



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

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

6B10107 General medicine

NJSC "ASTANA MEDICAL UNIVERSITY"

in the period from 24 to 26 May 2022

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*Addressed to
Accreditation
Council of the IAAR*



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Nur-Sultan, 2022

(I) LIST OF SYMBOLS AND ABBREVIATIONS

NJSC "MUA" Non-profit joint-stock company "Astana Medical University"
AIS automated information system
AUP administrative and managerial personnel
DB basic disciplines
VKK intracathedral control
university higher education institution
SAC State Attestation Commission
GOSO RK state obligatory standard of education of the Republic of Kazakhstan
SEC State Examination Commission
DI job description
UNT unified national testing
IAMC Integrated Academic Medical Center
IGA final state certification
IGE final state exam
IPP teacher's individual work plan
IRRZ Institute of Radiobiology and Radiation Medicine
IMS integrated management system
ISO International Organization for Standardization
IEP Individual Curriculum
HF component of choice
KIS Corporate Information System
KKSON MES RK Committee for Control in the Sphere of Education and Science of the
Ministry of Education and Science of the Republic of Kazakhstan
CCW (TBL) team-oriented learning
KTA complex testing of applicants
QED Catalog of elective disciplines
IAS International Academic Cooperation
MH RK Ministry of Health of the Republic of Kazakhstan
ISS interdepartmental meeting
ISTC international scientific and technical cooperation
MOD international educational activities
EFQM Model European Foundation for Quality Management Excellence Model
MES RK Ministry of Education and Science of the Republic of Kazakhstan
ISO international educational cooperation
IS ISO International Standard ISO

(II) INTRODUCTION

In accordance with the order No. 68-22-OD dated March 18, 2022 of the Independent Agency for Accreditation and Rating, from May 24 to May 26, 2022, an external expert commission assessed the compliance of the educational program 6B10107 General Medicine of the Astana Medical University with the standards of specialized accreditation of the NAAR (No. 68- 18/1-OD dated May 25, 2018, second edition).

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

The composition of the WEC:

1) Chairman of the EEC - Igor Cemortan, PhD, Associate Professor, State University of Medicine and Pharmacy. N. Testemitanu (Republic of Moldova). Off-line participation

2) IAAR expert – Suleymanova Leyla Magerramovna, Ph.D., Associate Professor, Azerbaijan Medical University (Azerbaijan Republic). Online participation

3) Expert IAAR - Grichanyuk Dmitry Alexandrovich Ph.D. honey. Sciences., Associate Professor, Head. Department of Oral and Maxillofacial Surgery, Belarusian Medical Academy of Postgraduate Education (Republic of Belarus) On-line participation

4) IAAR expert – Elena Alexandrovna Kiseleva, Doctor of Medical Sciences, Professor of the Novokuznetsk State Institute for Postgraduate Medical Education, a branch of the Russian Medical Academy of Continuous Professional Education of the Ministry of Health of Russia (Russian Federation). Online participation

5) IAAR expert - Khodjaeva Nigina Muradovna, Doctor of Medical Sciences, Director of the Center for Postgraduate Education, Professor of the Department of Children's Infectious Diseases of the State Educational Institution "Tajik State Medical University named after Abuali Ibni Sino" (Republic of Tajikistan). Off-line participation

6) Expert IAAR - Matyushko Dmitry Nikolaevich, PhD, NJSC "Medical University of Karaganda" (Republic of Kazakhstan). Off-line participation

7) IAAR expert – Pak Laura Alekseevna, PhD, Semey Medical University (Republic of Kazakhstan) Off-line participation

8) IAAR expert – Karibayeva Dina Orynbasarovna, Head of the Department of General Medical Practice No. 2, Candidate of Medical Sciences, Associate Professor, Kazakh National Medical University named after S.D. Asfendiyarov (Republic of Kazakhstan) Off-line participation

9) Expert IAAR - Veklenko Galina Viktorovna, candidate of medical sciences, associate professor, West Kazakhstan State Medical University. M. Ospanova (Republic of Kazakhstan) Off-line participation

10) IAAR expert, employer - Mukashev Aizar Manatovich, Deputy Chief Physician for Strategic Development, Children's Regional Hospital, Petropavlovsk (Republic of Kazakhstan) On-line participation

11) Expert IAAR, employer - Nurgaliyeva Ainur Tleugaliyevna, Chief physician of the ErStom clinic (Republic of Kazakhstan) Off-line participation

12) IAAR expert, student - Saule Bolatovna Kasymova, 2nd year PhD student, graduate school of public policy Nazarbayev University (Republic of Kazakhstan). Off-line participation

13) IAAR expert, student - Koyshyman Yernar Erkinbekuly, 2nd year resident, Karaganda Medical University (Republic of Kazakhstan). Online participation

14) Expert IAAR, student - Orynbasar Bibol Nurzhanuly, 2nd year student of General Medicine, Kazakh National University. Al-Farabi, member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). Online participation

15) IAAR expert, student - Panaev Ruslan, 3rd year student of the EP of Public Health, Kazakh-Russian Medical University, member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). Online participation

16) IAAR expert, student - Kudaibergenov Dias Bauyrdzhanuly, 4th year student of General Medicine, member of the Alliance of Students of Kazakhstan, "Kazakh National Medical University named after. S.D. Asfendiyarov" (Republic of Kazakhstan). Online participation

17) IAAR Coordinator – Saidulaeva Malika Akhyadovna, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan). Off-line participation



(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The history of NJSC "MUA" is a path of formation and improvement for more than 50 years. The university was founded in October 1964 as the Tselinograd State Medical Institute by the decision of the Central Committee of the Communist Party and the Council of Ministers of the Kazakh SSR.

During the years of existence of the Medical Institute, there have been multiple changes in its organizational form, reforming the management system in accordance with the requirements of the time. The main stages of the development of the University:

1. Tselinograd State Medical Institute (1964-1997).
2. Kazakh State Medical Academy (1997-2008).
3. Joint Stock Company "Kazakh Medical Academy", with a wholly owned state participation in the authorized capital (13.05.2008-2009).
4. NJSC "Astana Medical University" (06.01.2009-01.07.2010) as part of JSC "National Medical Holding" (hereinafter - NMH).
5. NJSC "Astana Medical University" from 01.07.2010 is under the jurisdiction of the Ministry of Health of the Republic of Kazakhstan.

Detailed information is available on the university website.

On February 22, 2019, on the basis of the Decree of the Government of the Republic of Kazakhstan "On the issues of creating a non-profit joint-stock company "Astana Medical University" No. 648 dated October 16, 2018, the joint-stock company "Astana Medical University" was reorganized into a non-profit joint-stock company "Astana Medical University".

The documents constituting the organizational and legal basis of activities and the legal basis for the implementation of the educational program of the University are presented on the website of the university.

Currently, the university has a state license of the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. KZ93LAA00014823 dated March 19, 2019 (date of initial issue: January 31, 2009), without a time limit, for the right to carry out educational activities under higher education programs and postgraduate vocational education, according to which he has the right to issue documents on education of the state standard.

According to the organizational structure of NJSC "MUA" (Appendix 1), the main structural divisions of the University are the institute, faculties, departments, departments, divisions, centers, which include staff in the following categories: teaching staff, administrative and managerial personnel, teaching and support personnel, service personnel, other personnel.

The University is constantly working to expand international relations; direct ties have been formed with many foreign scientific centers and universities. Agreements on cooperation in the field of education and science have been concluded with foreign universities and organizations in Europe and Asia.

Today NJSC "MUA" is a member of UNAI since February 24, 2016. Academic Engagement (UNAI) is a global initiative of the Secretary-General of the United Nations to enhance collaboration with higher education institutions in support of the goals of the United Nations. Participation in UNAI gives NJSC "MUA" all the benefits of being a member of a growing network of students and scientists who are actively working to organize events and conduct research in order to create a unified global culture of intellectual responsibility to society.

In 2018, on June 28, the University signed a memorandum of strategic partnership with Vilnius University, Lithuania, within the framework of which bilateral cooperation is being developed in the field of education, science, and clinical activities.

As part of the internationalization of medical education in 2019, the University, together with a leading foreign university, developed a joint double-degree master's program, NJSC

"MUA" implements educational programs in English, thanks to which the number of foreign students is growing at the university every year.

The following projects have been successfully implemented at the University:

- Training to avoid medical errors - "TAME", 2015-2018;
- Transition to the university autonomy of the universities of Kazakhstan - "TRUNAK", 2017-2020;
- Development of the innovative potential of higher education in the field of nursing through the reform of the healthcare system - "ProInCa", 2017-2021;
- Acceleration of the development of nursing education at the Master's and Doctoral levels in the higher education system of Kazakhstan - "AccelEd", 2020-2023;
- Development of Academic Capacity in the field of Global Health in the region of Eastern Europe - Central Asia - "BACE", 2020-2024;
- Projects of Erasmus + programs and the Mevlana exchange program for academic mobility;

NJSC "MUA" has signed cooperation agreements with more than 112 universities and research institutes. Our students have the opportunity to study in Japan, Turkey, South Korea, the Czech Republic, Lithuania, Poland, Finland, Russia and other countries. The university is a member of international associations: the Magna Carta of Universities, the IFMSA association and the association AMSE <http://www.amse-med.eu/members-and-membership/members/>.

In the process of consistent development of the education system of Kazakhstan, an important characteristic of the activity of a higher educational institution is research work, in which the university has achievements.

In accordance with the Law of the Republic of Kazakhstan "On Science", the scientific activity of the University has been successfully accredited as a subject of scientific activity.

The University has a Fund for Scientific and Innovative Development, scientific seminars, scientific schools.

The Institute of Radiobiology and Radiation Protection operates at the University, which is unique among similar scientific institutions in the direction of its activities, which specializes in research on the effect of radiation on biocenoses, microbiocenoses, the human body and ways to correct and develop complexes and systems of preventive measures to prevent the harmful effects of radiation. The main task of the IRRZ is the development of scientific and methodological foundations for the medical provision of radiation safety for workers at radiation-hazardous enterprises and methods for reducing the radiation risk of the population from man-made sources of ionizing radiation. The testing laboratory of the Institute of Radiobiology and Radiation Protection of NJSC "MUA" is accredited for compliance with ISO / IEC 17025, to confirm the competence and compliance of the testing laboratory with the requirements of the standard.

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

6740 students, 1607 interns, 950 residents, 114 undergraduates and 85 doctoral students study at the faculties of the University, including 1120 foreign students.

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

Students of NJSC "MUA" have international recognition, university students are winners of international scientific and practical conferences, international student subject Olympiads. In 2019, 650 students from 7 medical universities of Kazakhstan were assessed on the international foundations of medicine - International Foundations of Medicine (IFOM), university students who scored high on the results of the International Foundations of Medicine Exam - IFOM were awarded certificates. One of the students entered the top three leaders in the world, scoring the

highest score among students of medical universities of the Republic of Kazakhstan, this is a high indicator not only in Kazakhstan, but also in the world.

Professional training of students is carried out at 81 clinical bases of the university, located in the largest national, republican centers, research institutes of Kazakhstan. Employees of clinical departments are categorized doctors, members of various associations who perform complex operations, introduce new medical technologies in practical healthcare, and they also carry out field consultative and methodological work in non-basic medical organizations and in supervised areas of the Republic of Kazakhstan.

The University operates the "Medical Center of NJSC "MUA", which provides services under the state order within the guaranteed volume of free medical care to the attached population (children, adults), including university students, as well as on a paid basis.

NJSC "MUA" has introduced and develops distance technologies used in the educational process, based on the use of global and local computer networks to provide students with access to information educational resources of the university, regardless of its location.

NJSC "MUA" works mainly on the information and educational platform Moodle, where all educational materials are loaded: syllabuses, calendar and thematic plans, schedule, tasks for students, presentations, links to electronic learning resources, questions of boundary and final control.

For the transfer and mailing of educational material, online meetings with students, providing feedback, employees and teachers of the University use video, instant messengers and various platforms (Zoom, Skype, Meet.jit.si, Kahoot, etc.), and the official recommended platform is: Teams and Webex.

To check text documents for the presence of borrowings from open sources on the Internet and other sources, the Antiplagiat.Vuz program is integrated with the Moodle portal. To conduct exams in the mode of distance learning technologies, the developed online proctoring technology is used, which allows you to verify the student, monitor the student's screen and behavior, and record the entire exam on video.

In order to create conditions for the teaching staff to independently introduce new multimedia technologies, modernize existing educational / research developments, the University has a Multimedia Electronic Textbook Studio.

NJSC "MUA" is an active user of social networks to provide an information field and a platform for communication with stakeholders.

Links to accounts of NJSC "MUA" in social networks:

Official site - <https://www.amu.kz/>

Instagram account - https://www.instagram.com/amu_mua_official/

Facebook account - <https://www.facebook.com/MeduniverAstana/>

Youtube: <https://www.youtube.com/channel/UCxoJTRfEXwrojx0wub6ZvQQ>

As part of the implementation of the strategic direction 5. "Contribution to the development of the national context of health and education" of NJSC "Astana Medical University" (hereinafter referred to as the University) for 2019-2023, where the University plans to continue improving the quality assurance system.

The quality assurance system of the University is based on international standards and guidelines for quality assurance of higher and postgraduate education in the European Higher Education Area (ESG-ISJ), in accordance with which, according to the Law of the Republic of Kazakhstan "On Education", the university undergoes institutional and specialized accreditation in accreditation bodies included in the register of recognized accreditation bodies, as well as on the elements of the international quality management system standard ISO 9001:2015 in quality management.

In 2019, the University successfully passed institutional accreditation for compliance with the standards of institutional accreditation of higher education organizations until 2024, specialized accreditation of 55 programs for compliance with the standards for accreditation of educational programs of higher and postgraduate education, which were developed in

accordance with the new edition of the European standards and guidelines for quality assurance education (ESG).

Every year, in order to position itself as a competitive university providing quality educational services, the university in the National Ranking of Demand for Universities 2021, which was conducted by the Independent Agency for Accreditation and Rating (IAAR / IAAR), entered the general rating of the "TOP-20" universities of the Republic of Kazakhstan with an indicator of 33,418 points, as a result of which he took an honorable 7th place among 85 universities of multidisciplinary, technical, humanitarian, economic, medical and pedagogical areas, as well as arts and 3rd position among medical universities.

In the world ranking of university Internet sites Ranking Web of Universities (Webometrics, 2021), NJSC "MUA" takes 9780th place, in the continental ranking 3191st place, in the republic 20th place, which confirms the development of the content of the corporate website www.amu.kz", reflects the quality of the information infrastructure of the University and the quality of the management of the University.

According to the results of the rating assessment of the educational activities of medical universities conducted by the Ministry of Health of the Republic of Kazakhstan following the results of the 2020-2021 academic year, NJSC "Astana Medical University" led the overall rating with a value corresponding to the level of 5 stars.

In the ranking of educational programs of universities, conducted by the National Chamber of Entrepreneurs "Atameken" in 2021, the University took:

- First place in the specialties "Dentistry";
- second place - "Pharmacy", "Nursing" and "Public Health";
- third place - "General Medicine".

It should be noted that such ratings of educational programs help to meet the interests and needs of applicants and their parents, and for universities, ratings provide an opportunity to increase their competitiveness.

Ranking allows you to assess the quality of the educational services provided and helps to answer the request of applicants for choosing a place to study.

This specialized accreditation of the educational program in the specialty 6B10107- "General Medicine" is carried out in accordance with the Strategic Directions of the Development Plan of NJSC "Astana Medical University" for 2019-2023.

Self-assessment of the educational program was carried out in the period from 03/02/2022 to 04/11/2022 in accordance with existing regulations and methodological recommendations.

6758 students, 1609 interns, 951 residents, 114 undergraduates and 86 doctoral students study at the faculties of the University, including 1120 foreign students. Training is conducted in Kazakh, Russian and English. Multilingual groups have been created. The contingent of students in the specialty "General Medicine" is 6526, of which 5063 students study at the bachelor's degree, (in the I year - 1064, in the II year - 972 in III - 954 in IV - 997, in V - 1076) in internship -1463 people (on the VI course - 747, on the VII course - 716). 1120 foreign citizens from India, Jordan, Mongolia, China, Uzbekistan, Kyrgyzstan, Russia, Belarus, Azerbaijan, Georgia study at the Faculty of Medicine. International students study in all courses, with the exception of students from India and Jordan who complete their studies at the undergraduate level.

NJSC "MUA" is constantly working on the internationalization of education. Thus, the share of students studying in English increased from 6.2% in 2019 to 9.8% - in 2021, while the share of foreign students in the total contingent of students studying in undergraduate programs increased from 12.4% in 2019. to 16.6% in 2021. The number of students enrolled in 1 course over the last 3 years was as follows: 1047 - in 2019-2020 and 1074 - in 2020-2021 academic year. An analysis of the movement of students, including those expelled from the University for academic debt, at their own request, for violating internal regulations showed that the number of students expelled over the past 3 years has decreased: from 1st year - from 105 people to 17, from 1st to 5th courses - from 182 to 80 people and from 6-7 courses - from 114 to 40 people,

which indicates an increase in students' motivation for learning, teaching qualifications of teaching staff, improvement of University resources and clinical training of students.

The number of teaching staff is established in accordance with the staffing of the University. The balance of the academic staff of teachers of basic biomedical disciplines, behavioral, social and clinical sciences is maintained, which contributes to the implementation of the educational program in the specialty "General Medicine".

The total number of teaching staff of the departments involved in the implementation of the EP "General Medicine" in the reporting year is 551 employees, of which 521 (94.5%) work full-time, 30 (5.4%) work part-time. The staffing of the teaching staff is 100%.

834 people work at the departments participating in the implementation of the EP "General Medicine", of which: 73 doctors of science (8.7%), 167 candidates of science (20%), 39 PhD doctors (4.6%), 163 masters (19.5%); 39 professors, 78 associate professors/docents.

The employment of graduates is 96%.

The Faculty of Medicine annually implements a program of academic mobility for students, even in the context of the COVID-19 pandemic. The number of students participating in this program in the 2020-2021 academic year was 89 people. Since 2012, the faculty has been implementing a program of academic mobility to near and far abroad (Russia, Belarus, Uzbekistan, Bulgaria, South Korea, Italy, Lithuania, Slovenia, Poland, Turkey). Academic mobility of students is carried out in the form of: - studying at another university during one academic period; - study of the chosen discipline at the partner university for at least 5 days; - internships or internships/scientific internships; - participation in summer schools.

Students must have a GPA of at least 2.67 for self-financing, at least 3.67 for receiving financial support from the state from the republican budget (MES RK, MOH RK) and non-budgetary funds of the university. Students must be proficient in the language of instruction at the host institution at least level B2, as evidenced by a confirming certificate (IELTS, TOEFL, etc.). Over the past 3 academic years, the proportion of students and teaching staff participating in academic mobility programs has increased from 2.25% to 2.75% and from 3% to 3.8%, respectively.

At the University, scientific work is carried out on the following topics:

- New approaches and methods in the prevention, diagnosis, treatment and rehabilitation of COVID-19;
- New medical technologies to improve outcomes in the treatment of chronic diseases and the consequences of injuries with severe loss of function and severe complications;
- Comprehensive approaches to managing the health status of the Aral Sea population”;
- Assessment and monitoring of somatic morbidity among workers in the uranium industry of the Republic of Kazakhstan;
- Comprehensive prevention of major cardiovascular diseases and reduction of mortality in PHC, taking into account the climate, meteorological and environmental factors of the region
- Treatment of congenital hip dislocation in children;
- Advanced training of doctors and pharmacists in the field of the use of phytopreparations and herbal medicines (grant project of the GIZ Foundation (Germany));
- Training Against Medical Error - EU-ERASMUS+;
- Study of the possibility of using pinostrobin and marque prickly extract in the treatment of sluggish and long-term non-healing wounds;
- Correlation of antioxidant activity from the content and structure of polyphenols in plant extracts;
- Dynamics of biochemical parameters against the background of the use of artemisin in CCl4 intoxication in an in vivo experiment;
- Study of the mechanisms of development and the possibility of preventing diabetes mellitus caused by diabetogenic tryptophan metabolites;

- Study of toxicity and lethal doses of substance G.15 for the development of a new dosage form in the treatment of burn wounds (pilot study);
- Eating disorders in obesity;
- Determining the clinical and economic effectiveness of various methods for the prevention of preterm birth in high-risk groups;
- The study of the actual nutrition of obese children aged 9-10 years with normal body weight and the impact of obesity on the cognitive abilities and functional state of the brain of children;
- Features of socio-biological health factors in schoolchildren of the main ethnic groups of an urbanized metropolis;
- Development of a scoring system of criteria for establishing disability, taking into account the provisions of the international classification of functioning, disability and health;
- Innovative approaches to reduce salt intake for the prevention of diseases of the circulatory system and to improve the strategy for the prevention of iodine deficiency diseases.

The total number of scientific publications of the teaching staff of NJSC "MUA" in Kazakhstan from 2016 to 2021 is 1524 publications, outside the implementation of scientific and technical progress - 1462 scientific papers.

According to the Scopus database, the total number of scientific publications from 2016 to 2021 is 286 papers, outside the implementation of scientific and technical progress - 238 publications.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with the order of the Independent Agency for Accreditation and Rating (IAAR) No. 13-17-OD dated March 15, 2017, an external expert commission assessed the compliance of the undergraduate educational program in the specialty 5B130100 "General Medicine" with the standards of specialized accreditation of the IAAR.

