



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
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 educational programs

7R01107 PULMONOLOGY ADULTS, CHILDREN
7R01136 "GENERAL SURGERY"
(4 cluster)

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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(I) LIST OF SYMBOLS AND ABBREVIATIONS

NJSC "MUA", University - Non-profit joint stock company "Astana Medical University";
 AIS - automated information system;
 BDO - basic disciplines are compulsory;
 ICU / ICU - block / intensive care unit;
 BMO - basic medical education;
 BRBS - point-rating letter system;
 VKK - intra-cathedral control;
 VSMP - highly specialized medical care;
 SAC - State Attestation Commission;
 GOSO RK - the state obligatory standard of education of the Republic of Kazakhstan;
 GOMP - guaranteed volume of medical care;
 GP - city polyclinic;
 DI - job description;
 EFQM - European Foundation for Quality Management;
 IS - information security;
 IA - final certification;
 IGA - final state certification;
 IMS - integrated management system;
 and pharmaceutical activities;
 CSR - corporate social responsibility;
 KOC - EP Quality Assurance Committee
 KOPS - committee of educational programs of the specialty;
 CCW - team-oriented learning;
 QED - catalog of elective disciplines;
 LPO - medical and preventive organization;
 MO - medical organization;
 MBA - Master of Business and Administration;
 MOH RK - Ministry of Health of the Republic of Kazakhstan;
 OR - office-registration;
 ORD - assessment of the admission rating; p. - point;
 PA - intermediate certification;
 PC - professional competencies;
 medical education and science of the Ministry of Health of the Republic of Kazakhstan;
 RI - work instruction;
 RK - frontier control;
 RO - learning outcomes;
 SSS - student scientific society;
 TBL-Team-based-learning (team learning);
 UKTs-educational and clinical center;
 EMCD - educational and methodological complex of the discipline;
 UMC - educational and methodological center;
 UMS - educational and methodological council;
 UZ - health department;
 FEO - financial and economic department;
 CRH - is the central district hospital.

(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 educational programs 7R01107 Pulmonology for adults, children, 7R01107 General surgery of the Astana Medical University with the standards of specialized accreditation of the IAAR (No. 21-15-OD of September 28, 2015, 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 profile parameters of educational programs.

Composition of VEC:

- 1) *Chairman of the EEC - Igor Cemortan, PhD, Associate Professor, State University of Medicine and Pharmacy named after. 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 Maxillofacial Surgery, Belarusian Medical Academy of Postgraduate Education (Republic of Belarus) On-line participation*
- 4) *Expert IAAR – Kiseleva Elena Alexandrovna, Doctor of Medical Sciences, Professor “Novokuznetsk State Institute for Postgraduate Medical Education” – 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 Pediatric 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) *Expert IAAR – Karibaeva Dina Orynbasarovna, Ph.D., Associate Professor of the Department of Clinical Disciplines, Kazakh National University. Al-Farabi (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) *IAAR expert, employer - Nurgalieva 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 - Yernar Erkinbekuly Koyshyman, 2nd year resident, Karaganda Medical University (Republic of Kazakhstan). Online participation*
- 14) *IAAR expert, 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) Expert IAAR, 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 AMSE association <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 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 in the world, scoring the highest score among students of medical universities in 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 Antiplagiati.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/>

Account in Instagram - https://www.instagram.com/amu_mua_official/

Account Facebook - <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.

Information about the department

The Center for Internship and Residency, which coordinates and implements the educational program of residency 7R01107 "Pulmonology for adults and children", is headed by Ph.D. Syzdykova Ainur Sailaubaeвна.

The graduating departments of the educational program in the direction of residency in the specialty 7R01107 "Pulmonology for adults, children" are

- Department of Internal Medicine with courses of gastroenterology, endocrinology and pulmonology, headed by MD, Professor Ainabekova B.A.;
- Department of "Family Medicine No. 2", headed by MD. Latypova N.A.;
- Department of Internal Medicine with a course of Nephrology, Hematology, Allergology and Immunology, headed by MD. Turebekov D.K.;
- Department of "Internal Diseases No. 4", headed by MD. Tuganbekova S.K.

