to lifelong learning		+		
3	3	1.1.3.	ensure that the mission of the EP includes advances in research in the biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and reflects major international health issues		+		
1.2 Institutional autonomy and academic freedom							
The educational organization should :							
4	4	1.2.1.	have institutional autonomy 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.	ensure academic freedom for staff and students to implement the 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 educational organization should :							
6	6	1.3.1.	define the expected learning outcomes that students should achieve upon completion of training in relation to achievements at the basic level in re-		+		

			lation to knowledge, skills and professional attitudes; an appropriate foundation for a future career in any area of the healthcare industry; future roles in the health sector; subsequent postgraduate training; commitment to lifelong learning; community health needs, healthcare system needs 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 learning outcomes required upon completion with those required in postgraduate study				
10	10	1.3.5.	provide the opportunity for students to participate in research in the relevant field of health care	+			
11	11	1.3.6.	pay attention to intended learning outcomes related to global health	+			
1.4 Participation in the formulation of mission and learning outcomes							
The educational organization should :							
12	12	1.4.1.	ensure the participation of main 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 educational organization should :							
14	1	2.1.1.	define the specifications of the EP, including a statement of intended learning outcomes, a curriculum based on a modular or spiral structure, achievable qualifications	+			
15	2	2.1.2.	use teaching and learning methods that encourage, prepare and support learners to take responsibility for their learning	+			
16	3	2.1.3.	ensure that the EP is implemented in accordance with the principles of equality	+			
17	4	2.1.4.	develop students' abilities for lifelong learning	+			
2.2. Scientific method							
The educational organization should :							
18	5	2.2.1.	throughout the entire training program, 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 the opportunity to include the results of modern scientific research in the EP	+			
2.3 Basic Biomedical Sciences							
The educational organization should :							

20	7	2.3.1.	identify and include in the EP the achievements of basic biomedical sciences to develop in students an understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and practical application of clinical scientific knowledge		+		
21	8	2.3.2.	provide mechanisms for revising and updating the EP, taking into account 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 Law							
The educational organization should :							
22	9	2.4.1.	identify and include in the EP achievements of behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence		+		
23	10	2.4.2.	provide mechanisms for reviewing and updating the EP taking into account advances, 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 care system; changing demographic and cultural context		+		
2.5. Clinical/Pharmaceutical Sciences and Skills							
The educational organization 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 assume appropriate responsibilities in subsequent professional activities;		+		
25	12	2.5.2.	ensure that trainees spend a sufficient portion of the program in planned contact with patients, service users in appropriate clinical/industrial settings and gain experience in health promotion and disease prevention		+		
26	13	2.5.3.	determine the amount of time allocated to studying the main clinical/profile disciplines		+		
27	14	2.5.4.	provide training with appropriate attention to the safety of the learning environment and patients, including observation of trainee activities in clinical/industrial settings		+		
28	15	2.5.5.	provide the opportunity to change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, the current and expected needs of society and the healthcare system		+		
29	16	2.5.6.	ensure that each student has early contact with real		+		

			<p>patients, consumers of services, including his gradual participation in the provision of services and including responsibility:</p> <ul style="list-style-type: none"> - in terms of examination and/or treatment of the patient under supervision in appropriate clinical conditions; - in sanitary and epidemiological surveillance procedures in terms of inspection and/or inspection of an object under supervision, which is carried out in the relevant production bases (sanitary and epidemiological examination centers, territorial departments of sanitary and epidemiological control, including in transport, disinfection organizations and health care facilities); - in terms of consulting 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 the specific stage of the training program		+		
2.6. Structure of the educational program, content and duration							
The educational organization should :							
31	18	2.6.1.	describe the content, scope and sequence of disciplines/modules, including the appropriate balance between basic biomedical, behavioral, social and clinical/specialty disciplines		+		
32	19	2.6.2.	provide for horizontal integration of related sciences and disciplines ;		+		
33	20	2.6.3.	provide vertical integration of clinical/profile sciences with basic biomedical and behavioral and social sciences		+		
34	21	2.6.4.	provide the opportunity for elective content (electives) and determine the balance between the mandatory and elective parts of the EP				+
35	22	2.6.5.	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of the impact of the environment and man-made production loads, social situation on public health		+		
2.7. Program management							
The educational organization should :							
36	23	2.7.1.	define procedures for development, approval and revision of EP		+		
37	24	2.7.2.	identify a committee under academic leadership responsible for planning and implementing the EP to ensure achievement of expected learning outcomes		+		
38	25	2.7.3.	ensure the representation of teachers, students, representatives from other interested parties,		+		