The composition of the previous EEC:

1. Chairman of the Commission - Turdaliyeva Botagoz Saitovna, Head of the Department of Policy and Management in Healthcare Kazakh National Medical University named after. S.D. Asfendiyarov (Almaty);
2. Foreign expert - Ion Bologan, MD, State University of Medicine and Pharmacy. N. Testemitanu (Chisinau, Moldova);
3. Expert - Kim Svetlana Valentinovna Associate Professor of the Department of Children's Diseases No. 2 West Kazakhstan State Medical University. M. Ospanova (Aktobe);
4. Expert - Baskakova Irina Valentinovna Assistant of the Department of Therapeutic Dentistry Kazakh National Medical University. S.D. Asfendiyarov (Almaty);
5. Employer - Atygaeva Saule Kabievna, Deputy Chief Physician for Medical Work of the Municipal Infectious Diseases Hospital, infectious disease specialist (Astana);
6. Employer - Boshanov Esentai Zhazykenovich, director of dentistry "Boshanov Clinic" (Astana);
7. Student - Inabat Saurjanovna Tillyabayeva, 5th year student of the Kazakh-Russian Medical University (Almaty);
8. Student - Abilseit Zhanseitovich Kulbayev, 1st year resident of JSC "Kazakh Medical University of Continuous Education" (Almaty);
9. Observer from the Agency - Nurakhmetova Aiman Bekbolatovna, Head of the project on post-accreditation monitoring (Astana).

In 2017, the EEC for the specialized accreditation of the educational program "5B130100 General Medicine" recommended:

Recommendation of the EEC for the EP 5B130100 undergraduate "General Medicine" standard 1. Mission and end results "".

Reflect in the mission the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences, aspects of global health, international health problems. Wider involvement in the discussion and approval of the mission and goals of the educational program of representatives of practical healthcare.

Recommendation of the EEC for the EP 5B130100 "General Medicine" undergraduate program "General Medicine" standard 2 "Educational program"

Strengthening the relationship with complementary medicine, including non-traditional, traditional or alternative practice, feedback from students on improving the educational process in the departments, with analytical results and specific approaches to improvement.

EEC recommendation for undergraduate study program 5B130100 "General Medicine" standard 3 "Student assessment"

Three recommendations were made under this standard.

3.1 EEC Recommendation: Revise the existing methods for assessing the knowledge and skills of students in accordance with the accepted competence-oriented model of medical education and the possibility of adequate assessment of active / interactive teaching methods used in the university.

3.2 Recommendation of the EEC: Provide for the possibility of filling groups of up to 6-7 students in one group.

3.3 Recommendation of the WEC: Revise the calendar - thematic lesson plans, EMCD (RUP, syllabus) to increase the time of teaching students at the bedside and the formation of practical skills.

EEC recommendation for undergraduate study program 5B130100 "General Medicine" standard 4 "Students"

Initiate the process of searching for the possibility of expanding and acquiring additional places for students to live through negotiations with the Akimat of the city of Astana (for example, renting residential complexes built as part of EXPO-2017, PPP development, etc.).

Recommendation of the EEC for the undergraduate program 5B130100 "General Medicine" standard 5 "Academic staff, Teachers.

Develop a career development program for teaching staff with a definition of the need for scientific and pedagogical personnel, an increase in the demand for training specialists in magistracy and doctoral studies within the framework of the state order, and on a contractual basis; active search for qualified specialists.

EEC recommendation for undergraduate study program 5B130100 "General Medicine" standard 6 "Educational Resources"

Initiate the process of acquiring our own university clinic.

On May 29, 2017, by the decision of the Accreditation Council of the IAAR, the educational program "5B130100 - General Medicine" implemented by the MUA was accredited for 5 years.

Post-monitoring control to assess the implementation of the recommendations of the EEC IAAR, formed on the basis of the results of the specialized accreditation of the educational program "5B130100 - General Medicine" by the IAAR expert group, was held at the MUA on June 24, 2021.

Post-accreditation monitoring of the activities of the AMU showed that, in general, the recommendations given by the EEC are being implemented. The measures and actions taken contributed to improving the quality of the educational process and the implementation of educational programs of the university, positive trends in attracting students to scientific research, creating conditions for expanding the geography of partner universities, developing conditions that contribute to the formation of the student's personality.

At the same time, the members of the EEC, who carried out re-accreditation from May 24 to 26, 2022, found that the following work was carried out on the recommendations of the previous EEC:

1. According to the recommendations of the Mission and Deliverables standard:

The achievements of medical research in the field of biomedical, behavioral and social sciences in the OS are not fully represented. Achievements of clinical sciences are fully reflected in the EP, as the approved Standards for the diagnosis and treatment of diseases are used in the education of students. It was desirable to supplement information on aspects of global health, international health problems.

Representatives of practical healthcare are widely involved in the discussion and approval of the mission and goals of the educational program, as they are among the advisory management bodies of the EP. The WEC recommendation has been partially implemented.

2. According to the recommendations of the standard "Educational program":

A clear relationship with complementary medicine, including non-traditional, traditional or alternative practice, has not been established. The university works in this direction and approaches to psychosomatic medicine, homeopathy are discussed at individual departments.

Feedback from students on improving the educational process at the departments of the University has been established, based on the results of the survey, a comprehensive analysis of the activities of the teaching staff is carried out, and a plan of corrective measures is being developed. Responsible structures are the dean's office, departments and department for academic work.

3. According to the recommendations of the standard "Assessment of students":

1. A balance is maintained between formalized and summative assessment, the number of exams is regulated by the curriculum, a differentiated test is established for disciplines with a laboriousness of up to 2 credits. In some departments, various methods of assessing knowledge and skills are used: testing, written exam, oral exam, assessment of work in small groups, portfolio, training on dummies, phantoms, simulation training (at the level of the educational and clinical center), assessment of the student's work "at the bedside sick." The writing of abstracts and essays is widely used in assessment methods. The methods for assessing competencies also include curation of patients (the amount of time for curation of a patient in clinical departments has increased - up to 50% of the study time). The method of standardized patients is not presented in the program. The OSKE method is widely used in clinical departments.

In teaching students, both active and interactive teaching methods are used, and the range of interactive teaching methods has expanded in recent years. Interactive teaching methods are not used in all departments. There are no interactive lectures using electronic platforms. New programs have been prepared, where basic sciences (fundamental) and clinical sciences are integrated. Such programs will be introduced soon and included in the Curriculum of the specialty "General Medicine". The WEC recommendation has been partially implemented.

2. The occupancy of groups in 1-2 courses is up to 15 people, in senior courses - 12-13 people, and in internship - 6-7 people, residency - up to 5 people in one group. The WEC recommendation has been implemented.

3.3 The time of training students at the bedside for the formation of practical skills has increased (30-50% of the study time is devoted to teaching students at the bedside). The calendar-thematic plans, timing of practical classes, SROP and SRO by disciplines have been revised. The WEC recommendation has been implemented.

4. According to the recommendations of the "Students" standard:

On February 19, 2020, NJSC "MUA" and LLP "DV PROJEKT" signed a memorandum of cooperation in the construction of a new hostel for 300 beds.

The WEC recommendation should be considered implemented.

5. According to the recommendations of the standard "Academic Staff, Teachers":

NJSC "MUA" approved the program for the development of the teaching staff of JSC "MUA" for 2017-2021 (Minutes No. 10 dated February 24, 2017). The plan itself also contains data indicating efforts to create conditions for career growth:

- a system of continuous capacity building of university teachers based on a competency-based approach has been introduced;
- the need of the teaching staff of the university for personal and professional growth and development was realized;
- increased innovative competence and activity of the teaching staff of the university;
- increased satisfaction of students with the quality of teaching and organization of the educational process.

Conclusions: the recommendation has been implemented.

6. According to the recommendations of the "Educational Resources" standard:

The construction of a new University Hospital with 800 beds has begun. During the reporting period, there were more clinical bases, in Nur-Sultan there are more than 60 clinical bases. The WEC recommendation has been implemented.

The analysis carried out by experts showed that, in general, according to the recommendations given by the EEC in relation to accredited educational programs, there is a good positive trend. The measures and actions taken by the university contribute to improving the quality of the educational process and the implementation of educational programs, positive trends in the development of student mobility, expanding creative relationships, supporting young teachers and developing the research component of the EP.

At the same time, the commission believes that for accredited EPs in the field of international cooperation, academic mobility of teaching staff and students, organization of joint educational programs and double-diploma education, attraction of various enterprises financed by economic agreements, development of master's and doctoral programs, expansion of methods and forms of assessment of educational achievements the recommendations of students are partially implemented and require further study and implementation. Recommendations for Standard 1 are also not fully implemented, and therefore it is necessary to correct the curricula of disciplines, taking into account modern achievements in science and practice in the field of biomedical and behavioral, social sciences. There is no clear relationship between traditional medicine and complementary medicine.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program for the visit of the expert commission for specialized accreditation of educational programs to the AMU from May 24 to May 26, 2022.

In order to coordinate the work of the EEC, a kick-off meeting was held on May 23, 2022, during which powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 103 representatives took part in the meetings (Table 1).

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

Participant category	Quantity
Rector	0
Vice-rectors	4
Heads of structural divisions	21
Deans of faculties, head of the center for master's and doctoral studies	3
Heads of departments	25
teachers	15
students	16
Graduates	14
Employers	5
Total	103

During the excursion, the members of the EEC got acquainted with the state of the material and technical base, visited the Center for Support of Publications and Library Services, the Training and Clinical Center, the Institute of Radiobiology and Radiation Protection, the main building.

At the meeting of the EEC IAAR with the target groups of the AMU, the mechanisms for implementing the policy of the university and the specification of individual data presented in the self-assessment report of the university were carried out.

For the period of accreditation, classes were attended: at the Department of General Medicine with a course of evidence-based medicine - 3 k. 306 group (a group studying in the state language) - teacher - Alibekova G.A. A group of students in evidence-based medicine is engaged in the main building of the University. The lesson used active teaching methods - work in small groups, brainstorming and CBL technology. The documentation of the department was reviewed - a syllabus, a calendar-thematic plan, the timing of the lesson, logs for registering class attendance and academic performance. The attendance of the cycle by students is satisfactory. A conversation was held with students, they were satisfied with the conduct of classes, using modern teaching technologies. There is enough literature on this subject. 4 SROs are planned for this cycle. Current (daily) performance is assessed by a point-rating system, but is not recorded in the grade book. The final grade is displayed at the end of the cycle, which is recorded in the electronic journal and then, based on the results of the intermediate and final certification, the final grade for the discipline is displayed. The form of final control in this discipline is a differentiated test.

She attended classes at the Department of Human Anatomy with a course of topographic anatomy. The department is located in the morphological building of the University. Groups of students were engaged in the department - 3 k. 371 gr. (a group of foreign students from India) - teacher - Serkesh E.M. Of the 15 students, 14 participated in the lesson. Topic of the lesson: Anatomy of the head and neck. The lesson is conducted according to the calendar-thematic plan and the approved timing. Of the 6 hour lesson - 3 hours of practice - determining the initial level of knowledge through an oral survey, analysis of the topic and an oral survey. During the lesson, dummies, plates are used, while the teacher acts as a moderator and consultant. An active teaching method is used. A presentation on the topic has been prepared, students are actively involved in the learning process. In small groups, situational tasks were solved (Classes were conducted using CBL technology). Further, the lesson was conducted online (work in ZOOM, Webex Meet programs). On this topic, students are planned to master 3 skills that are performed

under the guidance of a teacher, can be practiced both in class and in a separate room for practical skills. The requirements for mastering the skill were as follows: students had to know the execution technique and demonstrate the skill under the guidance of a teacher.

Was present at the lesson at the same department in 320 gr. OM (teacher - candidate of medical sciences, associate professor Aytenova N.D.). All students (13 people) attended the lesson. The lesson was conducted using CBL technology. At the end of the lesson, students demonstrated mastery of practical skills. Teachers use checklists to assess skills.

The departments presented the main documents regulating the educational process. The syllabuses are presented according to the traditional structure, with a list of basic and additional literature, a list of practical skills. Lectures are not provided for at this department (in a conversation with the head of the department, she clarified that the hours of lectures, in agreement with the AUP, were transferred to hours of practical classes). On the process of conducting classes, teachers were given recommendations for improvement.

During the work, the members of the EEC visited the following practice bases: multidisciplinary city children's hospital No. 2 (Koshkarbaeva st. 64) - at this base there is a department of childhood diseases with courses in cardio-rheumatology and gastroenterology, a department of pediatric surgery, etc. ; multidisciplinary city hospital No. 1 (66 Koshkarbaev St.) - on this base there is a department of internal diseases with a course of nephrology, hematology, allergology and immunology, a department of otorhinolaryngology, anesthesiology and resuscitation, etc.

When examining the clinical bases, accompanied by the heads of departments, deputy chief physicians, heads of departments and teachers, attention was drawn to the route of students within the clinic, examination of classrooms, the possibility of mastering clinical and practical skills, the diversity of patient profiles and the opportunity to work with patients, including children as well as medical records. Clinical bases have a large number of beds, departments of various profiles. So, in the multidisciplinary city hospital No. 1 there are 19 departments with 642 beds, which include beds for round-the-clock and day hospitals. The departments have at their disposal well-equipped and well-equipped classrooms, study rooms, utility rooms for storing material assets and educational visual aids, as well as clinical, biochemical and other laboratories of hospitals, conference rooms, and a library.

In order to confirm the information presented in the Self-Assessment Report, the working documentation of the university was requested and analyzed by external experts. Along with this, the experts studied the Internet positioning of the university through the official website of the university <https://www.amu.kz/>.

As part of the planned program, recommendations for improving the accredited educational programs of the AMU, developed by the EEC based on the results of the examination, were presented at a meeting with the management on May 26, 2022.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Mission and results standard

Evidence

NJSC "MUA" developed and formulated the mission of the university: "Development of society by providing high quality education, science and clinical practice through the training of a new generation of medical personnel, modern science and the concept of the health of the nation", which is the basis for the implementation of all activities and development educational program (EP).

The mission of the university and the vision reflect the preparation strategy and the conditions necessary for its implementation. The mission of the EP "General Medicine": "training highly qualified competitive personnel based on the achievements of modern science and practice, ready to adapt to rapidly changing conditions through continuous improvement of competence and development of creative initiative", developed in accordance with the mission of the university and reflects the vision of the implementation of the EP in accordance with national policy in the field of quality of medical education and development of the healthcare system in the Republic of Kazakhstan.

However, on the website of the university it was not possible to find descriptions of the educational program and general information on it.

The mission and development strategy of NJSC "MUA" are developed in accordance with the strategic documents of the national level: Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III; Order of the Minister of Education and Science of the Republic of Kazakhstan "On approval of state compulsory standards of education at all levels of education" dated October 31, 2018 No. 604; Order of the Minister of Education and Science of the Republic of Kazakhstan "On approval of the Rules for organizing the educational process on credit technology of education" dated April 20, 2011 No. 152; Order of the Minister of Education and Science of the Republic of Kazakhstan "On Approval of the Model Rules for Admission to Education in Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education" dated October 31, 2018 No. 600; Acting order Minister of Health and Social Development of the Republic of Kazakhstan "On approval of state mandatory standards and model professional training programs for medical and pharmaceutical specialties" dated July 31, 2015 No. 647; Strategic directions of NJSC "MUA" for 2019-2023. The mission, vision and values of the university are part of the document of the University "Quality Policy of NJSC "MUA".

All national stakeholders took part in the formation and formulation of the mission, goals and learning outcomes - from academic experts, employers - healthcare practitioners, leading scientists and management structures of the city. Since the mission and vision are reflected in the Strategic Development Plan of the University, this document was discussed and brought to the attention of representatives of practical healthcare, approved by the Academic Council with the participation of the teaching staff, administrative and managerial staff and students, and also discussed with representatives of the Ministry of Health of the Republic of Kazakhstan, MES RK, Nur-Sultan city health department, as well as representatives of scientific associations (therapists, surgeons, oncologists, pediatricians, obstetrician-gynecologists, family doctors, etc.), stakeholders and the health sector.

The learning outcomes for the EP are formulated in accordance with the ACGME core competencies and according to the Dublin descriptors: professional knowledge and skills for working in any field of medicine, as the basis for building a career in accordance with the needs of society and a future role in healthcare, with the ability and desire to develop professionally throughout life, the formation of social responsibility, the ability to scientific research.

Fruitful and close cooperation with medical institutions, universities, research and scientific and practical centers in Finland, Germany, USA, Sweden, Korea, Scotland, Austria and the CIS countries made it possible to introduce advanced technologies into the educational, scientific and medical process, as well as to develop clear comprehensive learning outcomes, for the development of which the best practices and experience of a number of universities of the European Union, including Latvia and Estonia, are being actively introduced.

At the same time, when interviewing students and employers, insufficient participation of foreign stakeholders in the discussion of the EP was revealed (considering that foreign citizens from India study under this EP), its goals, learning outcomes.

Analytical part

The University has developed, formulated the mission, vision and learning outcomes for the EP "General Medicine", taking into account national needs and strategies, as well as the experience of foreign universities and current trends in the development of medical education in the industry as a whole, in full compliance with the strategic documents of the national level and international recommendations in the field medical education.

Meetings with representatives of NJSC "MUA" at all levels confirm that the University has made significant efforts to formulate the mission, goals and end results of training in full accordance with the best international experience and the experience of other medical universities in the region. When improving and implementing the EP, the teaching staff enjoys academic freedom to a sufficient extent. According to the results of an anonymous survey of employees, 34.2% of respondents assess the state of academic freedom as "very good", more than 60% - as "good".

To complete the work on the development of the mission of the educational program, as well as for a broad discussion of the mission, strategy, goals and objectives, the main learning outcomes of the EP, it is necessary to more widely cover the educational program and its advantages with all stakeholders, to involve more graduates, employers from foreign countries in the discussion. Such a discussion can be held / held in the format of a conference or forum, as well as through associations, professional communities, social networks.

Strengths/best practice:

No strengths identified for this standard.

WEC recommendations

1. The head of the EP to ensure that all stakeholders, including employers from India, are informed about the content of the mission of the OP using various means of informing. Deadline: June 2022

2. The head of the EP to ensure the participation of all stakeholders in the development and / or adjustment of the mission and learning outcomes of the EP, reflecting their opinions and proposals (employers, teaching staff, students). Deadline: by September 2022.

EEC conclusions by criteria:

- ✓ *strong positions - 0*
- ✓ *satisfactory - 28*
- ✓ *suggest improvements - 0*
- ✓ *unsatisfactory - 0.*

6.2. Standard "Educational program"

Evidence

According to the educational program "General Medicine", the criterion for the completion of higher education is the development by the student for the entire period of study, including all types of educational activities, at least 360 academic credits for 6 years of study, of which undergraduate programs - at least 300 academic credits (5 years), internships - at least 60 academic credits (1 year).

Those who entered before 2020 (3-7 courses) are trained in accordance with the State Compulsory Standard of Higher Specialized Education, approved by order of the Ministry of Health of the Republic of Kazakhstan dated July 17, 2017 No. 530. Persons who have completed their studies in the educational program of higher specialized education and successfully passed the final certification are awarded an academic degree: in the specialty "General Medicine" - a

bachelor of medicine (duration of study: 5 years) and a doctor's qualification (duration of study: 2 years).

The curriculum of the EP is quite balanced. Thanks to the changes in the State Educational Standard in the specialty "General Medicine" of the Republic of Tatarstan (2020), the curriculum in the EP was restructured in favor of the disciplines (modules) that the future doctor needs: the basic and profile disciplines have been expanded.

The EP is built on the principle of formal horizontal integration between fundamental disciplines and vertical spiral integration of clinical disciplines, starting from the 1st year of study. Curricula of integrated disciplines were developed according to the principles of continuity of learning and logical sequence in the study of disciplines, the accumulation of educational achievements and integration.

The integration of fundamental and clinical disciplines in junior courses is carried out in the form of clinically oriented situational tasks. The content and thematic plan for the main fundamental disciplines are built in such a way that there is a connection between the topics being mastered (for example, anatomy and physiology, where organ systems are consistently mastered by their structure and function). Some disciplines of basic biomedical sciences (eg anatomy, histology and normal physiology) are not organized into modules. According to the presented curriculum and during a conversation with the heads of departments and heads of the EP, it was revealed that the integrated examinations by modules are not yet provided for in the assessment system, despite the fact that understanding the need for greater integration will allow students to better master the necessary theoretical knowledge in basic disciplines.

The list of disciplines of the curriculum is traditional and standard. The EP provides for a sufficient number of practices - educational and industrial. The practical component of the EP takes place in healthcare facilities of various profiles and levels of medical care. Hours that students spend outside of classrooms at clinical bases at the patient's bedside or at a doctor's appointment are limited in various disciplines to 1-3 hours per day from a 6-hour lesson. Students, interns, residents studying the discipline "Family Medicine" have the opportunity to work with real patients at the sites, participate in vaccination programs for the population, and conduct sanitary and educational work. The number of hours of contact with real patients, work directly in the departments, in the consultative and diagnostic departments of clinics increases in senior courses and internships. For foreign students, the problem of contacting patients and working with medical records is exacerbated by communication problems - they do not speak the patient's language well, and communication with patients with the help of a teacher as an interpreter takes sufficient study time.

An early introduction to the clinic is traced through the "Introduction to Professional Practice" module. In the EP and curricula of disciplines using the standard Bloom taxonomy and the 5-level scale for the development of clinical competence, it was possible to describe the requirements for the level of development more fully (from "observer" to "teacher").