The contingent of students in the direction of residency in the specialty 7R01107 "**Pulmonology for adults, children**"

	2017	2018	2019	2020	2021
Number of admission places for the first year	8	7	9	55	9
including budget places	8	7	9	17	7

Qualitative and quantitative composition of teachers

Quantitative and qualitative indicators of full-time teaching staff of the specialty 7R01107 - "Pulmonology for adults, children."

№ п.п.	Academic years	The total number of teaching staff on staff schedule., pers.	Share of degrees of teaching staff	Share of teaching staff with qualification categories	Average age, years
1	2016-2017	11	80%	100%	45
2	2017-2018	11	80%	100%	45
3	2018-2019	10	89%	100%	45
4	2019-2020	10	89%	100%	45
5	2020-2021	10	89%	100%	44

Quantitative and qualitative indicators of part-time workers from practical healthcare doctors involved in the training of residents of the specialty 7R01107 "Pulmonology for adults and children".

№ п.п.	Academic years	The total number of part-time workers, pers.	Academic degree / academic title	Qualification categories	Average age, years	Work experience in the main activity
1	2016-2017	7	3 PhD /1 master (57,2%)	highest, first	45 years	Over 10 years
2	2017-2018	7	3 PhD /1 master (57,2%)	highest, first	45 years	Over 10 years
3	2018-2019	7	3 PhD /1 master (57,2%)	highest, first	45 years	Over 10 years
4	2019-2020	7	3 PhD /1 master (57,2%)	highest, first	45 years	Over 10 years
5	2020-2021	6	3 PhD /1 master (66,7%)	highest, first	44 years	Over 10 years

In general, the degree of full-time teaching staff teaching residents is 80%. The staffing of the teaching staff with full-time teachers is 100%. The percentage of teaching staff with the highest / first category in major disciplines in the period from 2016 to 2021 academic year remains unchanged - 100%

employment of graduates in accredited cluster EPs At the university, employment of young specialists is carried out in accordance with the Decree of the Government of the Republic of Kazakhstan dated March 30, 2012 No. 390 basis of the state educational order”.

academic mobility for accredited EPs of the cluster

For the implementation of exchange programs at the international level, the University has concluded Memorandums and agreements on cooperation with the Universities of Russia, Finland, Turkey, Uzbekistan, Slovenia, Belarus, Italy, Azerbaijan, Poland, the Czech Republic, etc. The total number of valid Memorandums is 56.

Academic mobility of residents over the past three years was carried out on the basis of signed Memorandums between the Universities of Russia, Lithuania, Uzbekistan, Turkey, Azerbaijan.

So, in the 2019-2020 academic year, 8 residents were trained at the Russian National Research Medical University. N.I. Pirogov (Russia), 10 - in the Republican Panevezys Hospital (Lithuania), of which 1 is a resident of the specialty "Pulmonology", 67 - in Vilnius University (Lithuania) in an online format.

In 2020-2021, due to the outbreak of coronavirus infection, all mobility was carried out online. 158 residents were trained in such Universities as: Irkutsk State Medical University, Tashkent Institute for Postgraduate Medical Education, including 1 resident of the specialty "Pulmonology", Moscow State Pedagogical University, Kazan State University.

For the first half of the 2021-2022 academic year, 22 residents were trained in such universities as Necmettin Erbakan University, RNIMU named after. N.I. Pirogov, Azerbaijan Medical University, Tashkent Pediatric Medical University.

Academic mobility at the national level is also carried out on the basis of concluded memorandums with KazNMU named after S.D. Asfendiyarov, NAO MUS, JSC "National Scientific Center for Surgery named after A.N. Syzganov" Almaty, NAO "MUK", JSC "SKMA", JSC "KazMUNO". So, for the reporting period, 21 residents were trained in universities of the Republic of Kazakhstan in the 2019-2020 academic year, of which 20 residents of the specialty "Pulmonology", in the 2020-21 academic year - 26 residents in an online format, for the first half of 2021-2022 - 4 residents.