			including representatives from clinical, production bases, healthcare professionals involved in the learning process in the EP committee responsible for the EP				
39	26	2.7.4.	provide the opportunity to plan and implement innovations in the EP through the committee responsible for the EP		+		
2.8. Relationship to medical/pharmaceutical practice and health care system							
The educational organization should :							
40	27	2.8.1.	ensure continuity between the EP and subsequent stages of professional training or practical activity, which the student will begin upon completion of training		+		
41	28	2.8.2.	take into account the specific conditions in which graduates will have to work and modify the EP accordingly		+		
Total				0	27	1	0
Standard 3. STUDENT ASSESSMENT POLICY							
3.1. Assessment methods							
The educational organization should :							
42	1	3.1.1.	define and approve the principles, methods and practices used for assessing students, including the number of examinations, criteria for establishing passing scores, grades and the number of retakes allowed;		+		
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 examination of the process and assessment methods from external experts		+		
46	5	3.1.5.	demonstrate a willingness to ensure that assessment methods and results avoid conflicts of interest and use a system for appealing student assessment results		+		
47	6	3.1.6.	provide for the possibility of ensuring an open assessment procedure and its results, informing students about the criteria and assessment procedures used		+		
48	7	3.1.7.	provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as the use of external examiners		+		
3.2. Relationship between assessment and learning							
The educational organization should :							
49	8	3.2.1.	use assessment principles, methods and practices that are comparable to planned RL and teaching and learning methods, ensure achievement of in-		+		

			tended learning outcomes, promote student learning, provide an appropriate balance of formative and summative assessment to guide learning and make decisions about academic performance				
50	9	3.2.2.	provide for the possibility of adjusting the number and nature of examinations to stimulate both knowledge acquisition and integrated learning		+		
51	10	3.2.3.	provide timely, specific, constructive and fair feedback to students based on assessment results		+		
Total				0	10	0	0
Standard 4. STUDENTS							
4.1. Admission and Selection Policy							
The educational organization should :							
52	1	4.1.1.	have an admissions policy and practice that is based on principles of objectivity and includes a clear statement of the student selection process		+		
53	2	4.1.2.	have a policy and implement practices for the admission of persons with disabilities		+		
54	3	4.1.3.	have a policy and implement the practice of transferring students from other educational organizations, including foreign ones		+		
55	4	4.1.4.	establish a connection between selection and the mission of the educational organization, 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 admission of students		+		
4.2. Recruitment of students							
The educational organization should :							
57	6	4.2.1.	determine the number of accepted students in accordance with the capabilities of the organization of education at all stages of the educational program		+		
58	7	4.2.2.	demonstrate a willingness to regulate the number and enrollment of students, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector in order to meet the health needs of the population and society as a whole		+		
59	8	4.2.3.	provide for the possibility of periodically reviewing the number and nature of students admitted in consultation with other interested parties and adjusting them to meet the health needs of the population and society as a whole		+		
4.3. Consulting and support for students							
The educational organization should :							
60	9	4.3.1.	demonstrate the possibilities of using the system of academic counseling for students		+		
61	10	4.3.2.	Demonstrate a commitment to offering students a program of support that addresses social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of advice and		+		

			support				
62	11	4.3.3.	demonstrate readiness to use a feedback system with students to assess conditions and organize the educational process		+		
63	12	4.3.4.	demonstrate readiness to provide students with documents confirming the qualifications obtained (diploma) and a diploma supplement (transcript)		+		
64	13	4.3.5.	provide the opportunity to take into account the needs of different groups of students and provide the opportunity to form an individual educational trajectory		+		
65	14	4.3.6.	demonstrate a willingness to provide academic counseling, which is based on monitoring the student's progress and includes issues of professional guidance and career planning		+		
4.4. Student representation							
The educational organization should :							
66	15	4.4.1.	have a policy and implement practices for student representation and appropriate 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 providing assistance and support to student activities and student organizations		+		
Total				0	16	0	0
Standard 5. ACADEMIC STAFF/TEACHERS							
5.1. Recruitment and selection policy							
The educational organization must develop and implement a personnel selection and recruitment policy that:							
68	1	5.1.1.	determines 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 balance between medical, non-medical, pharmaceutical, full-time and 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 activities and "service" functions		+		
70	3	5.1.3.	defines and monitors the responsibilities of academic staff/faculty in basic biomedical sciences, behavioral and social sciences and clinical, hygiene, 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 the attitude to the mission and economic opportunities of the educational organization, as well as significant features of the region		+		
5.2. Policy of activity and personnel development							