The curriculum includes lectures and practical exercises/laboratory studies/trainings. There is an elective component that allows you to build an individual trajectory as part of the preparation as a General practitioner.

The University is actively implementing the best practices and an effective learning strategy - student-centered, patient-centered, using methods, forms of education with the active involvement of students in the learning process.

As a result of a survey of teaching staff and students, as well as an analysis of the documentation of departments, members of the EEC established an understanding of the essence and format of active learning methods (TBL, CBL, PBL), while the CBL method is used actively and fully in a creative and effective manner. The TBL method is also methodologically accurate. When observing the course of the classes, it was noted that these methods are well accepted by students, they are quite experienced in applying these methods and actively participate in the discussion of the topic. In recent years, the departments have been introducing such interactive teaching methods as: Problem-oriented learning based on

medical errors (D-PBL), Project-based learning technologies (ProjectBL), Research-based learning (RBL), Innovative methodology "Diagnostic search algorithm (DSA)", Teaching based on the integration of theory, practice and clinic (TPCBL). It should be noted that the departments use a certain set of innovative technologies. Simulation technologies are widely introduced. A student-centered approach to learning, based on the use of innovative teaching methods, contributes to the development of students' creative potential: clinical, critical, analytical, systemic and logical thinking.

The understanding by students and teachers of the important connection between assessment in the framework of active teaching methods as a tool for motivation and assimilation of knowledge and skills is sufficiently monitored. The learning and assessment strategy includes assessments of the behavior and attitudes of students, while the high motivation of students and an active desire to gain knowledge attracted attention. Teachers and students paid attention to the great academic freedom that the university provides in the implementation of the educational program, which is one of the most important motivational components when choosing a university as a place of work / study: according to the results of the survey, students showed high satisfaction with the educational program itself, its content, methods training and teacher qualifications. When interviewing students, attention was paid to the active use of student-centered learning technologies.

The university has ample opportunities to involve students in research projects of the university and allows you to realize your potential and a powerful material and technical base for implementing the strategy of learning through research. The basics of scientific methodology are instilled in students of the University from the first years of study when studying basic disciplines, such as the basics of biostatistics, general hygiene and epidemiology, information and communication technologies, and others. However, the number of students involved in scientific research directly (both within the main scientific areas of departments and initiative) is relatively small, mainly through circles. The departments teach the skills of scientific research; students are involved in the implementation of individual and group educational and scientific projects. The university also provides financial support to students to participate in conferences with poster and oral presentations. The result of this work is the presence in the 2020-2021 academic year of 41 winners of international olympiads, winners of international conferences, competitions, competitions from among students of 1-5 courses of the specialty "General Medicine", including 4 winners of international olympiads, 26 winners of international conferences, 5 winners of international competitions and 6 winners of international competitions.

Participation in scientific research, publications and presentations at conferences are encouraged, but obviously not only material support for students' research work is required, but also motivation through an assessment system. The active introduction of learning through research with the introduction of evaluation for scientific work will allow students to more effectively master the skills of working with sources, with primary material, statistical processing and presentation of research results.

Issues of a legal nature as part of their application in healthcare are studied in the disciplines "Fundamentals of Forensic Medicine", "Medical Law».

Analytical part

A good level of implementation and mastery of active teaching methods of teaching staff, as well as the absence of strict frameworks in national regulatory legal acts governing the development and implementation of EPs in medicine, allows the university to rework the curriculum to implement a more integrated approach to teaching with a holistic view of a person as an object of medical research with orientation to achieve learning outcomes and encourage students themselves to acquire the necessary knowledge and skills. In the curriculum, it is possible to implement integrated modules with real, non-formalized integration, in particular in terms of assessing the educational achievements of students; try to ensure a more effective integration of fundamental (for example, the module "Morphology") and clinical disciplines at

the junior level (for example, the module "Fundamentals of Clinical Medicine" - with the disciplines Propaedeutics of internal and propaedeutics of childhood diseases, general surgery). Such a revision of the curriculum will allow more fully use learning strategies based on the use of problem-based learning, team learning, learning through research.

The university does not fully realize the possibilities of the learning through research strategy. To do this, it would be possible to make changes to the educational program in terms of expanding the skills of scientific research and even including students in the evaluation of the results of research work..

Strengths/best practice:

No strengths identified for this standard.

WEC recommendations:

1. *The head of the EP and the departments are recommended to adjust and introduce new achievements of biomedical sciences into the educational program, which are necessary for the formation and development of professional competencies. Deadline: By September 2022*
2. *The head of the study program is recommended to revise the curriculum to ensure the real integration of fundamental disciplines as part of the training modules. Deadline: By September 2022*
3. *The head of the EP should include medical physics and medical chemistry in the curriculum and / or content of disciplines for students to achieve the final learning outcomes. Deadline: By September 2022*
4. *The head of the EP should provide lectures on basic medical disciplines (for example, human anatomy, etc.) in the Curriculum. Deadline: By September 2022*
5. *The head of the EP should include in the curriculum and / or content of disciplines and in the system for assessing educational achievements the fulfillment by students of elements of scientific research on an ongoing basis. Deadline: By September 2022*
6. *The head of the EP to take the necessary measures to increase the planned contacts of students with patients in specialized clinical disciplines (strengthen this component with foreign students). Deadline: from 2022-23 academic year of the year.*
7. *The head of the EP should improve the relationship with complementary medicine, including non-traditional, traditional or alternative practices. Deadline: from 2022-23 academic year of the year.*

EEC conclusions by criteria:

- ✓ *strong positions - 0*
- ✓ *satisfactory - 43*
- ✓ *suggest improvements -3*
- ✓ *unsatisfactory – 0.*

6.3. Standard "Evaluation of the educational program"

Evidence

The university has a system for ensuring the quality of the educational program through surveys of students and teachers (internal) and through the accreditation of the EP (external).

Internal monitoring includes self-assessment of units; self-assessment of the University as a whole; internal audit of structural divisions; intra-cathedral control; employee rating; rating of students; analysis of the current, intermediate and final certification of students; checking the state of the methodological support of the educational process, the work of the COC.

Educational programs are regularly studied and evaluated by obtaining feedback from students, teaching staff and stakeholders, including employers, as well as analyzing student

learning achievements. Monitoring and evaluation of EP in the specialty 6B10107 "General Medicine" at the NAO MUA includes a number of works aimed at identifying the compliance of the curriculum and the content of student learning with the requirements of state education standards, qualification requirements for specialists, professional standards. On a regular basis, feedback from stakeholders on the quality of the content of the educational program is monitored. In the quality assurance system, much attention is paid to the analysis of students' progress on the basis of a formalized analysis. To assess the activities of the teaching staff, intra-university and intra-departmental control is carried out, an analysis of the educational achievements of students based on the results of the current, intermediate and final certification, certification of all types of practice, as well as checking the state of the methodological support of the educational process. Based on the results of the analysis, a corrective action plan is developed. Students participate in the control of the implementation of the EP by implementing an individual curriculum. In addition, students participate in the evaluation of the EP when choosing an elective discipline.

According to the internal document of the SU-MUA "Monitoring of feedback» <https://amu.edu.kz/upload/iblock/84b/84b38d39a854cc3e6e076ee8e065e50b.pdf> the accreditation and rating center monitors and analyzes the satisfaction and perception of the main consumers (students, employers, teaching staff, AUP).

The examination of the EP is carried out by the COC in the specialty, coordinates according to the trajectories of specialist training, taking into account pre- and post-requisites, evaluates the choice of methods for assessing learning outcomes. The KOC of the University carries out a systematic study and comprehensive assessment of all EPs in order to improve and guarantee the quality (determining the value of programs, achieving goals, implementing tasks, the degree of compliance with the needs of society, the requirements of employers, the effectiveness of teaching methods), as well as assessing the educational and methodological support and support of educational process, evaluation of the quality of the EP in areas of specialization. The external evaluation of the EP is carried out by competent representatives of the academic environment and practical healthcare (reviews and reviews).

In the quality assurance system, much attention is paid to the observance of the principles of academic integrity of all participants in the educational process. There is an approved code of honor for students.

Analytical part

The university has very good opportunities for assessing the EP based on the system of intra-university control and electronic support for the educational process. Automation of many processes and constant attention to the improvement of the EP and all processes at the university allows monitoring and improving the EP on a systematic and ongoing basis.

The system for monitoring the implementation of the educational program includes documents developed by the university. This process is carried out and regulated by the Department of Academic Affairs, the Dean's Office and the departments, provides for the collection of feedback from stakeholders (students, teachers, representatives of practical healthcare), resource analysis (IT, library, classroom fund, the number and quality of teachers).

When interviewing graduates of the "General Medicine" program, it was noted that they noted with satisfaction the quality of the education they received.

When working with the documentation of the departments, it was revealed that the curricula were approved only by the head of the department (the program was not reviewed and approved by the KOC, the educational and methodological council), and there are no instructions for reviewing the program. In addition, there is no structuring of practical skills according to the topics of classes and the level of their development (does it on their own, does it under the guidance of a teacher, or knows only the methodology for performing a skill). Requirements for the level of mastery of skills should increase at senior courses and at the postgraduate level.

Strengths/best practice:

No strengths were identified for this standard.

WEC recommendations:

1. *The head of the EP should on an ongoing basis carry out the procedure for reviewing and approving the EP in the specialty and curricula of disciplines in the KOC, the Faculty Council and the Academic Council of the University. Deadline: 2022-2023 academic year.*
2. *The Center for Academic Activities to monitor the structure and content of the curriculum of disciplines. Deadline: 2022-2023 academic year.*

EEC conclusions by criteria: Standard met.

- ✓ *strong positions - 0*
- ✓ *satisfactory - 23*
- ✓ *suggest improvements - 0*
- ✓ *unsatisfactory - 0*

6.4. Standard "Students"**Evidence**

The university has a student admissions and selection policy. Rules for admission of applicants for study at NJSC "MUA", approved by the decision of the Board of NJSC "Astana Medical University", No. 18 dated June 18, 2021. The method of admission and selection of students to the EP is regulated by the legal documents of the Republic of Kazakhstan. Admission of applicants is carried out by placing a state educational grant or at the expense of citizens' own funds and / or other sources.

To participate in the competition in the specialty "General Medicine", the model rules set a minimum threshold level of 70 points. The passing score for the state educational grant is established by the authorized body based on the results of the competition.

Admission to NJSC "MUA" is made in accordance with the gender, ethnic and social characteristics of the population, including the potential need for a special policy for the recruitment and admission of minority groups and students from rural areas. Every year, a study of the needs of health care in specialists in a particular area of medicine is carried out (demographic and medical statistics, reports of the healthcare institutions of the regions of the Republic of Kazakhstan).

Based on the "Model Rules for Admission to Education in Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education" (2018), persons wishing to enroll in groups of educational programs of higher education at the stage of selecting students, in order to check the suitability and ability for practical work, the University conducts a special exam in the form of psychometric testing.

When accepting applicants with disabilities to study at NJSC "MUA", massive open online courses are provided at NJSC "MUA" (LMS platform) for self-study of specialized disciplines (chemistry, biology). For further education, the University has introduced the Moodle educational platform, which makes it possible to track progress, the collaboration of a teacher and a student.

When conducting a competition for paid education, in case of equality of points, applicants who have a quota in accordance with the "Model Rules for Admission to Education in an Educational Organization" have a priority right.

On the official website of the university there is a page "Applicants", which annually contains all the necessary information about the faculties, specialties, admission rules, student admission plan, the cost of the annual tuition fee and other useful information for applicants in the state, Russian and English languages.

When interviewing students and visually examining the dormitories and canteens, members of the EEC revealed complete satisfaction of students with living conditions and meals, as well as medical care. The same results were shown by an anonymous survey of students.

Students noted that they can sufficiently influence decision-making in the field of academic policy and the quality of education through the questionnaire procedure and the representation of students in elected bodies at the level of student communities, KOC, academic councils of faculties.

Since 2012, the faculty has been implementing an academic mobility program to near and far abroad (Russia, Belarus, Uzbekistan, Bulgaria, South Korea, Italy, Lithuania, Slovenia, Poland, Turkey), but the percentage of students participating in the academic mobility program is not high. Criteria for participation of students in the academic mobility program are defined (according to GPA not lower than 3, 67 - to receive financial support).

There is a student support service. NJSC "MUA" provides financial support for students orphans, children left without parental care and graduates of orphanages, disabled people and people with disabilities since childhood during their education in accordance with the regulation of the University "On the provision of social assistance to certain categories of students". Advisory assistance is provided. Academic support is provided by the dean's office and advisors. In order to be involved in public life and develop a harmonious personality, various competitions are held at the university with the award of prizes.

Students have the opportunity and take part in scientific work through scientific circles. Regulatory documents that ensure the academic mobility of students are fixed. Over the past 5 years, 414 students have taken part in academic mobility programs; academic mobility was carried out even during the COVID-19 pandemic, mainly to Russia, Uzbekistan and Kyrgyzstan.

Analytical part

The "Students" standard fully complies with the requirements of the IAAR accreditation.

The rules of admission and the work of the selection committee allows you to select applicants who are quite capable of mastering the curriculum, are transparent and fair.

An individual educational trajectory is formed for students due to the presence of elective disciplines. The EP takes into account the peculiarities of educational content for future professional activities.

The university has created good living and nutrition conditions, all foreign students are provided with hostels, citizens of the Republic of Kazakhstan - as far as possible, in which there is everything necessary for a normal quality of life.

Students are provided with educational literature, electronic resources for educational and scientific activities.

Strengths/best practice:

No strengths identified for this standard.

WEC recommendations

There are no recommendations for this standard..

EEC conclusions by criteria:

- ✓ *strong positions - 0*
- ✓ *satisfactory - 15*
- ✓ *suggest improvements -0*
- ✓ *unsatisfactory – 0*

[6.5. Student Assessment Standard](#)

Evidence

The educational program, designed for 5 years of study and 1 year of internship (from 2020), is built on a credit-modular system, taking into account ECTS credits. The student achievement assessment policy developed at NJSC "MUA" is characterized by objectivity and an individual approach. The EP declares a learning strategy using active learning methods, early introduction to the clinic, and a large practical component of learning. The learning outcomes of the educational program, for individual modules and disciplines are described in detail and clearly. There is a clear connection between the learning outcome and assessment ("On the Intermediate and Final Attestation of Students at NJSC "MUA").

The general policy for assessing students, including the timing of the assessment, assessment criteria, methods and forms of conduct, is reflected in the academic policy, syllabuses of each discipline, and a guidebook. The awareness of students about the criteria used for their assessment is carried out in various ways: the website of the university, departments, a guidebook, at meetings of the elder, through faculties, information stands, etc. The forms of the final control of academic disciplines correspond to the State Educational Standard of the Republic of Kazakhstan and TUP.

Normative documents have been developed with a description of the forms and methods of assessment from the current one to exams in each discipline. Unfortunately, there is no provision for assessing the module as a whole or conducting an integrated exam for the module or for related disciplines related to the same learning outcomes.

To assess knowledge, MCQ SBA tests are widely used, for memorization, understanding and application, situational tasks. In addition to testing, knowledge is assessed in the format of a written exam and an oral exam. It should be noted that the number of oral examinations conducted is decreasing. The development of special skills and abilities is monitored by the results of the assessment of practical skills at the final exams in the disciplines, the results of industrial practice, the assessment of the student's portfolio, the results of the final state certification.

The reliability and validity of methods for assessing students' knowledge is assessed by studying and analyzing the control and measuring fund (tickets, test questions, situational tasks, etc.). When visiting the departments, it was found that the system for assessing the educational achievements of students includes initial, current, thematic and final control. Innovative (interactive) assessment tools have also been introduced into the educational process: standard tests with an additional creative task, rating system, case method, presentation, discussion, completed project, critical analysis of articles, portfolio, project method, business game, combined lecture, self-assessment and assessment of classmates during work in small groups and conducting PBL, TBL.

The university has an appeal system; criteria have been developed for the appeal procedure for the oral exam, for the written control and for the exam in the form of testing. 38.0% of students rated the objectivity of assessing knowledge and skills as "very good", 38.8% - as "good", i.e. more than 70% of students are completely satisfied with the quality of CIS.

The whole process of knowledge assessment is fully and clearly regulated by a series of positions and an assessment matrix, assessment headings (checklists).

To assess practical skills, DOPS are used (mainly in the simulation center) with sufficiently detailed checklists. However, methods for assessing communication skills, attitudes, behavior and professionalism are little used. There are no developed checklists for these competencies. Although the assessment of practical skills has been introduced, the impact of mastering practical skills on the final grade in disciplines is relatively small.

The rules for conducting assessment and the examination process are prescribed in a number of regulatory documents: EP in the specialty, "Regulations on the ongoing monitoring of progress and intermediate certification of students."

The assessment of mastering practical skills on simulators in a simulation environment in the format of SETS and OSCEs is widely used, but with a limited number of stations. The number of stations is 5-6, while the recommended number is 10-12. An integrated module exam would enable the OSCE to be conducted in full format.

Analytical part

When interviewing teachers by members of the EEC, it was revealed that, although the university has the opportunity to use the methods of examination, psychometric assessment of CIS for their relevance, representativeness, objectivity, nevertheless, it still does not implement all these options. Teachers need more training in testology and assessment methods in general in order to regularly apply the results of the CIS electronic examination to improve the quality of assessment.

Also, methods for evaluating the work of students in the clinic with an assessment of not only knowledge and skills, but also behavior and attitudes (for example, a 360 ° assessment) are not yet widely used.

Interviews of teaching staff and students showed that there is no adaptation of the assessment system to learning styles using a variety of assessment methods in one exam in order to enable students to fully reveal their educational achievements and the degree of mastering the necessary knowledge and skills, clinical thinking.

The university uses the practice of passing exams in individual disciplines. Such an approach can create problems for students in the integration of knowledge and skills, the application of knowledge in fundamental and social disciplines in teaching in clinical disciplines. For example, in the curriculum there are disciplines "Histology", "Anatomy" and "Physiology", in the study of which there is no complete integration of disciplines, which could affect the examination process. When developing a CIS, one could test the ability to apply knowledge in several related related disciplines. For example, to integrate knowledge of anatomy and physiology of an organ or systems; knowledge of biochemistry and pathophysiology in a clinical context.

The University practices an individual approach to teaching. Training is conducted on clinical bases, allowing you to fully master all sections of the educational program.

Strengths/best practice:

No strengths identified for this standard.

WEC recommendations:

1. *The head of the EP and the center for academic work to introduce an assessment of the quality of control and measuring instruments, their objectivity, representativeness and relevance to ensure the quality of the existing assessment practice. Deadline: from 2022-2023 academic year.*

EEC conclusions by criteria:

- ✓ *strong positions - 0*
- ✓ *satisfactory - 13*
- ✓ *suggest improvements -2*
- ✓ *unsatisfactory – 0*

6.6. Standard "Academic Staff/Teachers"

Evidence.

The university has developed a policy for the development of human resources in accordance with its mission and taking into account the requirements of national legislation,

reflected in a number of regulatory documents, in particular: ., Personnel policy "Rules for the formation of job descriptions ", process map "Personnel management". The Department of Internal Administration carries out current procedures for the admission, registration, dismissal of teaching staff and employees. Recruitment of teachers for work is carried out through a competition for filling vacant positions of the teaching staff, the procedure for which is regulated by the Rules for the competitive filling of positions of professors and teachers and researchers of NJSC "Astana Medical University" (PR -MUA-20-18).

The current personnel policy makes it possible to maintain a balance between medical and non-medical teachers and between full-time and part-time teachers.

The total number of teaching staff of the departments involved in the implementation of the EP "General Medicine" in the reporting year is 551 employees, of which 521 (94.5%) work full-time, 30 (5.4%) work part-time. The staffing of the teaching staff is 100%.

The qualitative composition of the teaching staff of the departments participating in the implementation of the EP "General Medicine" is determined by the human resources potential with the degree of Doctor or Candidate of Sciences, Doctor of PhD, the title of Associate Professor, Associate Professor (Associate Professor), Professor, as well as the corresponding certificate of a specialist. Currently, 834 people work at the departments participating in the implementation of the EP "General Medicine", of which: 73 doctors of science (8.7%), 167 candidates of science (20%), 39 PhD doctors (4.6%), 163 masters (19.5%); 39 professors, 78 associate professors/docents.

During the interview, it was found that teachers are provided with fairly high salaries. Teaching staff in English receive twice the salary, and clinical work is also paid. This gives a very high motivation for the teaching staff to improve their English proficiency, pedagogical skills and professional growth without additional financial incentives.

The university has done a good job of improving teaching skills and testology skills, using active teaching methods, and modern examination methods. Over the past 5 years, more than 1,800 people have completed advanced training courses, both in pedagogy (in 7 modules) and in their professional specialization. The organization of PC courses for the development of pedagogical competence and control over the advanced training of teaching staff is carried out by the center for the transfer of educational and distance technologies (TEC and DT).

So, for the 2016-2017 academic year, the center conducted 29 training events and trained 283 teaching staff in competencies - Effective teacher, 143 teaching staff - Professional, 267 - Leader / organizer, 91 - Researcher / scientist, 149 - Communication skills.

During the 2017-2018 academic year, the center conducted 31 training events and trained 159 teaching staff in competencies - Effective teacher, 48 teaching staff - Professional, 60 - Leader / organizer, 24 - Researcher / scientist, 191 - Communication skills.