The participation of teachers in academic mobility programs for the reporting period abroad and in the Republic of Kazakhstan is as follows: 2019 - 49 teachers, 2020 - 75 teachers (online and offline formats), 2021 - 139 teachers (online and offline formats).

Residents of the specialty 7R01107 "Pulmonology" participate in scientific projects, performing elements of research work (hereinafter referred to as R&D) and scientific and technical programs (hereinafter referred to as STP) of the department. Scientific project "National Program for the Implementation of Personalized and Preventive Medicine in the Republic of Kazakhstan" (NSMC).

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with the order of the Independent Agency for Accreditation and Rating (IAAR) No. 12-17-OD dated March 15, 2017, an external expert commission assessed the compliance of educational activities with the standards of specialized accreditation of the IAAR of educational programs for residency specialties: 6R110800 "Pulmonology, including children's". The report of the external expert commission (EEC) contains an assessment of educational programs of specialties according to the IAAR criteria, recommendations of the EEC for further improvement of activities.

The composition of the previous EEC:

1. Chairman of the commission - Ermukhanova Lyudmila Sergeevna, head of the department of public health and healthcare, Ph.D., West Kazakhstan State Medical University. M. Ospanova (Aktobe);
2. Foreign expert – Viktor Veniaminovich Zakrevskiy, MD, SBEI HPE “North-Western State Medical University named after I.I. Mechnikov” (St. Petersburg, RF);
3. Expert - Karibaeva 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 (Almaty);
4. Employer - Abdrakhmanova Raushan Ugubaevna - chief nurse of JSC "Railway hospitals for disaster medicine" (Astana);

5. Employer - Utesheva Natalya Yakovlevna - pulmonologist of the therapeutic department No. 1, Hospital of the Medical Center of the Administration of the President of the Republic of Kazakhstan (Astana);

6. Student - Mukasheva Gulmira Muratovna, resident of the 2nd year of study in the specialty "Radiation Therapy" JSC "Kazakh Medical University of Continuing Education" (Almaty);

7. Student - Rizvangul Radikovna Izbakiyeva, resident of the 3rd year of study in the specialty "Obstetrics and gynecology, including children's" (Almaty);

8. Observer from the Agency - Nurkhametova Aiman Bekbolatovna, project manager for post-accreditation monitoring (Astana).

RECOMMENDATIONS TO THE UNIVERSITY UNDER THE PREVIOUS ACCREDITATION PROCEDURE

In 2017, the EEC for the specialized accreditation of the educational program "7R01107 Pulmonology for adults, children" recommended:

EEC recommendation for residency program 6R1108800 "Pulmonology" standard 4 "Residents"

4.1 To intensify work to increase the number of residency students in the specialty 6R1108800 "Pulmonology, including children's."

4.2 Initiate the opening of your own clinic.

4.3 Involve foreign professors and specialists in the educational process for the development of international educational programs.

On April 29, 2017, by the decision of the Accreditation Council of the IAAR, the educational program "7R01107 Pulmonology for adults and children", implemented by the AMU, 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 "7R01107 Adult and Pediatric Pulmonology" 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 "Residents" standard:

- 4.1. To intensify work to increase the number of residency students in the specialty 6R1108800 "Pulmonology, including children's."

NJSC "MUA" carried out the planned activities to increase the number of state orders, this was achieved thanks to the annual submission of applications to the Ministry of Health of the Republic of Kazakhstan, which are compiled depending on the needs for specialists in the regions. For 2020-2021, additional residents were recruited under grants from local executive bodies (LEBs). Overall, the total number of residents has grown from 9 to 63 from 2017 to 2020.

Conclusions: the recommendation has been implemented.

4.2 Initiate the opening of your own clinic.

NJSC "MUA" has achieved some success in achieving this recommendation, the project "Construction of a united university hospital for 800 beds at NJSC "MUA" in Nur-Sultan in the Saryarka district has been developed. The total area of the territory will be 140 thousand square meters. m. This project was implemented within the framework of the State Health Development Program of the Republic of Kazakhstan "Densaulyk" for 2016-2019, strengthening the health of the population to ensure sustainable socio-economic development of the country.