The educational organization must develop and implement a personnel performance and development policy that is aimed at :							
72	5	5.2.1.	balancing opportunities between teaching, research and service roles, ensuring recognition of meritorious academic work with due emphasis on teaching, research and professional qualifications		+		
73	6	5.2.2.	ensuring sufficient knowledge by individual employees of the entire educational program, as well as training and professional development of teachers, their development and evaluation			+	
74	7	5.2.3.	the ability to take into account the teacher-student ratio depending on the various components of the educational program		+		
75	8	5.2.4.	staff career growth				
Total				0	7	1	0
Standard 6. EDUCATIONAL RESOURCES							
6.1. Material and technical base							
The educational organization 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 create a safe learning environment for staff, students, patients and their relatives		+		
77	2	6.1.2.	demonstrate a commitment to improving the learning environment by regularly updating and expanding facilities to meet changes in educational practice			+	
6.2. Resources for practical training							
The educational organization should :							
78	3	6.2.1.	Demonstrate a commitment to providing the necessary resources to provide trainees with appropriate clinical/practical experiences, including: <ul style="list-style-type: none"> • quality and categories of patients/consumers of services, • number and categories of clinical/production sites; • observation of students' practice 		+		
79	4	6.2.2.	demonstrate a willingness to evaluate, adapt, and improve clinical/practice training environments to meet community needs		+		
6.3. Information Technology							
The educational organization 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.	provide the opportunity for teachers and students to access relevant patient data and health information systems using existing and relevant new information and communication technologies for independent learning, access to information, pa-		+		

			tient databases and work with health information systems				
6.4. Research and scientific achievements							
The educational organization should :							
83	8	6.4.1.	demonstrate a willingness to use research activities and scientific achievements in the field of medicine and pharmacy as the basis for the educational program		+		
84	9	6.4.2.	formulate and implement policies to strengthen the relationship between research and education; provide information on the research base and priority areas in the field of scientific research of educational organizations		+		
85	10	6.4.3.	provide for the relationship between research and education is taken into account in teaching, encourages and prepares students to participate in health research		+		
6.5. Expertise in Education							
The educational organization should :							
86	11	6.5.1.	have a policy and introduce into practice access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at university, interuniversity and international levels; develop and implement an examination policy in the development, implementation and evaluation of an educational program, development of teaching and assessment methods		+		
87	12	6.5.2.	demonstrate a willingness to provide evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting the interests of staff in educational research		+		
6.6. Exchange in Education							
The educational organization should :							
88	13	6.6.1.	have a policy and implement practices 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 in the country and abroad and allocate appropriate resources for these purposes			+	
Total				0	12	2	0
Standard 7. EVALUATION OF THE EDUCATIONAL PROGRAM							
7.1. Program monitoring and evaluation mechanisms							
The educational organization 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.	develop and demonstrate readiness to use an educational program evaluation mechanism that examines the program, its main components, student performance, identifies and solves problems, and ensures that the relevant evaluation results influence the EP		+			
92	3	7.1.3.	demonstrate a 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:								
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 a willingness to use feedback results to improve the educational program		+			
7.3. Academic achievements of students								
The educational organization should :								
95	6	7.3.1.	demonstrate a willingness to analyze student performance in accordance with the mission and expected learning outcomes, curriculum and resource availability		+			
96	7	7.3.2.	demonstrate readiness to analyze students' performance taking into account the conditions of their previous education and level of preparation when entering a university; use the results of the analysis to interact with the structural unit responsible for selecting students, developing an educational program, and counseling students		+			
7.4. Stakeholder Engagement								
The educational organization should :								
97	8	7.4.1.	demonstrate a willingness to involve key stakeholders in monitoring and evaluating the educational program		+			
98	9	7.4.2.	demonstrate a willingness to provide stakeholders with access to program evaluation results, collect and study feedback from them about the educational program		+			
Total					0	9	0	0
Standard 8. MANAGEMENT AND ADMINISTRATION								
8.1. Management								
The educational organization should:								
99	1	8.1.1.	identify structural units and their functions, including relationships within the university		+			
100	2	8.1.2.	determine committees in the management structure, their composition of responsibilities, reflecting the representation of the main and other stakeholders, ensuring transparency of the work of management bodies and the decisions they make		+			

8.2. Academic Leadership							
The educational organization should:							
101	3	8.2.1.	describe the responsibilities of 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 the achievement of its mission and expected learning outcomes	+			
8.3. Training budget and resource allocation							
The educational organization should:							
103	5	8.3.1.	have a clear distribution of responsibility and authority to provide resources for the educational program, including a targeted training budget	+			
104	6	8.3.2.	demonstrate readiness to allocate the resources necessary for the implementation of the EP and distribute educational resources in accordance with their needs	+			
105	7	8.3.3.	provide the opportunity to independently distribute resources, including remuneration for teachers who properly achieve the planned learning outcomes; when allocating resources, take into account scientific advances in the field of health care and public health problems and their needs.	+			
8.4. Administrative staff and management							
The educational organization should:							
106	8	8.4.1.	demonstrate a willingness 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 educational organization should:							
108	10	8.5.1.	demonstrate a willingness to engage constructively with the healthcare system and health-related sectors of society and government, including foreign ones	+			
109	11	8.5.2.	demonstrate a willingness to formalize collaboration, including the involvement of staff and trainees, with partners in the health sector	+			
8.6. Public information							
The educational organization should:							
110	12	8.6.1.	provide for regular publication on the official website of the educational organization and in the media complete and reliable information about the educational program and its achievements	+			
Total				0	12	0	0
TOTAL OVERALL				0	106	4	0