For the 2018-2019 academic year, the center conducted 28 training events and trained 203 teaching staff in competencies - Effective teacher, 121 teaching staff - Professional, 54 - Leader / organizer, 101 - Researcher / scientist, 198 - Communication skills.

For the 2019-2020 academic year, the center conducted 16 training events and trained 423 teaching staff in competencies - Effective teacher, 111 teaching staff - Professional, 73 - Researcher / scientist, 290 - Communication skills, 63 - Leader / organizer.

For the 2020-2021 academic year, the center conducted 25 training events and trained 623 teaching staff in competencies - Effective teacher - 348 teaching staff, 102 teaching staff - Professional, 443 - Researcher / scientist, 173 - Communication skills.

The MEP platform "Massive Open Online Courses of NJSC "Astana Medical University" is successfully functioning, which hosts 15 online courses for teaching staff and students. For young / new teachers, an introductory module of the cycle of the school of the young teacher "Teacher of medical organizations of education and science" is being conducted. All young teachers must complete the "School of a young teacher" within 3 years. Also, the "School of a young teacher" is attended by clinical mentors/teachers drawn from practical healthcare. During the reporting period, 249 teaching staff were trained at the "School of a Young Teacher". Also,

in order to develop and improve the language competence of the teaching staff of the CTO and DT, courses are organized annually to study the Kazakh, English and French languages.

A professional multimedia content recording studio opened at the University in 2020.

Monitoring the effectiveness of using the potential of the teaching staff and assessing the individual contribution of the teaching staff to ensuring the quality of training of specialists is carried out on the basis of a rating system for assessing the activities of the teaching staff, based on the results of which a system of encouraging the teaching staff is carried out - a cash bonus is paid twice a year. A competition is held for the best teacher (head of department, teacher of the university).

The workload for all types of activities is calculated in the equivalent of academic hours and amounts to 1440 hours of workload for all types of activities: educational, educational and methodological, research and medical work.

Support for scientific activities is carried out through the organizational and information support of scientific activities, access to electronic resources. All travel expenses related to scientific and educational activities, as well as studying abroad, are fully paid by the university.

According to the normative requirements of the average ratio of the number of students to teachers for calculating the total number of faculty at the university, the ratio is 6:1. The occupancy of academic groups at 1-2 courses is up to 15 people, from 3-5 courses - up to 10-12 people, in residency - up to 5 people. The size of the groups decreases from year to year to ensure the quality of education.

Analytical part

With a fairly flexible organizational structure and high human resources potential, the University has a fairly well-formed system of support, monitoring and support for the continuous professional development of the teaching staff (generalization of advanced pedagogical skills and scientific experience), as well as mechanisms for introducing information technologies and innovative teaching methods based on monitoring and evaluating the effectiveness of their use (studying, summarizing and disseminating positive pedagogical experience; developing and replicating author's educational and methodological materials, etc.).

The existing personnel policy, the system of rewards and support for teachers is fully consistent with the goals of the successful implementation of the EP. Currently, the focus is on developing pedagogical potential and training a new generation of teachers who speak both English and pedagogical competence in the field of medical education. The policy of the university regarding the staffing of the educational process is quite successful. A good connection with practical healthcare is ensured by the active involvement of doctors from the university's clinical bases in the educational process.

The undergraduate program is backed by a strong faculty, with an average age of about 50 years and a 47% degree ratio. The personnel policy is based on the Labor Code of the Republic of Kazakhstan and the internal regulations of the university on attracting, selecting and retaining teachers, including through material (bonuses, differentiated remuneration, compensation for publications in journals with a high impact factor, participation in international events) and non-material factors (trade union, career growth). The high corporate culture and healthy microclimate of the university are one of the strengths of the organization. Teachers are proficient in modern teaching methods.

Strengths/best practice

1. *A balance is maintained between teaching, research and service functions, which include setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;*

2. *The university provides recognition on the merit of academic activity, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and remuneration.*

WEC recommendations

There are no recommendations for this standard.

EEC conclusions by criteria:

- ✓ *strong positions* - 2
- ✓ *satisfactory* - 10
- ✓ *suggest improvements* - 0
- ✓ *unsatisfactory* – 0

6.7. Standard "Educational Resources"**Evidence**

The university has enough resources to provide an educational environment: educational buildings (7 educational buildings, with a usable area of about 22,000 m² and 15,630.10 m² of administrative and service premises, gyms, etc.), laboratories, equipment, access to electronic resources and IT- software, simulation center.

Students are provided with living conditions (about 1200 beds in 2 dormitories), food, access to medical care.

The university has sufficient financial resources for the development of the material and technical support of the educational process; a certain amount is spent annually for these purposes.

The educational process at the fundamental departments is provided with equipment and specialized laboratories.

The educational process at the clinical departments is provided with a sufficient number and specialization of clinical bases (the educational process is carried out at 64 clinical bases, hospitals and outpatient clinics are involved, including the multidisciplinary city hospital No. 1, the multidisciplinary children's hospital No. 2, the city polyclinic No. 10, city clinical infectious diseases hospital, perinatal centers, etc.), where specialized and highly specialized inpatient care, emergency emergency medical care for acute forms of diseases and injuries are provided in full, and specialized consultative and diagnostic assistance is provided to the population of the city of Nur-Sultan. All this contributes to the good development by students of the competencies provided for in the educational program of the specialty "General Medicine".

The university can sufficiently provide the proper level of mastery of practical skills thanks to simulation technologies and a good set of special medical simulators. It is important to note that the simulation equipment procurement plan provides for the procurement of state-of-the-art medical simulation equipment. The organization of work of the simulation center is built in such a way as to provide a sufficiently large number of hours for mastering practical skills during study time. The university can ensure the acceptance of midterm controls and exams using simulators in the OSPE and OSKE formats.

During the visit to the clinical bases, the EEC members made sure that the university departments were given full access to all the possibilities for carrying out both medical diagnostic and educational activities at the clinical bases. The links between the clinical base and the departments are very close, many doctors are involved in the educational process both on the basis of part-time work and work with students on a trusting gratuitous basis. The teaching rooms of the departments are located conveniently and in close proximity to the departments, but the principle of patient safety is strictly observed. During interviews with clinic managers, employers, representatives of the city health department, there is a very good interaction between the departments of the university and practical health care on clinical, educational and research issues.

During interviews with representatives of practical healthcare, the comprehensive and productive assistance of the teaching staff of the university and students during the COVID19 pandemic, especially in terms of organizing preventive measures, was noted.

Informatization of the educational process is one of the priority areas for the modernization of the University. There are portals with authorized access: automated information system "Platonus» <https://pl.amu.kz/> , library <http://www.bibl.amu.kz>, portal of multimedia textbooks <https://mbook.kz/>, electronic catalog of the library <https://elib.kz/distance> learning platform <https://dl.amu.kz/> , openlabyrinths(<http://olab.amu.kz:5181/>).

The university library is one of the best in the country. It has both a fund of educational and scientific literature and periodicals, access to electronic information systems. The structure of the library has 4 subscriptions (educational, training for serving the 1st course, scientific, foreign literature), 2 reading rooms (reading room for educational subscription, reading room for foreign subscription), and also has 28 machines with Internet access. The total capacity of the library's reading rooms is 203 seats.

The volume of the book and magazine fund is 483,386 copies. educational, educational and methodical, scientific literature in the state, Russian and foreign languages. The book fund in the specialty "General Medicine" is 67702 copies. The library has created an electronic catalog that allows library readers to find the necessary information about the book in a matter of minutes, to select literature on the topic. Users have access to the leading electronic databases SCOPUS, ELSEVIER, OXFORD UNIVERSITY PRESS, EPIGRAPH, SPRINGER, EBSCO cinal. There are 12 online courses for teaching staff on their own university platform.

The library has technical equipment to support daily activities: 4 MFPs, 1 copier, an ELAR PlanScan book scanner, 17 computers for library staff, the library phone number is 87172-539533. At the moment, the library has 28 computers with access to electronic databases available on the local network of the university, and with Internet access.

Access to modern information resources, such as the electronic catalog of the library fund, electronic databases is carried out through the local network of the university, available in all buildings and the hostel of the university.

The university has an AIS and a distance learning system based on the MOODLE platform.

The university has a number of memorandums (56 memorandums) with universities in other countries and implements academic mobility programs.

The scientific activity of the university is accredited by the Ministry of Science and Education of the Republic of Kazakhstan. The scientific schools of the university are actively functioning: the Institute of Radiobiology and Radiation Protection (IRRP), the Scientific School of Preventive Medicine (NSPM), the Scientific School of the Department of General and Biological Chemistry (NSCH), the Research Pharmacological Center (NICP). Scientific laboratories equipped with advanced laboratory equipment have been organized: a testing laboratory for radiochemistry and radiospectrometry, a scientific laboratory for molecular biology and medical genetics, and a pharmacological and histological research laboratory.

More than 1500 students are involved in the work of SSS.

The main scientific achievements of the university: the total number of scientific publications of the teaching staff of NJSC "MUA" in Kazakhstan from 2016 to 2021 is 1524 publications, outside the implementation of scientific and technical progress - 1462 scientific papers. According to the Scopus database, the total number of scientific publications from 2016 to 2021 is 286 papers, outside the implementation of scientific and technological progress - 238 publications. Received - 25 patents, including 6 innovation patents, 308 - copyright certificates. The total number of implemented scientific and technical developments of teaching staff (own and borrowed) is 140 acts of implementation.

The University has wide international relations with other educational organizations to provide academic mobility programs. NAO MUA professors give lectures to students of foreign universities, and foreign colleagues give lectures to students of our university (Seoul National University, Vilnius University, Lithuanian University of Health Sciences, NMK University of Applied Sciences, Hamk University of Applied Sciences, University of Rome La Sapienza, Ljubljana Medical University, University Ljubljana, University of Maribor, etc.)

In the 2016-2017 academic year, 3 students studied at the University of Lublin (Poland) and 10 at Xinjiang University (PRC).

In the 2017-2018 academic year, 6 students had an internship at the University of Lublin (Poland).

In the 2018-2019 academic year, 9 students were trained at the Bukhara State Medical University (Uzbekistan), 5 - at the Kyrgyz State Medical Academy named after I.K. Akhunbaev (Kyrgyzstan).

In the 2019-2020 academic year, 5 students completed an internship at the University of Lublin (Poland), 12 at the Tashkent State Dental Institute (Uzbekistan).

In the 2020-2021 academic year, due to the outbreak of coronavirus infection, all mobility was carried out online. 109 students were trained at the Omsk State Medical University.

Over the past five years, more than 100 students and teachers have participated in the academic mobility program at medical universities in Kazakhstan.

Since 2016, the teaching staff actively participated in the academic mobility program, gave lectures, conducted master classes for partner universities such as the Bukhara State Medical University (Uzbekistan), the Kyrgyz State Medical Academy named after I.K. Akhunbaev (Kyrgyzstan), the Tashkent State Dental Institute (Uzbekistan), completed an internship at Vilnius University (Lithuania), conducted online classes for students of Omsk State Medical University (Russia).

Analytical part

The university has sufficient financial resources for the development of the material and technical support of the educational process; a significant amount is spent annually for these purposes. The University has a strategic development plan that provides for the constant development of the material and technical equipment of the educational process based on the best experience of foreign universities. The educational process at the fundamental departments is provided with equipment and specialized laboratories. The educational process at the clinical departments by providing sufficient clinical facilities in terms of quantity and specialization.

Students are provided with living conditions, food, access to medical care.

The university has a number of memorandums with universities in other countries and implements academic mobility programs.

The implementation of the educational program in the specialty "general medicine" is provided by diverse and sustainable educational resources (classroom fund, computer classes, information and communication resources, library, access to electronic resources, clinical fund, practice bases with early access to patients, educational and clinical center) . The strategic plan of NJSC "MUA" includes measures to develop the classroom (including the construction of a multidisciplinary university clinic for 800 beds), a computer, library fund, as well as an educational and clinical (simulation) center.

At the same time, there is no information about cooperation with other universities in Kazakhstan in the implementation of the undergraduate program in the specialty "General Medicine".

When interviewing students, attention was drawn to the fact that not all interested students are involved in scientific research. Departments do not stimulate students with additional points on the final control.

Despite the fact that the University is working on academic mobility programs, at the same time, there is an insufficient percentage of involvement of the number of students and teaching staff in this program. It is proposed to expand international cooperation in this area of activity. According to Standard 4 (tables 4.8), the number of students participating in the academic mobility program has decreased in recent years (over the past 2 years, 14 and 89 people, respectively).

Strengths/best practice

1. Sufficient number and categories of patients for training (good interaction with the practical healthcare sector in terms of ensuring the availability of clinical training for students).

2. AMU provides for training a sufficient number and categories of clinical / industrial bases, which include clinics (primary, specialized and tertiary care), outpatient services (including PHC), primary health care facilities, health centers and other institutions providing medical care to the population.

WEC recommendations

1. Improve mechanisms for attracting and encouraging students to participate in scientific research in the field of medicine.

2. Facilitate regional and international exchange of staff (academic, administrative and teaching staff) and students, providing appropriate resources.

EEC conclusions by criteria:

✓ strong positions - 2

✓ satisfactory - 25

✓ suggest improvements - 2

✓ unsatisfactory – 0

6.8. Standard "Management and Administration"

Evidence

According to the Charter of the University, the executive body is the Board, the chairman of which is appointed by the sole shareholder, members of the Board are appointed by the decision of the Board of Directors. Currently, by decision of the Board of Directors at the University, 4 positions of vice-rectors for academic, clinical, scientific, financial, economic and administrative work have been approved.

The Vice-Rector for Academic Affairs oversees the work of the Department for Academic Affairs, the Center for Youth and Sports, the Center for Work with Foreign Students and the Center for the Transfer of Educational and Distance Technologies of the University.

Vice-Rector for Clinical Affairs supervises the work of the Department of Clinical Activities, University Hospital of the University.

Vice-Rector for Research supervises the work of the Department of Research Activities, Institute of Radiobiology and Radiation Protection of the University.

The Vice-Rector for Financial, Economic and Administrative Affairs oversees the work of the Department of Financial Activities and Infrastructure Development, and the Department of Internal Administration of the University.

The Academic Council of the University is a form of collegial management. The competence of the Academic Council includes determining the structure of the university, the concept of the development of the university, making proposals for the creation, reorganization and liquidation of structural divisions.

The main educational, scientific and administrative structural unit that implements the educational program in the specialty "General Medicine", as well as manages all types of activities of the departments that implement the training of students in the EP under consideration, is the dean's office of the Faculty of Medicine.

Collegiate governing bodies of the University: Academic Council, committees under the Academic Council, committees for quality assurance of the University, committees for quality assurance of the EP; disciplinary council, housing commission, faculty council, council of student self-government, disciplinary council of students, elders.

The activities of each collegial body are regulated by the relevant Regulations, which indicate the powers and scope of the issues under consideration.

Both students and representatives of employers, parents, and public organizations are involved in the decision-making process both in the field of university management and in

relation to educational programs.

For the purpose of equal participation in solving topical issues of student-centered learning, representatives of the student council of the university are involved in the work of the Quality Assurance Committee of the EP, the Faculty Council and the Academic Council of the university. Representatives of the Ministry of Health and the Ministry of Education and Science of the Republic of Kazakhstan were included in the SC, which ensures the participation of employers.

The university has a certain financial autonomy in relation to funds received from students on a contractual basis. The University has sufficient autonomy to dispose of funds in accordance with applicable law. The funds received are used mainly for the development and maintenance of the material and technical base. In particular, the construction of its own university clinic has begun.

According to the Charter of NJSC "MUA", the financial and production activities of the University are carried out on the basis of economic independence.

The university has an economic council <https://amu.edu.kz/upload/iblock/d60/d604145f7e3b6a6f2a4d81bf5cbbb8a6.pdf>, which was created to determine the validity of planning, project management in NJSC "MUA", improve the efficiency of financial and economic activities in terms of increasing income and optimizing operating costs, as well as investment investments by NJSC "MUA" / subsidiaries. The budget of the university is formed from several sources: the republican budget (state order for the training of university and postgraduate education, advanced training of employees, development of scientific research, transfers); provision of paid educational and other services.

The University has an effective system for monitoring the activities of the university, which, based on the use of automated control systems, minimizes the impact of the human factor and ensures transparency in the decision-making process. Effective management decisions are based on the analysis of facts, measurement data and information. All measured indicators and characteristics of the quality of the University's work are divided into internal quality indicators used to manage processes and indicators obtained after external expertise (accreditation, attestation, licensing, audit, and other external procedures). The monitoring system includes a constant analysis of the implementation of the Strategic and Operational plans of the University, specific, directly measurable indicators are defined for each of the criteria, which make it possible to quantify the degree of achievement of the set goals; an analysis of the effectiveness and efficiency of processes is carried out; analysis by the management of the achievement of quality goals.

Analytical part

The activities of the university are aimed at implementing the mission and striving for sustainable development as a competitive and promising educational organization with a full cycle of training healthcare professionals.

The university has a strong management system and quality management, which is supported by the effective functioning of the Board of the university, the introduction of a consultative and advisory system for managing the educational process, the work of which meets the legal requirements of the country. The materials provided and the results of the meetings held allow us to conclude that the management and decision-making at the University is carried out transparently, with the involvement of all interested parties in the discussion, which is reflected in the minutes of extended meetings. At the same time, external stakeholders are involved in all phases of the formation of the EP and the implementation of the learning process, starting from the moment of designing the EP, reviewing and monitoring the quality of the EP, the implementation of the EP, and the results; special attention is paid to the involvement of employers, which is also confirmed by the interviews.

Undoubtedly, the University pays considerable attention to the quality assurance system, the formation and maintenance of a culture of quality at all levels of university management.

This confirms both the existence of a well-developed internal quality assurance system at five levels with a documented strategy and policy, supported by relevant methodological documents, and an active search and involvement of an external assessment of the University and its management from the perspective of quality management of all processes.

The financial condition of the University has been stable for many years. The financial stability of the University is confirmed by the growth in the volume of financial resources coming from various sources, the availability of sufficient assets, as well as their use on the principles of efficiency, effectiveness, priority, transparency and responsibility.

In the presence of a system of planning, development and continuous improvement at the university, its individual mechanisms are not sufficiently represented. For example, EEC experts note that the mechanisms for exercising real autonomy in the distribution of resources, including adequate remuneration of teachers in order to achieve good learning outcomes, are not sufficiently developed.

Strengths/best practice

Strengths have not been identified.

WEC recommendations

There are no recommendations for this standard.

EEC conclusions by criteria:

- ✓ *strong positions - 0*
- ✓ *satisfactory - 17*
- ✓ *suggest improvements - 0*
- ✓ *unsatisfactory - 0*

6.9. Continuous Improvement Standard

Evidence

NJSC "MUA", which has a 60-year history, is a dynamic and socially responsible university, initiates procedures for regular review and revision of the structure and functions. The process of improvement and improvement is confirmed by the actualization of the management structure and the development of the Strategic Directions of the University until 2023. In addition, since 2007, the University has been four times certified for compliance with international standards ISO 9000 versions 2000 and 2008, uses various management tools to evaluate its activities: strategic management, SWOT analysis, outsourcing, cleaning, benchmarking, HR management, university institutional accreditation standards, laboratory accreditation standards ST RK ISO/IEC 17025, etc.

On March 19, 2019, NJSC "MUA" changed its legal status to "non-profit joint stock company". It should be noted that not only the name and status of the university has changed, but also the number of specialties has increased, credit technologies of education and a three-stage education system have been introduced - bachelor's, master's, doctoral studies, the number of students has increased, and active work is underway to introduce innovative technologies into the educational process. The clinical bases of the University are the largest national and republican centers.

The university independently develops an EP in the relevant direction, level and profile of training, taking into account the needs of the regional labor market, the traditions and achievements of the scientific and pedagogical school of the university, in accordance with the National Qualifications Framework, professional standards and in accordance with the Dublin descriptors. EPs are developed in accordance with the requirements of the State Educational Standard, reflect the learning outcomes, on the basis of which curricula (working curricula, individual curricula for students) and syllabuses for disciplines / modules are developed. The

process of improving educational programs and methodological approaches at the University is carried out through the assimilation of modern educational technologies (TBL, PBL, Innovative methodology "Diagnostic search algorithm (DSA)" on the example of RBL-case Reg. diseases in the discipline "Propaedeutics of childhood diseases", etc.).

NJSC "MUA" widely uses the experience of other national and international medical universities to improve both the EP as a whole and individual components and teaching methods within the EP (study programs are organized in accordance with the Lithuanian model. Syllabuses and curricula of Vilnius University, as a Strategic partner, will be the basis for compiling the OP).

In order to improve the educational process and ensure the quality of educational services, the Center for the Transfer of Educational and Distance Technologies was created, which develops a program for the development of teaching staff and a plan for the introduction of innovative technologies in medical education. The staff of the center organized and conducted more than 250 training events on medical education and new teaching methods, including advanced training courses, seminars, master classes and trainings. In order to develop digital technologies, a media studio has been opened, where the teaching staff of the department prepares multimedia content, and massive open online courses have also been developed.

The renewal process in NJSC "MUA" is based on the implementation of the mission, vision of the university, based on improving the quality of education at the university through the introduction of innovations in education, science and practice; as well as on improving the policy of student recruitment and personnel policy; strengthening educational resources; improving program monitoring and evaluation processes; university management structures.

Evidence of the constant improvement and improvement of the material and technical base of the University is the use of updated resources of educational and scientific and research laboratories in the educational, scientific processes, the replenishment of the educational and clinical center with dummies, mannequins and virtual patients.