Conclusions: the recommendations of the EEC have been implemented.

4.3 Involve foreign professors and specialists in the educational process for the development of international educational programs.

NJSC "MUA" has concluded several memorandums with foreign universities, including Vilnius University. Despite the fact that the plan announced the institutions of Belarus and Russia, the university has established partnerships with Lithuanian universities as part of a strategic partnership.

Conclusions: recommendation 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, including on the basis of the projected university clinic.

For the implementation of exchange programs at the international level, the University has concluded Memorandums and agreements on cooperation with the Universities of Russia, Finland, Turkey, Uzbekistan, Slovenia, Belarus, Italy, Azerbaijan, Poland, the Czech Republic, etc. The total number of valid Memorandums is 56.

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-degree education, attraction of various enterprises funded by economic agreements, development of master's programs, the recommendations require further elaboration and implementation. It is necessary to further develop partnerships with foreign universities, review the EP and CIS by external (if necessary - international) experts.

(V) DESCRIPTION OF VISITAVEC

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 99 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	-
Vice-Rectors and Head of the Rector's Office	4
Heads of structural divisions	21
Deans of faculties	4
Heads of departments	25
teachers	9
students	18
Graduates	8
Employers	10
Total	99

During the excursion, the EEC members 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, the State Institution "Central Hospital with a Polyclinic of the Ministry of Internal Affairs of the Republic of Kazakhstan", Kabanbay Batyr Avenue, (occupation), JSC "National Scientific Medical Center", ave. Abylai Khan 42; "Shipager Family Health Center" LLP (Hussein Ben Talal St., 25/1); Department of Family Medicine No. 2; "RESSWEE Center for Respiratory Medicine and Somnology", Department of Internal Medicine with courses in Nephrology, Hematology, Allergology and Immunology, Department of Surgery with courses in thoracic surgery and PCLH.

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, the following classes were attended: groups of resident pulmonologists 2/213, according to the method - a clinical scenario with a standardized patient, the topic "Tracheobronchomegaly, tracheobronchomalacia. Mounier-Kuhn Syndrome". The class was led by Associate Professor, Ph.D. Imangazinova Saule Sagitovna on the basis of the State Institution "Central Hospital with a Polyclinic of the Ministry of Internal Affairs of the Republic of Kazakhstan".

During the work, the members of the EEC visited the following internship bases:

- State institution "Central hospital with a polyclinic of the Ministry of Internal Affairs of the Republic of Kazakhstan", head

Baimenov Amanzhol Zhumagaleevich. The Central Hospital of the Ministry of Internal Affairs with a polyclinic, equipped with the most modern medical and research equipment that meets international standards. The hospital is designed for 212 beds, the inpatient clinic - for 500 visits per shift. The medical institution provides assistance to the entire attached contingent throughout the country. Law enforcement officers, members of their families, pensioners of law enforcement agencies who need specialized assistance receive treatment on a planned basis, regardless of their place of residence.

- JSC "National Scientific Medical Center", ave. Abylai Khan 42; JSC "NSMC" is a leading multidisciplinary center in Kazakhstan for the development of cellular technologies,

transplantology, cardiac surgery, interventional cardiology and arrhythmology, diagnostics and treatment of respiratory diseases, HIFU therapy, etc.

JSC "National Scientific Medical Center" is a diversified medical organization, opened more than 15 years ago. The center includes a clinical hospital with 25 beds, the complex also includes a large diagnostic laboratory, a telemedicine department. The National Scientific Medical Center is a multidisciplinary center with a 5-star certificate from the European Foundation for Quality Management (Belgium), and is included in the top ten exemplary clinics in Europe with the award of the diploma "Best European Enterprise in the Field of Medicine". The Center develops and implements the most relevant areas of healthcare and medical science in Kazakhstan. The use of transplantation of various types of stem cells within the framework of highly specialized medical care allows solving complex problems of the clinic of internal diseases and surgery. Polyclinic of the National Scientific Medical Center is a multidisciplinary medical institution.