The regularly conducted SWOT-analysis of the internal and external environment of the university is the implementation of priority areas for the strategic development of NJSC "MUA" taking into account the established traditions, values and corporate culture of the university.

Analytical part

NJSC "MUA" included all improvement measures in the Strategic Development Plan of the University until 2023, and a new Strategic Development Plan of the University until 2026 was prepared. The management conducts an annual analysis of the degree of achievement of the mission and goals of the university, the goals and plans of the departments. Educational programs are regularly studied and evaluated through feedback from students, teaching staff and stakeholders, including employers, as well as analysis of student learning achievements.

The university is constantly improving the procedures for validating and verifying educational programs at the level of the department, faculty, university, including all aspects (resources, performance indicators, customer satisfaction, employment), as well as studying development and innovation models in medical education in advanced countries.

Mechanisms are being developed to improve the process of monitoring and evaluating the educational program; a set of measures to improve the personnel policy and the formation of the academic staff in accordance with changing needs. On an ongoing basis, updating of educational resources is carried out, such as the construction of a university clinic, equipping the educational and clinical center with modern simulation equipment.

Strengths/best practice

According to the needs of the University, resources are allocated for continuous improvement.

WEC recommendations

There are no recommendations for this standard.

EEC conclusions by criteria:

- ✓ *strong positions - 1*
- ✓ *satisfactory - 14*
- ✓ *suggest improvements - 0*
- ✓ *unsatisfactory*



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

Standard 1 Mission and Deliverables

No strengths identified for this standard

Standard 2 "Educational program"

No strengths were identified for this standard.

Standard 3 "Evaluation of the educational program"

No strengths were identified for this standard.

Standard 4 "Students"

No strengths were identified for this standard.

Standard 5 "Student Assessment"

No strengths were identified for this standard.

Standard 6 "Academic staff / teachers"

1. A balance is maintained between teaching, research and service functions: which include setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;

2. The university provides recognition on the merit of academic activity, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration.

Standard 7 Educational Resources»

1. Sufficient number and categories of patients for training (good interaction with the practical healthcare sector in terms of ensuring the availability of clinical training for students).

2. AMU provides for training the number and categories of clinical/production bases, which include clinics (primary, specialized and tertiary care), outpatient services (including PHC), primary health care facilities, health centers and other institutions of care medical care to the population.

Standard 8 "Management and administration»

No strengths were identified for this standard.

Standard 9 "Continuous updating»

The MUA allocates resources for continuous improvement.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY

Standard 1 Mission and Deliverables»

1. *The head of the EP to ensure that all stakeholders, including employers from India, are informed about the content of the mission of the OP using various means of informing. Deadline: June 2022*

2. *The head of the EP to ensure the participation of all stakeholders in the development and / or adjustment of the mission and learning outcomes of the EP, reflecting their opinions and proposals (employers, teaching staff, students). Deadline: by September 2022.*

Standard 2 "Educational program»

1. *The head of the EP and departments are recommended to adjust and introduce new achievements of biomedical sciences into the educational program, which are necessary for the formation and development of professional competencies. Deadline: By September 2022*

2. *The head of the EP is recommended to revise the curriculum to ensure the real integration of fundamental disciplines as part of the training modules. Deadline: By September 2022*

3. *The head of the EP should include medical physics and medical chemistry in the curriculum and / or content of disciplines for students to achieve the final learning outcomes. Deadline: By September 2022*

4. *The head of the EP should provide lectures on basic medical disciplines (for example, human anatomy, etc.) in the Curriculum. Deadline: By September 2022*

5. *The head of the EP should include in the curriculum and / or content of disciplines and in the system for assessing educational achievements the fulfillment by students of elements of scientific research on an ongoing basis. Deadline: By September 2022*

6. *The head of the EP to take the necessary measures to increase the planned contacts of students with patients in specialized clinical disciplines (strengthen this component with foreign students). Deadline: from 2022-23 academic year of the year.*

7. *The head of the EP should improve the relationship with complementary medicine, including non-traditional, traditional or alternative practices. Deadline: from 2022-23 academic year of the year.*

Standard 3 "Evaluation of the educational program»

1. *The head of the EP should on an ongoing basis carry out the procedure for reviewing and approving the EP in the specialty and curricula of disciplines in the KOC, the Faculty Council and the Academic Council of the University. Deadline: 2022-2023 academic year.*

2. *The Center for Academic Activities to monitor the structure and content of the curriculum of disciplines. Deadline: 2022-2023 academic year.*

Standard 4 "Students"

There are no recommendations for this standard.

Standard 5 "Student Assessment"

1. *The head of the EP and the center for academic work to introduce an assessment of the quality of control and measuring instruments, their objectivity, representativeness and relevance to ensure the quality of the existing assessment practice. Deadline: from 2022-2023 academic year.*

Standard 6 "Academic staff / teachers"

There are no recommendations for this standard..

Standard 7 "Educational Resources"

1. Improve mechanisms for attracting and encouraging students to participate in scientific research in the field of medicine.

2. Facilitate regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources.

Standard 8 "Management and administration»

There are no recommendations for this standard.

Standard 9 "Continuous updating»

There are no recommendations for this standard.

(IX) OVERVIEW OF THE RECOMMENDATION FOR THE DEVELOPMENT OF EDUCATIONAL INSTITUTION

(X) RECOMMENDATION TO THE ACCREDITATION BOARD

The external expert commission made a unanimous decision to recommend to the Accreditation Council to accredit the educational program 6B10107 General Medicine "NJSC "Astana Medical University" for a period of 5 (five) years.



Appendix 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

№ П\П	№ П\П	CRITERIA FOR EVALUATION	Position of the educational organization			
			strong	Satisfactory	Assumes improvement	Unsatisfactory
		СТАНДАРТ «МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ» Определение миссии				
1	1	The medical education organization must define its mission and communicate to stakeholders and the health sector.		+		
2	2	The mission statement should contain the objectives and educational strategy to prepare a competent physician/pharmacist at the undergraduate level of medical education;		+		
3	3	with an appropriate basis for a further career in any field of medicine/pharmacy, including all types of medical practice/pharmaceutical services, pharmaceutical production, administration and research in medicine;		+		
4	4	able to perform the role and functions of a doctor/pharmacist in accordance with the established requirements of the health and pharmacy sector;		+		
5	5	prepared for postgraduate studies, including internship, residency, specialization		+		
6	6	with a commitment to lifelong learning, including a professional responsibility to maintain knowledge and skills through performance assessment, auditing, learning from one's own practice and recognized activities in the CPD/CME.		+		
7	7	The medical education institution should ensure that the stated mission, including public health issues, aspects of global health, the needs of the health care system and other aspects of social responsibility, reflects the main international health problems.		+		
8	8	The medical education organization should ensure that the strategic development plan corresponds to the stated mission, the goals of the medical education organization and is approved by the advisory board of the IEO / university.		+		
9	9	A medical education organization should systematically collect and analyze information about its activities; conduct an assessment of the strengths and weaknesses of the university (SWOT-analysis), on the basis of which the administration, together with the advisory council of the university, should determine policy and develop strategic and tactical plans.		+		
10	10	The mission and goals of a medical education organization should correspond to the available resources, the capabilities of a medical education organization, market requirements, and ways to support them should be determined and access to information about the mission, goals of a medical education organization for the public should be provided (availability of information in the media, on the website of the university), the mission and goals of the medical education organization are approved by the advisory board of the MOO / university.		+		
11	11	The medical education organization should ensure that the mission includes advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
		Participation in the formulation of the mission				
12	12	The medical education organization must ensure that the main stakeholders are involved in the development of the mission of the EP.		+		
13	13	The medical education organization should ensure that the stated mission is based on the opinions/suggestions of other relevant stakeholders.		+		
14	14	The medical education organization should establish permanent mechanisms for monitoring, evaluating and documenting progress in achieving the goals and objectives of the strategic plan, in general, and in particular with regard to pharmaceutical education		+		

		Institutional autonomy and academic freedom				
		The medical education organization should have institutional autonomy to develop and implement policies for which the faculty and administration are responsible, especially with regard to:				
15	15	development of an educational program;		+		
16	16	use of allocated resources necessary for the implementation of the educational program.		+		
		A medical education organization should guarantee academic freedom to its staff and students:				
17	17	regarding the current educational program, which will be allowed to rely on different points of view in the description and analysis of issues in medicine;		+		
18	18	in the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program.		+		
		Learning Outcomes				
		The medical education organization must define the expected learning outcomes that students should exhibit upon completion, regarding:				
19	19	their achievements at a basic level in terms of knowledge, skills and attitudes;		+		
20	20	an appropriate basis for a future career in any branch of medicine and pharmacy;		+		
21	21	their future roles in the health and pharmacy sectors;		+		
22	22	their subsequent postgraduate training;		+		
23	23	their commitment to lifelong learning;		+		
24	24	health needs of the health of society, the needs of the health care system and other aspects of social responsibility.		+		
25	25	The medical education organization must ensure that the student fulfills obligations towards doctors, pharmacists, technologists, teachers, patients and their relatives in accordance with the Code of Conduct.		+		
		The medical education organization should:				
26	26	identify and coordinate the linkage of learning outcomes required upon completion with those required in postgraduate studies;		+		
27	27	determine the results of student involvement in research in medicine;		+		
28	28	pay attention to global health outcomes.		+		
		Total	0	28	0	0
		STANDARD "EDUCATIONAL PROGRAM"				
		Educational program model and teaching methods				
29	1	A medical education organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design.		+		
30	2	The medical education organization should determine the methods of teaching and learning used that stimulate, prepare and support students and ensure that students take responsibility for their learning process.		+		
31	3	The medical education organization must ensure that the educational program develops students' abilities for lifelong learning.		+		
32	4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.		+		
33	5	provide an opportunity for elective content (elective disciplines) and determine the balance between the compulsory and elective part of the educational program, including a combination of compulsory elements and electives or special elective components.		+		
		scientific method				
		The medical education organization must teach students throughout the entire program of study:				
34	6	principles of scientific methodology, including methods of analytical and critical thinking;		+		
35	7	scientific research methods in medicine;			+	
36	8	evidence-based medicine, which require the appropriate competence of teachers and will be a mandatory part of the educational program and will involve medical students in conducting or participating in small research projects,		+		

37	9	The medical education organization should include elements of fundamental or applied research in the educational program, including mandatory or elective analytical and experimental research, thereby facilitating participation in the scientific development of medicine as professionals and colleagues.		+		
		Basic Biomedical Sciences				
		The medical education organization must determine and include in the educational program:				
38	10	achievement of basic biomedical sciences to form students' understanding of scientific knowledge;		+		
39	11	концепций и методов, являющиеся основополагающими для приобретения и применения клинических научных знаний.		+		
40	12	A medical education organization should correct and introduce new achievements of biomedical sciences in the educational program, which are necessary for the formation and development of professional competence in the field of medicine and pharmaceutical practice of a graduate for:			+	
41	13	scientific, technological and clinical developments;		+		
42	14	current and expected needs of society and the health system.		+		
		Behavioral and social sciences and medical ethics				
		The medical education organization must determine and include in the educational program the achievement of:				
43	15	<i>behavioral sciences;</i>		+		
44	16	<i>social sciences;</i>		+		
45	17	<i>medical ethics;</i>		+		
46	18	<i>medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural contexts of the causes, distribution and consequences of medical health problems, as well as knowledge of the national health system and the rights of the patient, which will contribute to the analysis of public health problems , effective communication, clinical decision making and ethical practice.</i>		+		
		The medical education organization should correct and introduce new achievements in the behavioral and social sciences and also medical ethics in the educational program for:				
47	19	scientific, technological and clinical developments;		+		
48	20	current and expected needs of society and the health system;		+		
49	21	changing demographic and cultural conditions.		+		
		Clinical Sciences and Skills				
		The medical education organization must identify and implement the achievements of the clinical sciences in the educational program and ensure that students:				
50	22	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
51	23	conduct a reasonable portion (one third) of the program in planned patient encounters, including consideration of purpose, appropriate number, and sufficiency for training in appropriate clinical/industrial settings;		+		
52	24	work on health promotion and prevention.		+		
53	25	The medical education organization must set a certain amount of time for teaching basic clinical / pharmaceutical disciplines.		+		
54	26	The medical education institution should organize clinical training with appropriate attention to patient safety, including observation of the actions performed by the student in the conditions of clinical/industrial bases.		+		
		The medical education organization should adjust and introduce new achievements of clinical sciences in the educational program for:				
55	27	scientific, technological and clinical developments;		+		
56	28	current and expected needs of society and the health system.		+		
57	29	The medical education institution should ensure that each student has early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in the appropriate clinical / industrial bases.		+		

58	30	The medical education organization should structure the various components of clinical skills training in accordance with the specific stage of the training program.		+		
		Pharmaceutical disciplines				
		The medical education organization must determine and implement the achievements of pharmaceutical disciplines in the educational program and ensure that students:				
59	31	acquire sufficient knowledge and professional skills, including : <ul style="list-style-type: none"> o o the basic principles of organizing drug care for the population; o o Fundamentals of the economics of pharmacy; o o marketing management processes in pharmacy, conducting and analyzing marketing research, the basics of pharmaceutical management; o o the basic principles of organizing the technological process for the production and manufacture of extemporaneous and industrial medicines, herbal medicines, medical cosmetics, parapharmaceutical and veterinary drugs, biologically active additives and natural products; o o the main principles and provisions governing the quality of medicines; o o general principles of pharmaceutical analysis, basic methods and techniques for studying the quality of medicines; o o nomenclature of medicinal plant raw materials, issues of harvesting medicinal plants according to botanical characteristics; o o the basic principles of macro- and microscopic, commodity analysis and standardization of medicinal plant materials. 		+		
60	32	The medical education organization must ensure that students spend at least one third of the program in laboratories, in production, in order to develop professional practical skills.		+		
61	33	A medical education organization should organize practical training with appropriate attention to the safety of the patient and the consumer of medicines, including monitoring the actions performed by the student in the conditions of clinical bases, laboratories and production facilities.		+		
62	34	The medical education organization should adjust and introduce new achievements of the pharmaceutical sciences in the educational program for scientific, technological and clinical developments, as well as the current and expected needs of society and the healthcare system;		+		
63	35	A medical education organization should structure the various components of practical skills training in accordance with a specific stage of the training program.		+		
		The structure of the educational program, content and duration				
64	36	The medical education organization must describe the content, scope and sequence of courses and other elements of the educational program in order to ensure that an appropriate balance is maintained between the basic biomedical, behavioral and social and clinical disciplines.		+		
		The medical education organization follows in the educational program:				
65	37	ensure horizontal integration of related sciences and disciplines;		+		
66	38	ensure vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;		+		
67	39	identify relationships with complementary medicine, including non-traditional, traditional or alternative practices			+	
		Program Management				
68	40	The medical education organization must determine the structural unit responsible for educational programs, which, under the control of the academic management, is responsible and has the authority to plan and implement the educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment and educational program evaluation. and training courses to ensure that learning		+		

		outcomes are achieved.				
69	41	The medical education organization must guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
70	42	The medical education organization should, through the structural unit responsible for educational programs, plan and implement innovations in the educational program.		+		
71	43	The medical education organization should include representatives from other relevant stakeholders in the structural unit of the medical education organization responsible for educational programs, including other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, healthcare professionals involved in the learning process or others, professors of university faculties.		+		
		Relationship with medical practice and healthcare system				
72	44	The medical education organization should provide an operational link between the educational program and the subsequent stages of professional training (internship, specialization, CPD / CME) or practice, which the student will start upon graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements curriculum and their relationships at various stages of training and practice, with due regard to local, national, regional and global conditions, as well as feedback to/from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.		+		
		The medical education organization should ensure that the structural unit responsible for the educational program:				
73	45	takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify the educational program;		+		
74	46	The medical education organization should use the results of the feedback to improve the educational program.		+		
		Total	0	43	3	0
		STANDARD "EDUCATIONAL PROGRAM EVALUATION"				
		Program monitoring and evaluation mechanisms				
		The medical education organization must:				
75	1	have a program for the educational program to monitor processes and outcomes, including the routine collection of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, as well as data collection is part of the administrative procedures in links with student admissions, student assessment and completion of studies;		+		
		A medical education organization must establish and apply mechanisms for evaluating an educational program that:				
76	2	are aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and elective parts (see Standard "Educational Program");		+		
77	3	focused on student progress;		+		
78	4	identify and address issues that include insufficient achievement of expected learning outcomes, and will involve collecting information on learning outcomes, including identified shortcomings and problems, and used as feedback for activities and corrective action plans to improve the educational program and curricula of disciplines;		+		
		A medical education organization should periodically conduct a comprehensive assessment of the educational program aimed at:				
79	5	on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical education organization;		+		
80	6	to special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods.		+		
81	7	<i>on overall outcomes, which will be measured by the results of national licensing examinations, benchmarking procedure, international examinations, career choice and postgraduate study results;</i>		+		

82	8	to their social responsibility;		+		
		Teacher and student feedback				
83	9	The medical education organization should systematically collect, analyze and provide feedback to teachers and students, which includes information about the process and products of the educational program, and also includes information about bad practice or inappropriate behavior of teachers or students with and / or legal consequences.		+		
84	10	The medical education organization should use the results of the feedback to improve the educational program;		+		
		Academic achievements of students and graduates				
		The medical education organization should analyze the educational achievements of students and graduates regarding:				
85	11	its mission and the final learning outcomes of the educational program, which includes information on the average duration of study, academic scores, frequency of passing and failing exams, cases of successful completion and expulsion, student reports on the learning conditions in the courses taken, on the time spent studying areas of interest , including elective components, as well as interviews with students on repeat courses, and interviews with students who leave the program of study;		+		
86	12	educational program;		+		
87	13	resource endowment		+		
		The medical education organization should analyze the educational achievements of students regarding:				
88	14	<i>their previous experiences and conditions, including social, economic, cultural conditions;</i>		+		
89	15	the level of training at the time of admission to a medical educational institution.		+		
		A medical education organization should use the analysis of students' educational achievements to provide feedback to structural units responsible for:				
90	16	selection of students;		+		
91	17	educational program planning;		+		
92	18	student counseling		+		
		Stakeholder Engagement				
		The medical education organization should, in its monitoring program and activities for the evaluation of the educational program, involve:				
93	19	Teaching staff and students		+		
94	20	Your administration and management		+		
		The medical education organization should for other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as those responsible for postgraduate education:				
95	21	provide access to the results of the evaluation of the course and the educational program;		+		
96	22	collect and study feedback from them on the clinical practice of graduates;		+		
98	23	collect and study feedback from them on the educational program.		+		
		Total	0	23	0	0
		STANDARD STUDENTS				
		Admission and selection policy				
		The medical education organization must:				
99	1	define and implement an admissions policy, including a clearly defined provision for the student selection process that includes rationale and selection methods such as high school learning outcomes, other relevant academic experience, other		+		

		entrance examinations and interviews, evaluation of motivation to become a doctor, including changes in needs associated with a variety of medical practices;				
99	2	have a policy and implement the practice of accepting students with disabilities in accordance with applicable laws and regulations of the country;		+		
100	3	have a policy and implement the practice of transferring students from other programs and medical education organizations.		+		
		The medical education organization should:				
101	4	to establish the relationship between the selection of students and the mission of the medical education organization, the educational program and the desired quality of graduates;		+		
102	5	review admission policies periodically, based on relevant input from the public and professionals, to meet the health needs of the population and society as a whole, including consideration of student enrollment based on gender, ethnicity and language, and the potential need for a special admissions policy for underprivileged students families and national minorities;		+		
103	6	use the system to appeal admission decisions.		+		
		Student recruitment				
104	7	The medical education organization must determine the number of accepted students in accordance with the logistical and capabilities at all stages of education and training, and making a decision on the recruitment of students implies the need to regulate national requirements for health workforce, in the case when medical education organizations do not control the number of recruited students, then you should demonstrate your commitment by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between student recruitment and the logistical and academic potential of the university).		+		
105	8	The medical education institution should periodically review the number and cohort of students admitted in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organizations on global aspects of human resources for health (such as insufficiency and uneven distribution of human resources health care, the migration of doctors, the opening of new medical schools) and regulate in order to meet the health needs of the population and society as a whole.		+		
		Student counseling and support				
		The medical education organization must:				
106	9	have a system of academic counseling for their students, which includes issues related to the choice of electives, preparation for residency, planning a professional career, appointing academic mentors (mentors) for individual students or small groups of students;		+		
107	10	allocate resources to support students;		+		
108	11	ensure confidentiality regarding advice and support.		+		
		The medical education organization should provide counseling that:				
109	12	based on monitoring student progress and focused on the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
110	13	includes counseling and professional career planning.		+		
		Student representation				
111	14	The medical education institution must offer a student support program focused on social, financial and personal needs, which includes support in connection with social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and health insurance, as well as services financial assistance in the form of financial assistance, scholarships and loans.		+		
112	15	The medical education organization should provide assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.		+		
		Total	0	15	0	0
		STUDENT ASSESSMENT STANDARD				
		Assessment Methods				
		The medical education organization must:				
113	1	define, approve and publish the principles, methods and practices used for student assessment, including the number of examinations and other tests, maintaining a		+		

		balance between written and oral examinations, the use of assessment methods based on criteria and reasoning, and special examinations (OSCE or Mini Clinical exam), as well as to determine the criteria for establishing passing scores, grades and the number of allowed retakes;				
114	2	ensure that the assessment covers knowledge, skills and attitudes;		+		
115	3	use a wide range of assessment methods and formats depending on their "assessment of usefulness", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format.		+		
116	4	ensure that assessment methods and results avoid conflicts of interest;		+		
117	5	ensure that the assessment process and methods are open (accessible) to peer review by external experts		+		
		The medical education organization should:				
118	6	<i>document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;</i>			+	
119	7	<i>implement new assessment methods as needed;</i>			+	
120	8	<i>use the system to appeal the results of the evaluation.</i>		+		
		Relationship between assessment and learning				
		A medical education organization should use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:				
121	9	<i>- clearly commensurate with learning methods, teaching and learning outcomes;</i>		+		
122	10	<i>- ensure that students achieve learning outcomes;</i>		+		
123	11	<i>- promote learning</i>		+		
124	12	<i>- provide an appropriate balance between formative and summative assessment in order to manage learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.</i>		+		
		The medical education organization should:				
125	13	regulate the number and nature of examinations of various elements of the educational program in order to promote the acquisition of knowledge and integrated learning, and to avoid a negative impact on the learning process and eliminate the need to study an excessive amount of information and overload the educational program;		+		
126	14	<i>ensure that feedback is provided to students based on assessment results.</i>		+		
127	15	The medical education organization should direct the renewal process towards developing the principles of assessment, and the methods of conducting and the number of examinations in accordance with changes in the final results of education and teaching and learning methods.		+		
		STANDARD "ACADEMIC STAFF/TEACHERS"	0	13	2	0
		Selection and recruitment policy				
		The medical education organization must determine and implement a staff selection and admission policy that:				
128	1	defines their category, responsibilities and balance of academic staff/teachers in basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between medical and non-medical teachers, full-time and part-time teachers and the balance between academic and non-academic staff;		+		
129	2	contains criteria for scientific, pedagogical and clinical merit of applicants, including a proper balance between pedagogical, scientific and clinical qualifications;		+		
130	3	defines and monitors the responsibilities of academic staff/faculties in the basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		
		A medical education organization should take into account such criteria as:				
131	4	attitude to their mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;		+		
132	5	economic opportunities that take into account the institutional conditions for the financing of employees and the efficient use of resources.		+		
		Development Policy and Employee Activities				

		A medical education organization must determine and implement a policy for the activities and development of employees, which:				
133	6	allows you to maintain a balance between teaching, scientific and service functions, which include setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;		+		
134	7	guarantees the recognition of merit in academic work, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;	+			
135	8	ensures that clinical activities and research are used in teaching and learning;		+		
136	9	guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration;		+		
137	10	includes training, development, support and evaluation of the activities of teachers, which involves all teachers, not only newly hired, but also teachers recruited from hospitals and clinics, laboratories, pharmacies, pharmaceutical industries, pharmaceutical companies.	+			
		The medical education organization should:				
138	11	take into account the "teacher-student" ratio depending on the various components of the educational program;		+		
139	12	develop and implement employee promotion policies.		+		
		Total	2	10	0	0
		STANDARD "EDUCATIONAL RESOURCES"				
		Material and technical base				
		The medical education organization must:				
140	1	have sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;		+		
141	2	develop and implement employee promotion policies.		+		
142	3	The medical education organization should improve the learning environment for students through regular renewal, expansion and strengthening of the material and technical base, which should correspond to the development in teaching practice.		+		
		Resources for Clinical/Professional Training				
		The medical education institution must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
143	4	the number and categories of patients;		+		
144	5	the number and categories of clinical/production bases, which include clinics (primary, specialized and tertiary care), outpatient services (including PHC), primary health care facilities, health centers and other community health care facilities, and Clinical Skills Centres/Laboratories, Science Centres, Laboratories, Manufacturing, Pharmaceutical Skills Development Centers that enable clinical training to take advantage of the facilities of clinical sites and provide rotation in major clinical and major pharmaceutical disciplines;		+		
145	6	observation of the clinical / industrial practice of students.		+		
146	7	The medical education institution should study and evaluate, adapt and improve clinical training resources to meet the needs of the population served, which will include relevance and quality for clinical training programs regarding clinical facilities, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.		+		
		Information Technology				
147	8	The medical education organization must define and implement a policy that is aimed at the effective use and evaluation of appropriate information and communication technologies in the educational program.		+		
		A medical education organization should provide teachers and students with opportunities to use information and communication technologies:				
148	9	for self-study		+		
149	10	access to information;		+		
150	11	patient management;		+		
151	12	work in the healthcare system;		+		
152	13	The medical education organization should ensure that students have access to relevant patient data and health information systems.		+		

		Medical research and scientific achievements				
		The medical education organization must:				
153	14	have research activities in the field of medicine and scientific achievements as the basis for the educational program;		+		
154	15	define and implement policies that promote the relationship between research and education		+		
155	16	provide information on the research base and priority areas in the field of scientific research of the medical education organization.		+		
		The medical education organization should ensure that the relationship between research and education:				
156	17	using medical research as the basis for the curriculum;		+		
157	18	taken into account in teaching;		+		
158	19	encourages and prepares students to participate in scientific research in the field of medicine and its development			+	
		Expertise in the field of education				
		The medical education organization must:				
159	20	have access to educational expertise, where appropriate, and conduct expertise that examines the processes, practices, and issues of medical education and may involve physicians with experience in medical education research, psychologists, and sociologists in the education provided by the medical education development department university or by engaging experts from other national and international institutions		+		
		A medical education organization must define and implement a policy on the use of expertise in the field of education:				
160	21	in the development of an educational program;		+		
161	22	in developing teaching methods and assessing knowledge and skills.		+		
		The medical education organization should:				
162	23	provide evidence of the use of internal or external expertise in the field of medical education to develop the capacity of employees;		+		
163	24	to pay due attention to the development of expertise in education assessment and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
164	25	to promote the desire and interests of employees in conducting research in medical education.		+		
		Exchange in education				
		The medical education organization must define and implement a policy for:				
165	26	cooperation at the national and international levels with other medical universities, schools of public health, faculties of dentistry, pharmacy and other university departments;		+		
166	27	<i>transfer and offset of educational loans, which includes consideration of the limits of the volume of the educational program that can be transferred from other educational institutions and which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program and active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements .</i>		+		
		The medical education organization should:				
167	28	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;			+	
168	29	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and respecting ethical principles.		+		
		Total	2	25	2	0
		STANDARD "MANAGEMENT AND ADMINISTRATION"				
		Control				
169	1	The medical education organization must determine the management structures and functions, including their relationship with the university, if the medical education organization is part or a branch of the university.		+		
		A medical education organization should determine structural divisions in its management structures with the establishment of the responsibility of each structural division and include in their composition:				
170	2	representatives of academic staff;		+		

171	3	students;		+		
172	4	<i>other stakeholders, including representatives of the ministry of education and health, the health sector and the public.</i>		+		
173	5	The medical education organization should ensure the transparency of the management system and the decisions made, which are published in bulletins, posted on the website of the university, included in the protocols for review and execution.		+		
		Academic leadership				
174	6	The medical education organization must clearly define the responsibility of the academic leadership in relation to the development and management of the educational program.		+		
175	7	The medical education organization should periodically evaluate the academic leadership regarding the achievement of its mission and the final learning outcomes.		+		
		Training budget and resource allocation				
		The medical education organization must:				
176	8	have clear terms of reference and authority to provide the educational program with resources, including a target budget for education;		+		
177	9	allocate the resources necessary for the implementation of the educational program and distribute educational resources in accordance with their needs.		+		
178	10	The system of financing a medical educational organization should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
		The medical education organization should:				
179	11	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes;		+		
180	12	when allocating resources, take into account scientific advances in medicine and public health problems and their needs.		+		
		Administrative staff and management				
		A medical education organization must have an appropriate administrative staff, including their number and composition in accordance with qualifications, in order to:				
181	13	ensure the implementation of the educational program and related activities;		+		
182	14	ensure proper management and allocation of resources.		+		
183	15	The medical education organization should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
		Engagement with the health sector				
184	16	The medical education organization should have a constructive interaction with the health sector, with related sectors of the health of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.		+		
185	17	The medical education organization should be given official status of cooperation with partners in the health sector, which includes the conclusion of official agreements defining the content and forms of cooperation and / or the conclusion of a joint contract and the creation of a coordinating committee, and holding joint events.		+		
		Total	0	17	0	0
		CONTINUOUS IMPROVEMENT STANDARD				
		The medical organization of education should, as a dynamic and socially responsible institution:				
186	1	initiate procedures for regular review and revision of content, results / competencies, assessment and learning environment, structure and function, document and eliminate deficiencies;		+		
187	2	revise structures and functions		+		
188	3	allocate resources for continuous improvement.		+		
		The medical education organization should:				
189	4	base the update process on prospective studies and analyzes and on the results of their own research, evaluation and literature on medical education;		+		

190	5	ensure that the process of renewal and restructuring results in a revision of its policies and practices in line with past experience, current activities and future prospects; guide the upgrade process to the following questions:		+		
191	6	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
192	7	Modification of graduate learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of patient care in accordance with the responsibilities that are assigned to graduates after graduation from MEL.		+		
193	8	Adapting the curriculum model and methodological approaches to ensure that they are appropriate and relevant and take into account current theories in education, adult learning methodology, active learning principles.		+		
194	9	Adjustment of the elements of the educational program and their relationship in accordance with advances in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and the state of health/morbidity of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of obsolete ones.		+		
195	10	Development of assessment principles, and methods for conducting and number of examinations in accordance with changes in learning outcomes and teaching and learning methods.		+		
196	11	Adapting student recruitment policies and student selection methods to reflect changing expectations and circumstances, staffing needs, changes in the pre-university education system, and curriculum needs.		+		
197	12	Adaptation of the recruitment policy and the formation of the academic staff in accordance with changing needs.		+		
198	13	Updating educational resources in accordance with changing needs, such as student enrollment, number and profile of academic staff, educational program.		+		
199	14	Improving the process of monitoring and evaluation of the educational program.		+		
200	15	Improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs, and, in the long term, to meet the interests of various stakeholder groups.		+		
		Total	1	14	0	0
		TOTAL TOTAL	5	188	7	0

**Annex 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL
INSTITUTION**

**PROGRAM
VISIT (HYBRID FORMAT) OF THE EXTERNAL EXPERT COMMISSION
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
IN NJSC "ASTANA MEDICAL UNIVERSITY"
(INTERNATIONAL SPECIALIZED ACCREDITATION)**

Date of the visit: May 24-26, 2022 (Nur-Sultan time)

№	Educational programs
1 cluster	
1	7R01106 Pediatric oncology and hematology (primary accreditation)
2	7R01133 Medical genetics (primary accreditation)
3	7R01122 Plastic surgery for adults, children (primary accreditation)
2 cluster	
4	7M05101 Biology (primary accreditation)
3 cluster	
5	6B10107 General medicine
6	6B10108 Dentistry
4 cluster	
7	7R01136 General surgery
8	7R01107 Pulmonology for adults, children
5 cluster	
9	7M10101 Nursing

Date and time	EEC work with target groups	Position and Last name, first name, patronymic of target group participants	Contact form Unofficial Translation
23 May 2022			
20.00-21.00	Preliminary meeting of the EEC	<i>External IAAR experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 (only for VEC)
Day 1: May 24, 2022			
10.00-10.30	Distribution of responsibility of experts, solution of organizational issues	<i>External IAAR experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 (only for VEC)
10.30 – 11.10	Interview with the rector	<i>Rector of JSC "Astana Medical University" - Nadyrov Kamalzhan Talgatovich</i>	Room 415, 4th floor, main building, st. Beibitshilik 49 A Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765
11.10-11.25	Technical break		
11.25-12.05	Meeting with vice-rectors	<ol style="list-style-type: none"> 1) <i>Vice-Rector for Academic Affairs - Bukeeva Zhanar Kanalbaevna;</i> 2) <i>Vice-Rector for Research - Vitaliy Viktorovich Koikov;</i> 3) <i>Vice-rector for clinical work - Kosherova Bakhyt Nurgalievna;</i> 4) <i>Vice-rector for financial, economic and administrative work - Maradzhapov Bakhtiyor Irkinovich</i> 	Room 415, 4th floor, main building, st. Beibitshilik 49 A Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765
12.05-12.20	Technical break		
12.20-13.00	Meeting with the heads of structural divisions of the NGO	<ol style="list-style-type: none"> 1) <i>Director of the Department for Clinical Activities Akpolatova Gulnur Momynovna</i> 2) <i>Director of the Department of Research Activities Tuleshova Gulnar Turekhanovna</i> 3) <i>Director of the Department of Financial Activities and Infrastructure Development Mayra Kushimbekovna Belgibaeva</i> 4) <i>Acting Director of the Department for Academic Affairs Tlesheva Nurgul Serikovna</i> 5) <i>Deputy Director of the Department of Financial Activities and Infrastructure Development Zhunusov Rustem Zhainakovich</i> 6) <i>Director of the Department of Internal Administration - Dosymov Bolat Zhandosovich</i> 7) <i>Head of the Center for Strategic Development - Doskhozhina Gulnar Nigmatzhanovna</i> 8) <i>Head of the Center for International Cooperation - Bilan Liliya Ivanovna</i> 9) <i>Head of the Center for Clinical</i> 	Room 401, 4th floor, main building, st. Beibitshilik 49 A Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765

		<p><i>Activities - Kazbekova Ainagul Talgatovna</i></p> <p>10) <i>Head of the practice and employment center - Omurzakova Aiman Sabyrbekovna</i></p> <p>11) <i>Acting head of the educational and clinical center - Shaimerdenova Aliya Zhasulanovna</i></p> <p>12) <i>Head of office-registrar - Tleshova Nurgul Serikovna</i></p> <p>13) <i>Head of the center for academic activities - Utenova Gulnur Magauyanovna</i></p> <p>14) <i>Head of the center for the transfer of educational and distance technologies - Abduldaeva Aigul Abduldaevna</i></p> <p>15) <i>Head of the Center for Youth and Sports - Nurbek Nurfazylovich Musrepov</i></p> <p>16) <i>Head of HR department - Zikenov Igor Irsainovich</i></p> <p>17) <i>Head of the press service - Akbasova Gaukhar Kuanyshevna</i></p> <p>18) <i>Head of the center for support of publications and library services - Kenzhegulova Nazira Zhumaliyevna</i></p> <p>19) <i>Head of the Center "Electronic University" - Karshalova Zarina Baurzhanovna</i></p> <p>20) <i>Head of Information Technology Department - Zhenis Asygat Amankeldyuly</i></p> <p>21) <i>Head of the Accreditation and Rating Center - Zhilkibaeva Karlygash Tulegenovna</i></p>		
13.00-14.00	Dinner			
14.00-14.15	EEC work	<i>External IAAR experts</i>		<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 (only for VEC)</p>
14.15-15.00	Interviews with deans	<p>1.4 cluster</p> <p>2,3,5 cluster</p>	<p><i>Head of the internship and residency center - Syzdykova Ainura Sailaubayevna</i></p> <p><i>Dean of the Faculty of Medicine - Makhambetov Kaergeldy Ombaevich</i></p> <p><i>Dean of the Faculty of Dentistry - Karibzhanov Aitbek Anuarbekovich</i></p> <p><i>Head of the Center for Master's and Doctoral Studies - Kulmirzaeva Aizhan Bakhtzhanovna</i></p>	<p>Room 415, 4th floor, main building, st. Beibitshilik 49 a</p> <p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765</p>
15.00-15.15	Technical break			
15.15-	Interviews with	1.4 cluster	7R01107	Room 401, 4th floor, main building, st.

<p>16.00</p>	<p>the leaders of the EP, heads of departments</p>	<p>2,3,5 cluster</p>	<p><i>Pulmonology for adults, children</i> <i>1. Head of the Department of Internal Medicine with courses in gastroenterology, endocrinology and pulmonology - Ainabekova Bayan Alkenovna</i> <i>2. Head of the Department of Family Medicine No. 2 - Latypova Natalya Aleksandrovna</i> <i>3. Head of the Department of Internal Diseases No. 4 - Tuganbekova Saltanat Kenesovna</i> <i>4. Head of the Department of Internal Medicine with the course of Nephrology, Hematology, Allergology and Immunology - Rakhmetova Venera Sametovna 7R01106 Pediatric oncology and hematology</i> <i>5. Head of the Department of Children's Diseases with courses in Allergology, Hematology and Endocrinology - Morenko Marina Alekseevna 7R01136 General surgery</i> <i>6. Head of the Department of Surgical Diseases with Courses of Cardiothoracic Surgery and CSF - Kozhakhmetov Saken Kairullinovich</i> <i>7. Head of the Department of Surgical Diseases with Courses of Plastic and Angiosurgery - Omarbekov Ardak Zharylkasynovich</i> <i>8. Head of the Department of Surgical Diseases with Courses of Neurosurgery and Bariatrics - Aleksandr Borisovich Fursov 7R01133 Medical</i></p>	<p>Beibitshilik 49 a</p> <p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhScz09</p> <p>Conference ID: 389 293 1765</p>
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			<p>genetics</p> <p>9. Head of the Department of Medical Genetics and Molecular Biology - Altaeva Nursulu Zakiriyaevna 7R01122 Plastic surgery, adult, pediatric</p> <p>10. Head of the Department of Surgical Diseases with Courses of Angiosurgery and Plastic Surgery - Omarbekov Ardak Zharylkasynovich 6B10107 General medicine</p> <p>11. Head. Department of General Medical Practice with a course of evidence-based medicine - Derbisalina Gulmira Azhmadinovna;</p> <p>12 .. Head of the Department of Family Medicine No. 1 - Abisheva Saule Tleubaevna;</p> <p>13. Head of the Department of Emergency First Aid, Resuscitation and Pediatric Anesthesiology - Nurila Amangalieвна Maltabarova;</p> <p>14. Head of the Department of Obstetrics and Gynecology No. 1 - Khamidulina Zaytuna Gadilovna;</p> <p>15. Head of the Department of Normal Physiology - Khamchiev Koreysh Mavlovich;</p> <p>16. Head of the Department of Internal Diseases with a course of geriatrics - Viktor Alekseevich Tkachev;</p> <p>17. Head of the Department of Pathological Anatomy - Manekenova Kenzhegul Boranbaevna;</p> <p>18. Head of the Department of Children's Diseases with courses in pulmonology and nephrology -</p>	
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			<p><i>Muldakhmetov Meiram Seitzhanovich;</i> <i>19. Head of the Department of Human Anatomy - Almabaeva Aigul Ydrysovna</i> <i>6B10108 Dentistry</i> <i>20. Head of the Department of Orthopedic and Pediatric Dentistry - Eslyamgalieva Ardak Manapovna</i> <i>21. Head of the Department of Therapeutic and Surgical - Sumanova Aigul Makhsatovna</i> <i>7M05101 Biology</i> <i>22. Director of the Institute of Radiobiology and Radiation Protection - Kazymbet Polat Kazymbetuly</i> <i>23. Head of the Department of Microbiology and Virology. Sh.I. Sarbasov</i> <i>Dusmagambetov Marat Uteuovich</i> <i>24. Head of the Department of Medical Genetics and Molecular Biology - Altaeva Nursulu Zakiriyaevna</i> <i>7M10101 Nursing</i> <i>25. Head of the Department of Nursing - Saliabaeva Ulbosyn Sheraliyeva</i></p>	
16.00-16.15	Technical break			
16.15-17.00	Interview with teaching staff OP	<i>1,4 cluster (Appendix 1. List of teaching staff)</i>	Room 401, 4th floor, main building, st. Beibitshilik 49 a	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Access code: 334352</p>
		<i>2,3,5 cluster (Appendix 2. List of teaching staff)</i>	Coworking, 3rd floor, st. Beibitshilik 53	<p>Link https://us02web.zoom.us/j/9623882483</p> <p>Conference ID: 962 388 2483</p>
17.00-18.30	Questioning of teaching staff (in parallel)	<i>(Appendix 3. List of teaching staff with email addresses)</i>		The link is sent to the e-mail of the teacher personally
17.00-	Technical break			

17.15			
17.15-17.40		Support Center for Publications and Library Services Kenzhegulova Nazira Zhumalievna	Library (1-3 floor) st. Beibitshilik, 53 Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
17.40-18.05	Visual inspection of the TOE	Training and Clinical Center Shaimerdenova Aliya Zhasulanovna	Training and Clinical Center st. Beibitshilik, 49a, 5th floor, office No. 506 Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
18.05-18.30		Institute of Radiobiology and Radiation Protection, main building	7th floor, main building, st. Beibitshilik, 49a Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
18.30-18.40	WEC work. Summing up the first day	<i>External IAAR experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (only for VEK)
Day 2: May 25, 2022			
10.00-10.15	EEC work	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (only for VEC)
10.15-10.30	Technical break		
10.30-11.10	Interviews with EP students (in parallel)	1,4 cluster (Annex 4)	Room 401, 4th floor, main building, st. Beibitshilik 49 a Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
		2,3,5 cluster (Annex 5)	Coworking, 3rd floor, st. Beibitshilik 53 Link https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483