- LLP "Family Health Center "Shipager" (st. Hussein Ben Talal, 25/1); Department of Family Medicine No. 2.

- "RESSWEE Center for Respiratory Medicine and Somnology", Department of Internal Medicine with courses in Nephrology, Hematology, Allergology and Immunology. "RESSWEE" is a multidisciplinary medical center providing highly specialized medical care. The priority areas of activity of "RESSWEE" are respiratory medicine and somnology. "RESSWEE" provides a wide range of highly qualified diagnostic and therapeutic care for patients with diseases of the bronchopulmonary system: COPD, bronchial asthma, pneumonia, interstitial lung disease, bronchiectasis, hypoplasia, cystic fibrosis, etc. "RESSWEE" is the first and only center in the Republic of Kazakhstan that provides the full range of rehabilitation for patients with respiratory diseases (COPD, asthma, pneumonia, bronchiectasis, hypoplasia, cystic fibrosis, chronic respiratory failure, etc.).

- Multidisciplinary City Hospital No. 1, Department of Surgical Diseases with courses in cardiothoracic surgery and CHL

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 STANDARD

6.1. Standard "Mission and learning outcomes"

Evidence

The University implements the mission of the EP in the interests of the individual, society and the state, and therefore, understanding the current and future needs of all stakeholders, strives to fulfill their requirements and wishes, constantly work for improvement.

The mission of the residency educational program: "Training of highly specialized, competitive and professionally competent healthcare professionals with a high level of professional competencies based on the principles of continuous development and the trinity of education, practice and science" is defined in the educational program of the EP, which was discussed at the collegiate bodies of the University, in which include representatives of practical healthcare and students, KOC specialty, KOC University and approved by the Senate (provided for self-assessment as part of a specialized accreditation of the educational program of residency in the specialty 7R01107 "pulmonology for adults, children" NJSC "Astana Medical University", cloud storage -

<https://drive.google.com/drive/folders/1rTEIgDWFHXS33R5i7GAkziLOt13P5tUW>); Code of Ethics for Students of NJSC "MUA" (hereinafter referred to as the Code) <https://amu.edu.kz/upload/iblock/f9a/f9aeb64d0a4ab136e3d7d1c7db3d824a.pdf>.

Representatives of the main stakeholders are involved in the formulation of the mission of EP 7R01107 "Pulmonology for adults, children" by discussing the draft mission of the EP at the level of: student audience, graduates, at a meeting of the Department of Internal Medicine with courses in gastroenterology, endocrinology and pulmonology (minutes of the meeting of the department dated August 27, 2021, No. 1), Department of Internal Medicine with courses in Nephrology, Hematology, Allergology and Immunology (minutes of the meeting of the department dated August 27, 2021, No. 1), at the Department of Internal Medicine No. 4 (minutes of the meeting of the department dated August 27, 2021, No. 1), Department of Family Medicine No. 2 (minutes of the meeting of the department of August 27, 2021, No. 1) at the KOC of the specialty "Adult and Pediatric Pulmonology" (minutes of the meeting of the KOC of the specialty of September 8, 2021, No. 1), at the KOC of the University (minutes of the meeting of the KOC University of September 28, 2021, No. 1), at a meeting of the Committee on Academic and Scientific Activities under the Senate (minutes No. 7 of 2 07.09.2021) and approved at the meeting of the Senate of NAO MUA (Minutes No. 2 dated 01.10.2021). The above-mentioned collegiate and advisory bodies include representatives of employers/representatives of practical healthcare.

Other (external) stakeholders involved in formulating the mission and outcomes include: employers (including potential ones), National Public Professional Associations, healthcare organizations.

To improve all areas of the university, including the mission, feedback monitoring has been introduced at the University. Feedback results are taken into account when planning work for improvement. In general, the use of feedback contributes to a better understanding of the current needs of students and teachers and is systematic when making changes to the educational program. An example of the effective use of feedback is the annual survey of employers studying to assess the level of satisfaction with educational programs, a survey of interns after completing field practice.