11.10-12.30	Questionnaire of students (in parallel)	<i>(Annex 6)</i>		The link is sent to the e-mail of the teacher personally
11.10-11.25	Technical break			
11.25-13.00	Work with the documents of the departments and attendance of teaching staff classes according to the schedule (Appendix 7 with links to classes)	<i>1,4 cluster</i>	<p>7R01122 Plastic surgery for adults, children, 7R01136 General surgery Department of Surgical Diseases with courses in angiosurgery and plastic surgery Omarbekov Ardak Zharylkasynovich</p>	<p><i>1.4 cluster</i> <i>Link</i> https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oNOQ0dEhSdz09 <i>Conference ID: 389 293 1765</i> <i>Venue: GKP on REM "Multiprofile City Hospital No. 1", Rakymzhan Koshkarbaev Avenue, 66</i> <i>Department of Surgical Diseases with courses in angiosurgery and plastic surgery</i></p>
			<p>7R01133 Medical genetics Department of Medical Genetics and Molecular Biology Altaeva Nursulu Zakiriyaevna</p>	<p>st. Beibitshilik 49, 3rd floor room 306</p>
			<p>7R01136 General surgery Department of Surgical Diseases with courses in cardiothoracic surgery and PCS Kozhakhmetov Saken Kayrullinovich</p>	<p>GKP on REM "City multidisciplinary hospital No. 2", Turar Ryskylov koshesi 6</p>
			<p>7R01106 Pediatric oncology and hematology Department of Children's Diseases with courses in Allergology, Hematology and Endocrinology Morenko Marina Alekseevna</p>	<p>GKP on REM "Multiprofile City Children's Hospital No. 1", Tauelsizdik St. 11/1</p>
			<p>7R01107 Pulmonology for adults, children Department of Internal Medicine with courses in gastroenterology, endocrinology and pulmonology Ainabekova Bayan Alkenovna</p>	<p>Department of Internal Medicine with courses in gastroenterology, endocrinology and pulmonology. State Institution "Central Hospital with a Polyclinic of the Ministry of Internal Affairs of the Republic of Kazakhstan", Kabanbay Batyr Avenue, 66 GKP on REM "City multidisciplinary hospital No. 2", Turar Ryskylov koshesi 6</p>

				2,3,5 cluster Link https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483 Head of the Department of General Medical Practice with a Course of Evidence-Based Medicine Venue: st. Beibitshilik 49, 3rd floor (session)
			6B10107 General medicine Department of Family Medicine №2 Latypova Natalya Alexandrovna	Department of Human Anatomy 33 Saryarka Ave. (class) Family Health Center "Shipager", st. Hussein bin Talal 25/1
		2,3,5 cluster	6B10108 Dentistry Department of Orthopedic and Pediatric Dentistry Eslyamgalieva Ardak Manapovna Department of Therapeutic and Surgical Dentistry Sumanova Aigul Makhsatovna	33 Saryarka Avenue, 4th floor, room 424 33 Saryarka Avenue, 4th floor, room 411
			7M05101 Biology Institute of Radiobiology and Radiation Protection Kazymbet Polat Kazymbetuly	Institute of Radiobiology and Radiation Protection, main building, st. Beibitshilik, 49a, 7th floor
			7M10101 nursing Department of Nursing Saltabaeva Ulbosyn Sheraliyevna	Main building, st. Beibitshilik, 49a, 6th floor, room 619 (class) Multidisciplinary city hospital №3, Moldagulova 26 B
13.00-14.00	Dinner			
14.00-14.15	EEC work		External IAAR experts	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhScz09 Conference ID: 389 293 1765 Access code: 334352 (only for VEC)
14.15-14.30	Technical break			
14.30-16.00	Visiting the practice bases of the EP		6B10107 General medicine GKP on REM "City polyclinic No. 10 of the Akimat of Nur-Sultan", Department of Family Medicine No. 3	Shaimerden Kosshyguly st., 8
			GKP on REM "Multi-profile city children's hospital No. 2, Department of Pediatric Diseases with Courses in Cardiorheumatology and Gastroenterology	st. Koshkarbaeva 64
			GKP on REM "Multiprofile City Hospital No. 1", Department of Internal Medicine with a course of Nephrology, Hematology, Allergology and Immunology	st. Koshkarbaeva 64
			6B10108 Dentistry Educational and clinical center "Dentistry" Department of Orthopedic and Pediatric Dentistry	st. Auezov, 44 Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhScz09

			Conference ID: 389 293 1765 Access code: 334352
		<i>Main Military Clinical Hospital of the Ministry of Defense of the Republic of Kazakhstan Department of Therapeutic and Surgical Dentistry</i>	Beibitshilik street, 47a Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
		<i>Dental clinic "Akmazhan" Department of Therapeutic and Surgical Dentistry</i>	st. K. Amanzholova, 28 Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
		<i>Dental clinic "Empire Dental Clinic" Department of Therapeutic and Surgical Dentistry</i>	st. M.Narikkaeva, 22 Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
		7R01122 Plastic surgery for adults, children, <i>GKP on REM "Multiprofile City Hospital No. 1", Department of Surgical Diseases with courses in angiosurgery and plastic surgery</i>	avenue Rakymzhan Koshkarbaev, 66 Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
		7R01133 Medical genetics JSC "National Scientific Medical Center", <i>Department of Medical Genetics and Molecular Biology</i>	Ave. Abylai Khan 42 Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV0lYMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
		7R01136 General surgery <i>GKP on REM "Multiprofile City Hospital No. 1", Department of Surgical Diseases with courses in angiosurgery and plastic surgery</i>	avenue Rakymzhan Koshkarbaev, 66
		7R01106 Pediatric oncology and hematology <i>LLP "National Scientific Cancer Center", Department of Pediatric Diseases with courses in Allergology, Hematology and Endocrinology</i>	st. Zhanibek-kerey Khandar, 3
		7R01107 Pulmonology for adults, children <i>GKP on REM "Multiprofile City Hospital No. 1", Department of Pulmonology Department of Internal Medicine with courses in Nephrology, Hematology, Allergology and Immunology.</i>	avenue Rakymzhan Koshkarbaev, 66
		<i>"RESSWEE Center for Respiratory Medicine and Somnology" Department of Internal Medicine with courses in Nephrology, Hematology, Allergology and Immunology.</i>	A. Bolekpaev st. 4, LCD Tarlan.
		<i>LLP "Family Health Center "Shipager" (st. Hussein Ben Talal, 25/1) Department of Family Medicine №2.</i>	st. Hussein Ben Talal, 25/1, (Located in the building of Green clinic LLP)
		7M05101 Biology <i>Department of Medical Genetics and Molecular Biology</i>	st. Beibitshilik 49, 3rd floor

		7M10101 Семейное дело <i>Meyir Medical Center</i> <i>Department of Nursing</i>	st. E-489 d.6
16.00-16.15	Technical break		
16.15-16.30	EEC work, discussion	<i>External IAAR experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (only for VEC)
16.30-17.10	Interviews with OP employers	<i>Representatives of employers (Appendix 8)</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
17.10-17.15	Technical break		
17.15-18.00	Interviews with graduates of the OP	<i>Application 9</i>	Link https://us02web.zoom.us/j/9623882483 Conference ID: 962 388 2483
18.00-18.10	Technical break		
18.10-20.10	EEC work, discussion of the results of the second day and profile parameters (recording is ongoing)	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (only for VEC)
Day 3: May 26, 2022			
10.00-11.30	The work of the EEC development and discussion of recommendations (recording)	<i>External IAAR experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (only for VEC)
11.30-11.45	Technical break		
11.45-13.00	EEC work, development and recommendations	<i>External IAAR experts</i>	(Individual work of the expert)
13.00-14.00	<i>Dinner</i>		
14.00-16.00	The work of the EEC discussion, decision-making by voting (recorded)	<i>External IAAR experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (only for VEC)
16.00-17.00	Preparation by the chairman of information on the results of an external	<i>Chairman of the WEC</i>	(Individual work of the chairman)

	evaluation		
17.00-17.40	Final meeting of the EEC with the leadership of the university	<i>Heads of the university and structural divisions</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
17.40-17.55	Technical break		
17.55-19.00	Work of the EEC, Discussion of the results of the quality assessment	<i>External IAAR experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (only for VEC)



Annex 3. RESULTS OF THE PPP QUESTIONNAIRE

Total number of profiles: 111

1. Your department/faculty?

Faculty of Medicine (Faculty of Medicine)	46 (41,4%)
Faculty of Dental Medicine (Faculty of Dentistry)	34 (30,6%)
Center of internship and residency (Internship and residency center)	14 (12,6%)
Center of master and PhD (Center for Master's and Doctoral Studies)	5 (4,5%)
Department of Surgery	1 (0,9%)
nursing	1 (0,9%)
department	3 (2,7%)
Department of Surgery and Angioplasty	1 (0,9%)
Pathophysiology	1 (0,9%)
Faculty of Health	2 (1,8%)
Institute of Radiobiology and Radiation Protection	1 (0,9%)
Department of Microbiology and Virology	1 (0,9%)
Department of Internal Medicine with a course in geriatrics	1 (0,9%)

2. Your Position (Ваша должность)

Teacher (Преподаватель)	39 (31,5%)
Associate Professor (Доцент)	32 (28,8%)
Professor (Профессор)	16 (14,4%)
Senior Teacher (Старший преподаватель)	8 (7,2%)
Head of the Department (Зав. кафедрой)	7 (6,3%)
Other	9 (11,8%)

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

Honoured Worker (Заслуженный деятель)	0 (0%)
Doctor of Science (Доктор наук)	14 (12,6%)
Candidate of Science (Кандидат наук)	36 (32,4 %)
Master (Магистр)	18 (16,2%)
PhD (PhD)	9 (8,1%)
Professor (Профессор)	7 (6,3 %)
Associate Professor (Ассоциированный профессор)	14 (12,6%)
No (Нет)	32(28,8%)
Assistant	1 (0,9%)

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

Over 5 years(Свыше 5 лет)	62(56,4%)
1 year-5years (1год-5лет)	28(25,5%)
Less than 1-year (менее	3(2,7%)
In the "Other" category, respondents identified:	
Over 31 years (свыше 31 лет)	2 (1,8%)
21-30 years (21-30 лет)	3 (2,7%)
15-20 years (15-20 лет)	6 (5,4%)
11-15 years (11-15 лет)	4 (3,6%)

6-10 years (6-10 лет)	2 (1,8%)
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	Very well	Good	Relatively bad	Badly	Very bad
To what extent does the content of the educational program meet your needs?	40(36%)	70(63,1%)	1(0,9%)	0	0
How do you assess the opportunities that the university provides to improve the qualifications of the teaching staff?	38(34,2%)	65 (58,6%)	6(5,4%)	2(1,8%)	0
How do you assess the opportunities provided by the university for the career growth of teachers?	31(27,9%)	67(60,4%)	10 (9%)	3(2,7%)	0
How do you assess the degree of academic freedom of the teaching staff?	38(34,2%)	67(60,4%)	4(3,6%)	2(1,8%)	0
To what extent can teachers use their own strategies?	44(39,6%)	62(55,9%)	5(4,5%)	0	0
To what extent can teachers use their own methods?	58(52,3%)	52(46,8%)	1(0,9%)	0	0
To what extent can teachers use their own innovations in the learning process?	65(58,6%)	45(40,5%)	1(0,9%)	0	0
How do you assess the organization of healthcare and disease prevention at the university?	34(30,6%)	65(58,6%)	11(9,9%)	1(0,9%)	0
What attention does the university administration pay to the content of the educational program?	46(41,4%)	59(53,2%)	6(5,4%)	0	0
How do you assess the sufficiency and availability of the necessary scientific and educational literature in the library?	59(53,2%)	41(36,9%)	9 (8,1%)	2(1,8%)	0
Assess the level of conditions created that take into account the needs of different groups of students?	27(24,3%)	77 (69,4%)	7(6,3%)	0	0
Assess the openness and accessibility of management for students	37(33,3%)	67(60,4%)	6(5,4%)	1(0,9%)	0
Assess the openness and accessibility of management for teaching staff	31(27,9%)	71(64%)	6(5,4%)	3(2,7%)	0
Assess the opportunities for professional and personal growth created for each teacher and staff member.	39(35,1%)	63(56,8%)	8(7,2%)	1(0,9%)	0
Assess the adequacy of the recognition by the management of the university of the potential and abilities of teachers	27(24,3%)	71(64%)	11(9,9%)	2(1,8%)	
How is academic mobility organized?	27(24,3%)	65(58,6%)	19(17,1%)	0	0
How is the professional development of teaching staff organized?	38(34,2%)	64(57,7%)	8(7,2%)	1(0,9%)	0

Assess how the university and its management support the research work of the teaching staff?	36(32,4%)	55(49,5%)	19(17,1%)	1(0,9%)	0
Assess how the university and its management support the development of new educational programs / academic disciplines / teaching methods?	44(39,6%)	63(56,8%)	4(3,6%)	0	0
Assess the faculty's ability to combine teaching with research	31(27,9%)	63(56,8%)	15(13,5%)	1(0,9%)	1(0,9%)
Assess the ability of the teaching staff to combine teaching with practical activities	49(44,1 %)	56(50,5%)	4(3,6%)	2(1,8%)	0
Assess whether the knowledge acquired by students at the university meets the requirements of the modern labor market	35(31,5%)	68(61,3%)	6(5,4%)	1(0,9%)	1(0,9%)
How do the management and administration of the university perceive criticism?	18(16,2%)	74(66,7%)	12(10,8%)	6(5,4%)	0
Assess how your workload matches your expectations and abilities	17(15,3%)	71(64%)	18(16,2%)	4(3,6%)	1(0,9%)
Assess the focus of educational programs / curricula on providing students with situational analysis and forecasting skills	30(27%)	74(66,7%)	5(4,5%)	2(1,8%)	0
Assess how the content and quality of the implementation of the educational program meet the expectations of the labor market and the employer	32(28,8%)	69(62,2%)	8(7,2%)	1(0,9%)	1(0,9%)

31. Why do you work in this particular HEI? (Why do you work at this university?)

I enjoy working with students

Like

There is an opportunity to engage in scientific activities, practice.

Constantly engaged in literature and self-education

According to your specialty suits everything

High status in the future, due to the opportunity to realize one's professionalism and growth

Because I have a medical background.

Since I live in this city

This is my home university!

I live in this city

There is a possibility of development

Realizing my potential

I like working at this university, work with students, good team
Comfortable, healthy atmosphere, high professionalism of colleagues, demand for the university, motivated students.
I live in this city and have been a teacher for many years
By scientific status
Because I see professional growth
Capital, advanced university, friendliness, sociability in relation to teaching staff, openness to innovation!
Best university
The university meets my expectations and opportunities
I like to do medical and scientific work together with my studies.
Convenient schedule and location of the university
Is promising
providing opportunities for career growth
Good university
I like working with students, sharing experiences.
The opportunity to work with interesting people who are professionals in their field and share practical experience with the younger generation.
I am a graduate of this university
Matches my direction
Excellent faculty,
I like to educate future doctors and university staff
The opportunity to improve their professional pedagogical level and combine with practical activities.
Prestigious
I would like to work in this university. There are all opportunities for professional development.
Permanent residence, home university
Like Vuz
Good team and potential of the capital's university
Capital university, prestige
Because I work
Like teaching activities
Combination of teaching and clinic, integration of science
I like teaching, the best university and great prospects
The university provides many opportunities for career growth and advanced training in scientific areas
The best university in Kazakhstan
I like my team. The university provides an opportunity to improve their skills, combine teaching with practical activities
I like working at our university
I have been working for more than 20 years, very good people work at my university
All the conditions for the development of medicine in our country, I want to share daily knowledge from clinical practice.
Promising and prestigious university
I enjoy working with students and improving my knowledge
Career
Good working conditions, satisfactory salary
I like the attitude of management towards employees
Capital level! Perspective plans
Progressive university

The Institute of Radiobiology and Radiation Protection is relatively young - 18 years from the date of its creation. The Institute needs my organizational help, as a former head (before retirement) of the Department of Organization of Medical Care of the Ministry of Health of the Republic of Kazakhstan, who has some experience in the field of science and medical practice. Here I work as a Chief Researcher, I participate in planning the work of the Institute, in organizing and conducting a mandatory preventive medical examination of workers at radiation-hazardous enterprises (uranium and oil and gas production), collecting and analyzing the obtained medical data and, based on

them, developing proposals to reduce the risk morbidity, organization of in-depth examination, treatment and medical rehabilitation, etc.

I like a lot about this university.

Firstly, communication with students, secondly, I like the discipline I teach and I feel that in the near future I will be able to realize myself even more as a teacher. I think our university can help us with this.

have the opportunity to engage in scientific activities in their scientific direction

I like my university, I am a teacher and I love students and I love studying myself

I graduated from this university and continued my residency and postgraduate studies, now I work here

To implement my knowledge and skills for 40 years of work in medicine

Satisfy working conditions

Medical education

Because this is the only medical university in the city of Nur-Sultan, and most importantly, it meets all my expectations.

Willingness to share knowledge. obtained in practice with a new generation of doctors The university contributes to the acquisition of new knowledge as a teacher. as a practitioner and as a researcher

This is my alma mater, despite many shortcomings, I love my university

I like teaching

Because I love teaching

Interesting, near my house

Sufficiently high positions in the ranking of universities of the republic, the capital's university, a friendly atmosphere in the university staff

suits as career growth

Prestige

I fully realize myself as a professor, university lecturer, innovator

There are prospects. I like sharing my experience with young people.

I studied at this university, it is prestigious, I live nearby

I was distributed to this university after graduation for many years there were and are comfortable working conditions and a sociable team at the department.

Development in scientific terms

I love my profession

Arrange working conditions

I want to share my experience with the younger generation

I love my profession very much, I started my pedagogical activity from studying at a medical school, practical health care, an institute, practical health care, I combined scientific activity with practice. I want to convey my rich professional, scientific experience to future doctors in the capital's university.

My ALMA MATER

By profile.

I enjoy working with youth and teaching staff

Satisfy conditions

This is a university that I graduated from as a student, then I go through postgraduate education (clinical residency, master's, doctoral studies), the level of education suits me. I work at the department where I was and am still studying, the teaching staff of the department meets all modern requirements, the work at the department is interesting.

Because this is the medical university of our city

	Often very	often	Sometimes	Very rarely	Never
How often do you conduct master classes and practical exercises as part of your course?	20(18%)	50(45%)	34(30,6%)	7(6,3%)	0

How often are teachers invited from outside (local and foreign) to participate in the teaching process?)	6(5,4%)	30(27%)	54(48,6%)	20(18%)	1(0,9%)
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How often do you encounter the following problems in your work?

	Often	Sometimes	Never
Lack of classrooms	12 (11,2%)	43(40,2%)	52 (48,6%)
Unbalanced study load by semesters	9 (8,1%)	47(42,3%)	55(49,5%)
Lack of necessary literature in the library	5(4,5%)	49(44,1%)	57(51,4%)
Overcrowding of study groups (too many students in the group)	18(16,2%)	45(40,5%)	48(43,2%)
Inconvenient schedule	4(3,6%)	38(34,2%)	69 (62,2%)
Inappropriate classroom environment	10(9,1%)	38(34,5%)	62(56,4%)
No internet access / poor internet connection	23(20,7%)	55(49,5%)	33(29,7%)
Students' lack of interest in learning	7(6,3%)	57(51,4%)	47(42,3%)
Untimely receipt of information about events	6 (5,4%)	46(41,4%)	59 (53,2%)
Lack of teaching aids in the classrooms	8(7,2%)	26(23,4%)	77(69,4%)

34.11 Other problems (Other problems (if any). Please specify)

No problem

Too much workload in the educational process, a lot of classes, when is science to be dealt with?

It is necessary to restore the internship in surgery - it is needed by surgeons and ENTs and eye specialists, and so on.

And according to the GP, this is just a loss of 2 years

Lack of own university clinic

Old study rooms

Insufficiency of the main educational literature in the state language

Lack of own clinical base of the university

There are almost no problems

Lack of a university clinic

Requires a water cooler

Unwillingness to learn from students and no opportunity to interest them

I would like to develop academic mobility and attract foreign professors

salary does not correspond to the amount of work that the teacher does

Part-time workers' salary is too low. And the inability to go on paid vacation, paid sick leave, etc. Dismissal from June 30th. This is bad. Although I am a doctoral student at my own department, I quit every summer (while doing all my work with high quality and in a tray volume)

Insufficient salary

Sticking to the strategic plan

I don't know yet

Access to the clinical base

It all depends on the efficiency and interest of the teaching staff

There are no particularly serious problems, if such situations arise, they are completely solvable.

The problem of recruitment for the staff of teaching staff due to the lower salaries of teachers compared to dentists of practical health care

The absence of a clinic at the university

Absence of an ostomy clinic

Lack of a unified clinical base

Untimely repair of educational buildings and purchase of medical equipment

Layering groups

35. There are many different sides and aspects in the life of the university, which in one way or another affect every teacher and employee. Rate how satisfied you are:

	Completely satisfied	Partially satisfied	Not satisfied	Difficult to answer
Relationships with direct management	88(79,3%)	20(18%)	1(0,9%)	2(1,8%)
Relationships with colleagues in the department	101(91%)	9(8,1%)	1(0,9%)	0
The degree of participation in managerial decision-making	65(58,6%)	37(33,3%)	4(3,6%)	5(4,5%)
Relations with students	101(91%)	10(9%)	0	0
Recognition of your successes and achievements by the administration	63(56,8%)	36(32,4%)	7(6,3%)	5(4,5%)
Support for your suggestions and comments	72(64,9%)	35(31,5%)	1(0,9%)	3(2,7%)
University administration activities	66(59,5%)	37(33,3%)	5(4,5%)	3(2,7%)
Terms of pay	39(35,1%)	56(50,5%)	15(13,5%)	1(0,9%)
Convenience of work, services available at the university	67(60,4%)	34(30,6%)	9(8,1%)	1(0,9%)
Occupational health and safety	79(71,2%)	26(23,4%)	3(2,7%)	3(2,7%)
Management of changes in the activities of the university	56(50,5%)	47(42,3%)	4(3,6%)	4(3,6%)
Provision of benefits: rest, sanatorium treatment, etc.	51(45,9%)	43(38,7%)	12(10,8%)	5 (4,5%)
Organization of catering at the university and its quality	39(35,1%)	42(37,8%)	16(14,4%)	14 (12,6%)
Organization of health care and quality of medical services	56(50,5%)	39(35,1%)	5(4,5%)	11(9,9)

Annex 4. RESULTS OF STUDENT QUESTIONNAIRE

Total number of profiles: 347

1. Your department/faculty?

Oncology and hematology for children	2(0,6%)
medical genetics	1(0,3%)
Plastic surgery for adults, children	5(1,4%)
Biology	2(0,6%)
General medicine	188 (54,2%)
Dentistry	81 (23,3%)
general surgery	10(2,9%)
Pulmonology for adults, children	47(13,5%)
nursing	4(1,2%)
Others (GP, 4 year MD, internship, General practice)	7(2%)

2. Your gender

Male	74 (21,3%)
Female	273(78,7%)

3. Rate how satisfied you are:

3.2 The level of accessibility of the dean's office

Excellent	200(57,6%)
Good	102 (29,4%)
Partially Satisfied	37 (10,7%)
dissatisfied	8 (2,3%)

3.3 The level of accessibility and responsiveness of the university management

Excellent	146(42,1%)
Good	119(34,3%)
Partially Satisfied	67 (19,3%)
Not satisfied	14(4%)

3.4 Availability of academic counseling

Excellent	149 (42,9%)
Good	125 (36%)
Partially Satisfied	62 (17,9%)
dissatisfied	10 (2,%)
Very dissatisfied	1 (0,3%)

3.5. Support with educational materials in the learning process

Excellent	140(40,3%)
Good	117 (33,7 %)
Partially Satisfied	62 (17,9%)
dissatisfied	22 (6,3%)
Very dissatisfied	6(1,7%)

3.6. Availability of personal counseling

Excellent	137 (39,5 %)
Good	101 (29,1%)
Partially Satisfied	79(22,8 %)
dissatisfied	23 (6,6%)
Very dissatisfied	7(2%)

3.7. Relationship between student and teaching staff

Excellent	140(40,5 %)
Good	134 (38,7%)
Partially Satisfied	58 (16,8 %)

dissatisfied	11 (3,2%)
Very dissatisfied	3(0,9%)

3.8. The activities of the financial and administrative services of the university

Excellent	105(30,3 %)
Good	139 (40,1%)
Partially Satisfied	81 (23,3 %)
dissatisfied	14 (4%)
Very dissatisfied	8(2,3%)

3.9. Availability of medical health service

Excellent	112 (32,3 %)
Good	131 (37,8%)
Partially Satisfied	72 (20,7 %)
dissatisfied	25 (7,2%)
Very dissatisfied	7(2%)

3.10. The quality of medical services at the university

Excellent	119(34,3 %)
Good	106 (30,5%)
Partially Satisfied	72 (20,7 %)
dissatisfied	38 (11%)
Very dissatisfied	12(3,5%)

3.11. The level of availability of library resources

Excellent	160 (46,1 %)
Good	109 (31,4%)
Partially Satisfied	55 (15,9 %)
dissatisfied	20 (5,8%)
Very dissatisfied	3(0,9%)

3.12. The quality of services in libraries and reading rooms

Excellent	152(43,8 %)
Good	110 (31,7%)
Partially Satisfied	66(19 %)
dissatisfied	16 (4,6%)
Very dissatisfied	3(0,9%)

3.13. Satisfaction with the existing educational resources of the university

Excellent	134 (38,6 %)
Good	115 (33,1%)
Partially Satisfied	69 (19,9 %)
dissatisfied	24 (6,9%)
Very dissatisfied	5(1,4%)

3.14. Availability of computer classes and Internet resources

Excellent	126(36,3 %)
Good	115 (33,1%)
Partially Satisfied	67(19,3 %)
dissatisfied	27 (7,8%)
Very dissatisfied	12(3,5%)

3.15. Availability and quality of Internet resources

Excellent	126 (36,3 %)
Good	110 (31,7%)
Partially Satisfied	70(20,2 %)
dissatisfied	29 (8,4%)

Very dissatisfied	12(3,5%)
3.16. The usefulness of the website of educational organizations in general and faculties in particular	
Excellent	139 (40,1 %)
Good	117 (33,7%)
Partially Satisfied	68 (19,6 %)
dissatisfied	20 (5,8%)
Very dissatisfied	3(0,9%)
3.17. Study rooms, auditoriums for large groups	
Excellent	119 (34,3 %)
Good	111 (32%)
Partially Satisfied	74 (21,3 %)
dissatisfied	28 (8,1%)
Very dissatisfied	15(4,3%)
3.18. Are there student lounges (subject to availability)	
Excellent	74 (21,3 %)
Good	67 (19,3%)
Partially Satisfied	82 (23,6 %)
dissatisfied	68 (19,6%)
Very dissatisfied	56(16,1%)
3.19. Clarity of procedure for taking disciplinary action	
Excellent	115(33,1 %)
Good	135 (38,9%)
Partially Satisfied	76(21,9 %)
dissatisfied	14 (4%)
Very dissatisfied	7(2%)
3.20. The overall quality of study programs	
Excellent	116(33,4 %)
Good	129 (37,2%)
Partially Satisfied	70(20,2 %)
dissatisfied	30 (8,6%)
Very dissatisfied	2(0,6%)
3.21. The quality of study programs at the university	
Excellent	122(35,2 %)
Good	124 (35,7%)
Partially Satisfied	72(20,7 %)
dissatisfied	24 (6,9%)
Very dissatisfied	5(1,4%)
3.22. Teaching methods in general	
Excellent	124 (35,7 %)
Good	112 (32,3%)
Partially Satisfied	73 (21 %)
dissatisfied	31(8,9%)
Very dissatisfied	7(2%)
3.23. Quick response to feedback from teachers regarding the educational process	
Excellent	150 (43,2 %)
Good	120 (34,6%)
Partially Satisfied	54 (15,6 %)
dissatisfied	18(5,2%)
Very dissatisfied	5(1,4%)
3.24. The quality of teaching	

Excellent	136 (39,2%)
Good	126 (36,3%)
Partially Satisfied	66 (19 %)
dissatisfied	15 (4,3%)
Very dissatisfied	4 (1,2%)

3.25. Academic load / requirements for students

Excellent	114 (32,9%)
Good	133 (38,3%)
Partially Satisfied	73 (21 %)
dissatisfied	22 (6,3%)
Very dissatisfied	5 (1,4%)

3.26. Requirements of teaching staff for students

Excellent	126(36,3%)
Good	139 (40,1%)
Partially Satisfied	64(18,4 %)
dissatisfied	15(4,3%)
Very dissatisfied	3 (0,9%)

3.27. Information support and clarification of the requirements for applicants to the university and the strategy of the educational program (specialty) before entering the university

Excellent	135 (38,9%)
Good	130 (37,5%)
Partially Satisfied	69 (19,9 %)
dissatisfied	10 (2,9%)
Very dissatisfied	3 (0,9%)

3.28. Informing the requirements that must be met for the successful completion of this educational program (specialty)

Excellent	145 (41,8%)
Good	133 (38,3%)
Partially Satisfied	58(16,7 %)
dissatisfied	10 (2,9%)
Very dissatisfied	1 (0,3%)

3.31. Conducted tests and exams

Excellent	131 (37,8%)
Good	132 (38%)
Partially Satisfied	65 (18,7 %)
dissatisfied	16 (4,6%)
Very dissatisfied	3 (0,9%)

3.32. Objectivity in assessing knowledge, skills and other academic achievements

Excellent	132 (38%)
Good	133 (38,3%)
Partially Satisfied	61(17,6 %)
dissatisfied	17(4,9%)
Very dissatisfied	4 (1,2%)

3.33. Available computer classes

Excellent	118 (34%)
Good	117 (33,7%)
Partially Satisfied	75 (21,6 %)
dissatisfied	25 (7,2%)
Very dissatisfied	12 (3,5%)

3.34. Available scientific laboratories

Excellent	106(30,5%)
Good	96 (27,7%)
Partially Satisfied	83(23,9 %)
dissatisfied	48(13,8%)
Very dissatisfied	14 (4%)

3.35. Objectivity and fairness of the teacher

Excellent	138 (39,8%)
Good	122 (35,2%)
Partially Satisfied	64 (18,4 %)
dissatisfied	18 (5,2%)
Very dissatisfied	5 (1,4%)

3.36. Informing students about courses, educational programs, and academic degrees

Excellent	146 (42,1%)
Good	125 (36%)
Partially Satisfied	59(17 %)
dissatisfied	12(3,5%)
Very dissatisfied	5 (1,4%)

3.37. Providing students with a hostel

Excellent	105(30,3%)
Good	116 (33,4%)
Partially Satisfied	83(23,9 %)
dissatisfied	28 (8,1%)
Very dissatisfied	15 (4,3%)

4. Rate how much you agree:

4.1 The course program was clearly presented

I completely agree	124 (35,7%)
I agree	140 (40,3%)
Partially agree	68 (19,6 %)
Disagree	8 (2,3%)
Complete disagreement	2 (0,6%)
Difficult to answer	5 (1,4%)

4.2 Course content is well structured

I completely agree	119(34,3%)
I agree	137 (39,5%)
Partially agree	69(19,9 %)
Disagree	15(4,3%)
Complete disagreement	4 (1,2%)
Difficult to answer	3 (0,9%)

4.3 Key terms adequately explained

I completely agree	133(38,3%)
I agree	137 (39,5%)
Partially agree	62(17,9 %)
Disagree	11(3,2%)
Difficult to answer	4 (1,2%)

4.4 The material proposed by the teaching staff is relevant and reflects the latest scientific and practical developments

I completely agree	118 (34%)
I agree	134 (38,6%)
Partially agree	75 (21,6 %)
Disagree	14(4 %)

Complete disagreement	4 (1,2%)
Difficult to answer	2 (0,6%)

4.5 The teacher uses effective teaching methods

I completely agree	116 (33,4%)
I agree	138 (39,8%)
Partially agree	62 (17,9 %)
Disagree	23 (6,6 %)
Complete disagreement	8 (2,3%)

4.6 The teacher owns the material being taught

I completely agree	138 (39,8%)
I agree	150 (43,2%)
Partially agree	52 (15 %)
Disagree	6 (1,7 %)
Complete disagreement	1 (0,3%)

4.7 Teacher presentation is clear

I completely agree	138 (39,8%)
I agree	140 (40,3%)
Partially agree	60(17,3 %)
Disagree	6(1,7%)
Complete disagreement	2 (0,6%)
Difficult to answer	1 (0,3%)

4.8 The teacher presents the material in an interesting way

I completely agree	120 (34,6%)
I agree	127 (36,6%)
Partially agree	75(21,6 %)
Disagree	18(5,2%)
Complete disagreement	6 (1,7%)
Difficult to answer	1 (0,3%)

4.9 Knowledge, skills and other academic achievements are assessed objectively

I completely agree	116(33,4%)
I agree	152 (43,8%)
Partially agree	68(19,6 %)
Disagree	5(1,4%)
Complete disagreement	5 (1,4 %)
Difficult to answer	1 (0,3%)

4.10 The teacher meets your requirements and expectations in terms of professional and personal development

I completely agree	131 (37,8%)
I agree	139 (40,1%)
Partially agree	60 (17,3 %)
Disagree	11 (3,2 %)
Complete disagreement	4 (1,2 %)
Difficult to answer	2 (0,6%)

4.11 The teacher stimulates the activity of students

I completely agree	124 (35,7%)
I agree	129 (37,2%)
Partially agree	71 (20,5%)
Disagree	11 (3,2 %)
Complete disagreement	9 (2,6 %)
Difficult to answer	3 (0,9%)

4.12 The teacher stimulates students' creative thinking

I completely agree	121 (34,9%)
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I agree	122 (35,2%)
Partially agree	74(21,3%)
Disagree	19(5,5%)
Complete disagreement	9 (2,6 %)
Difficult to answer	2 (0,6%)

4.13 Appearance and mannerisms of the teacher are appropriate

I completely agree	149 (42,9%)
I agree	146 (42,1%)
Partially agree	44 (12,7%)
Disagree	7 (2 %)
Complete disagreement	1(0,3%)

4.14 The teacher demonstrates a positive attitude towards students

I completely agree	132(38%)
I agree	141 (40,6%)
Partially agree	66(19 %)
Disagree	6(1,7%)
Complete disagreement	1 (0,3 %)
Difficult to answer	1 (0,3 %)

4.15 The system for assessing academic achievements (seminars, tests, questionnaires, etc.) Reflects the content of the course

I completely agree	135 (38,9%)
I agree	137 (39,5%)
Partially agree	63 (18,2 %)
Disagree	7 (2 %)
Complete disagreement	3 (0,9 %)
Difficult to answer	2 (0,6 %)

4.16 The evaluation criteria used by the teaching staff are clear and accessible

I completely agree	124 (35,7%)
I agree	154 (44,4%)
Partially agree	51 (14,7 %)
Disagree	12 (3,5 %)
Complete disagreement	6 (1,7 %)

4.17 The teaching staff objectively evaluates the achievements of students

I completely agree	124(35,7%)
I agree	145(41,8%)
Partially agree	62(17,9%)
Disagree	11(3,2 %)
Complete disagreement	5(1,4%)

4.18 The teacher speaks professional language

I completely agree	144 (41,5%)
I agree	145 (41,8%)
Partially agree	51 (14,7 %)
Disagree	6(1,7%)
Complete disagreement	1(0,3%)

4.19 The organization of education provides sufficient opportunities for sports and other leisure activities

I completely agree	112 (32,3%)
I agree	115 (33,1%)
Partially agree	69 (19,9 %)
Disagree	30 (8,6 %)
Complete disagreement	18 (5,2 %)

Difficult to answer	3 (0,9 %)
4.20 Facilities and equipment for students are safe, comfortable and modern	
I completely agree	114 (32,9%)
I agree	132 (38%)
Partially agree	60 (17,3%)
Disagree	24 (6,9%)
Complete disagreement	15 (4,3 %)
Difficult to answer	2 (0,6 %)

4.21 The library is well equipped and has a fairly good collection of books

I completely agree	123 (35,4%)
I agree	122 (35,2%)
Partially agree	75 (21,6%)
Disagree	16 (4,6%)
Complete disagreement	7 (2 %)
Difficult to answer	4 (1,2 %)

4.22 Equal opportunities are provided to all students

I completely agree	126(36,3%)
I agree	144(41,5%)
Partially agree	58(16,7%)
Disagree	12(3,5%)
Complete disagreement	5(1,4%)
Difficult to answer	2 (0,6 %)

Other concerns regarding the quality of teaching:

Everything is great

No problem

Everything is fine

I like the quality of teaching

They don't give grades they got on the exam. I received 90 twice but put 88 in platonus. Not fair.

I have no complaints at my Medical University, I am satisfied and satisfied and also grateful to all the teaching staff. I would like to emphasize my deputy deans of the faculty of general medicine Igenbayeva Bakhyt Balkenovna and Kamanova Saule Rakhmanovna for their work, support and love for their students!

At our university, after the transition to the "credit" system, most of the teachers stopped participating in the educational process. When we come to class, we are often faced with the absolute indifference of the teacher: now the teacher does not explain the topic, does not ask questions to us, and often does not answer our questions. Due to the transition to distance learning / combined learning, we do not even touch on some topics, teachers often want to finish the lesson as quickly as possible. The topics of SROP and SRO while remaining on distance learning, as a rule, are not understood. Although it is difficult to disassemble these topics on your own.

The most interesting thing is that at our university there is no middle level of teaching: either they are incredibly good teachers, whose subjects we remember for a long time, or they are meager, uninterested teachers who cannot even answer a simple question. Moreover, this absolutely does not depend on their age and experience.

Lack of practical skills

To analyze the work of students in different groups, often with the same level of knowledge and quality of work, a large range of points. Some teachers rate the work at 90 points, others at 70 points, although the level of quality of the work is the same.

Better and better communication with management, often information has to be obtained from other groups, through word of mouth.

Do not put two groups at the same time with one teacher, especially at clinical sites where there are no conditions for a large number of people. Cramming in a small dusty office in the basement, with a large number of people for several hours, is very difficult. In addition, the survey and milestone controls often take the teacher too long.

More questions for the sports sector and the social sector. The sports part of the university is poorly supported: lack of a normal gym, lack of support for the university teams in various sports (a new uniform, constant training are required, and since this is a university team, financial support should be from the university, as in other universities) The social sector is weak - nothing more concerts are held, and then only on holidays. KVN games, poetry evenings, meetings based on the TedX and ReadX principles that would develop students comprehensively and help them reduce stress from hard study, help them have fun and divert attention from study problems

There are no problems regarding the quality of teaching. There are problems: there are too many children's cycles, not everyone will be children's pulmonologists. You can not work in the specialty in the 2nd year of study

They do not provide sufficient material, you have to look for yourself and explain yourself.
The teaching staff is the best of the best!

In general, not bad, but there are some moments when teachers do not meet students

An unstructured approach to teaching, there is no quality teaching in basic disciplines in the junior years, a lot of unnecessary disciplines and a small number of hours devoted to core disciplines in the junior years.

Teachers sometimes do not give an accurate assessment, this was the case for the orthodontics module in the 4th year. The grades that we received for the oral answer were not given to us in platonus. And downgraded by 10 points.

Not so much about the teachers, but about the conditions of the university: the lack of sanitary facilities in the departments, normal locker rooms for students, the difficulty of taking books from libraries
Lacks empathy

A teacher may treat a student unfairly for personal reasons.

During the educational process, no sanitary and hygienic standards are observed in classrooms and institutions. In some classrooms (Moldagulova st. 26, military hospital near Beibitshilik 49A) there are no desks, chairs, windows, heating, institutions without a normal sanitary unit, classes are held in abandoned buildings, there are no normal changing rooms. Repairs at the main facilities along 33 Saryarka Street and 49 Beibitshilik Street have not been done for a long time either.

Under such conditions, it is impossible to study normally.

Some teachers give marks not objectively: people who sleep in pairs are overestimated, and those who actively participate, on the contrary, are underestimated. Exams are not organized (especially oral) students are delayed in time.

The boorish attitude of some teachers to students of dentists. Why are they so disrespectful to students? Yes, they are older than us and smarter, but this does not mean that you can communicate with us like that. Where is your ethics and deontology, which is often mentioned in the learning process, but they do not follow it themselves? Also, most demand a lot, but the topics themselves do not explain. We must read / study, take notes, etc. ourselves. - I understand that, but why do we need teachers if they do not explain the topics to us? Then let them remove all teachers and leave only examiners and lecturers, we will study ourselves and come only to exams ☹️. After all, many teachers do not explain anything, but brush it off saying “you should have read it yourself at home.” Then why do we need teachers? What are they getting paid for? It is also annoying that they are forced to write notes endlessly by hand in a notebook. Why can't you type on a laptop? For example, I remember information more when I read and immediately practice in practice, and I only write notes for show and for teachers, so that I can throw it away after the end of the cycle ☹️. I spend my time writing these summaries until I could read the topic three times.

And why retake and recycle for a fee? I agree that the student is partly to blame for not having mastered any cycle and failed the exam, but the teachers are also to blame, again, for not being able to properly explain their discipline to the student. Make it so that retakes and recycles are free or reduce the price for them, because as far as I know the money goes directly to the teachers and some may use this and deliberately bring down many on exams to cash in on it. I'm not arguing about the latter; rather, these are my assumptions.

Thank you for reading, I hope the right action will be taken.

It is difficult to understand the criteria for evaluating teachers, it is often noticeable that teachers are biased and unfair towards students. There are few teachers who know modern methods of treatment, from personal experience I learn more new things at work with doctors than at school.

There are not enough teaching materials (books), there are not enough teaching equipment for developing practical skills, not all teachers can explain the teaching material 100%, the classroom equipment is not entirely satisfactory,

Dismiss Daniyar Erlanovich for irresponsibility towards his work!

Some teachers do not know what subordination and ethics are. If you retell the textbooks, they say that this is wrong. The curriculum is low, all topics are combined, because of this, students have a mess in their heads. We pay a million a year, and we don't even have trays at the university, only money is important to you, not the quality of education, because we are your future competitors. There are no normal textbooks in the Kazakh language, although, for example, KazMNU has them. I ask you to consider all these complaints!

no problem in teaching

language barrier, in the kaz group all information is in Russian. , not fair evaluation during ex.

Only question-answer

The instructors are excellent and always try to convey information.

- Lack of hours (practice, SROP).

- For 7 years of study, there were no classes in forensic medical examination and topographic anatomy, clinical immunology, etc. Our course has always been at the origin of the reform of the educational process (I think, because of this, some disciplines were not taught).

- Classes in parasitology in the 1st year are held at the Department of Molecular Biology and Medical Genetics (and not doctors teach, but biologists)

- In the 2nd year, safety classes are held (why?) (I heard that this module takes a whole month, while normal anatomy, biochemistry and microbiology are allotted only 10 days each).

everything suits me