At the level of the department, obtaining an external assessment for the mission of the EP is carried out when:

- involvement of members of independent professional associations, the administration of clinical sites in the review of educational programs;

When formulating the mission and the final results of the training of residents of pulmonologists, a representative of the National Respiratory Society Garkalov K.A., head. Department of Therapy Kabisheva A.A., pulmonologist of the highest category Pshenbaeva A.S.

The mission of the educational program was brought to the attention of the authorized bodies in the field of medical education and healthcare, the academic community, students and other interested parties by publishing it on the official website of the university – www.amu.kz, hanging on information stands of divisions, publications in guidebooks and booklets of the selection committee; results of questioning students and teaching staff, interviews with students 25.05.22. and teaching staff on May 24, 22, interviews with employers on May 25, 22.

NJSC "MUA" has an effective system for monitoring the activities of the university. According to the internal document of the SU-MUA "Feedback Monitoring", the monitoring and analysis of satisfaction and perception by the main consumers (students, employers, teaching staff) is carried out.

According to the university self-assessment report: The mission of the educational program of residency in general surgery is "Improvement of scientific, educational and clinical activities, the introduction of the achievements of modern medical science, the transfer of innovative technologies in order to improve the quality of medical care to the population." The mission of the EP was brought to the attention of the teaching staff, residents by posting on the website (www.amu.kz, web page "Residency"). The main aspect of the stated mission of the educational program is to study the needs of practical healthcare professionals and their effective system of professional training of surgeons.

During the examination, NJSC "Astana Medical University" has all the resources necessary to form the professional qualities of a surgeon and achieve the final results stated in the mission of the educational program in accordance with national and international requirements and the needs of the healthcare sector.

Training of residents in the specialty 7R01136 "General Surgery" is carried out on the basis of NJSC "Astana Medical University", one of the major educational centers of the Republic of Kazakhstan, which has clinical bases in dozens of hospitals, medical centers and polyclinics in Nur-Sultan, which allows residents to see and supervise a sufficient number of patients with a variety of surgical pathologies corresponding to the cycle of ongoing disciplines. Clinical sites where residents practice form a patient-centered style of work aimed at ensuring patient safety, their correct identification, effective communication, improving the safety of examination and treatment, and adherence to successive treatment. Residency training comes with an emphasis on practice, according to the State Educational Standard, where theoretical training is -10%, clinical work - 75%, independent work - 15%.

The professionalism of the residents develops under the supervision of the curator / mentors receive special knowledge, hone practical skills (assessment is carried out in a complex formative and summative). Experienced mentors, MD, professors, associate professors, Ph.D. having only the highest qualification category.

The professionalism of residents is achieved due to the structure of the EP, which forms the entire set of competencies necessary for the practice of a surgeon. Learning outcomes are expressed through competencies and projected based on the Dublin Descriptors.

Employers receive information about the results of training when working as mentors at clinical sites, during charity events, conferences, in which residents are involved. The department receives feedback on residents during the survey.

Analytical part

The educational program of the specialty 7R01107 "Pulmonology for adults and children" is aimed at training competitive specialists in the field of pulmonology who are able to meet the needs of society in the provision of medical care, apply and develop advanced innovative technologies in practice and science, use the achievements of information and communication technologies, and improve public health.

The implementation of the EP in the specialty 7R01107 "Pulmonology for adults, children" is achieved by creating, maintaining and constantly improving conditions that guarantee the availability, safety and high quality of medical services provided to the population, as well as the introduction of scientific achievements and innovative technologies into the educational process.

The training program of the specialty 7R01107 "Pulmonology for adults, children" includes the study of respiratory diseases in such a way as to provide a holistic systemic understanding of the processes of clinical activity and improve skills in the diagnosis and treatment of respiratory diseases based on the latest scientific achievements not only in the field of the main specialty but also fundamental medicine. Thus, during training, residents pulmonologists master the study of diagnostic methods not only for the most common bronchopulmonary diseases and their complications, but also for rare, difficult to diagnose diseases, such as leiomyomatosis, histiocytosis, and sarcoidosis. To analyze rare diseases, weekly discussions with residents of such clinical cases are organized.

NJSC "MUA" demonstrates the ability of the university to dynamically respond to rapid changes in the external environment and lead people, so one example is the desire to implement the principles of the Bologna process, comply with international ISO standards, accreditation standards, criteria for national and international rankings.

Information is systematically collected and used to correct and update the mission. Monitoring and analysis of its activities and the activity of other various organizations in the field of quality management of various fields of activity and business processes of the university is carried out. In order to establish satisfaction with learning in general, meetings of the rector with students are organized annually, where issues of the quality of the content of the educational program, the quality of teaching, the quality of the organization of the educational process, the quality of teaching technologies, the quality of forms of monitoring students' knowledge, learning conditions, material and technical, methodological, information support of the educational process, living conditions, nutritional conditions, etc., the result of which is a sensitive reaction to the identified problems. Meetings of vice-rectors, deans are organized throughout the year, the requirements of students are studied daily by deans. The rector's blogs, a helpline, a helpbox are open. A wide range of stakeholders enables a more reliable assessment of the activities of the university and the improvement of the process of continuous improvement of the formulation of the mission and goals. The mission of the educational program is undergoing a phased approval process. At the first stage, the graduating department formulates the mission and main goals of the strategic plan based on the achievements of modern science and education, the requests of those wishing to study under the program, as well as the expectations of employers. Further, the formulated mission and the strategic plan are submitted for discussion to the departments involved in the process of training future specialists. After making the final adjustments, the mission is submitted for approval by the meeting of the Faculty Council.

When formulating the mission and end results of the training of resident pulmonologists, external reviewers are involved, including those from practical healthcare.

The university has defined the mission of the surgical residency educational program. However, when interviewing students, teaching staff - could not correctly formulate the main mission and purpose of the educational program.

In the self-assessment of the university, one formulation is presented, in the text of the educational program it is completely different. Each of the presented formulations does not have a close connection with the surgical specialty, carries only a general meaning and does not convey the essence of the preparing surgeons. During interviews, students - the mission is not formulated exactly, only in general, "duty" formulations.

During the examination of the educational program, interviews with teaching staff, residents, a lack of understanding and knowledge of RBL technology was revealed, which casts doubt on the close relationship between education, science and practice. Also, during the work of the commission at the department on the basis of the Multidisciplinary Hospital No. 2, a high scientific potential was revealed, well-organized scientific work of the teaching staff. However,

during the examination of scientific works, interviews with graduates, students, low involvement of students in this section of the department's work was found.

The main clinical bases for residency in surgery are large multidisciplinary hospitals that have all the necessary resources, beds, and a variety of surgical profiles. Despite the good equipment of the clinical bases of the department, which allow residents to fully immerse themselves in daily practice, there is an incomplete staffing of the study rooms of the departments. All rooms have comments on the sanitary and epidemiological regime (the condition of the sinks, the availability of funds, improper storage of household waste). There is also no standard for the completeness of classrooms: not everywhere there is a board, mannequins are scattered around the classrooms, the existing furniture does not create full comfort in work and learning).

During the examination of documents, interviews with students and teaching staff, well-organized work in the mentoring section is noted: there is a staffing table, there is no staff shortage, experienced mentors, MD, professors, associate professors, Ph.D. having only the highest qualification category. The work of residents at the bases takes place only under the supervision and guidance of a mentor, this is confirmed by a good level, compiled by a portfolio, as well as interviews with residents.

During the work of the accreditation group during all days, there is a high involvement of surgical departments in the "life" of clinical sites, the full participation of teaching staff and students in the everyday life of hospitals; which cannot be said about the stake-holders (clinical bases, medical organizations) - during the interview, low knowledge about the daily work of the department was noted.

The "Mission and learning outcomes" standard generally complies with the criteria of the IAAR Standard.

Strengths/best practice:

No strengths were identified for this standard.

WEC recommendations:

- 1) Develop an action plan for the University to popularize (inform all stakeholders and the general public) the mission of the educational program; and to conduct regular monitoring (quarterly) of the implementation of this plan. Deadline: before the start of the 2022-2023 academic year.
- 2) Introduce the RBL educational technology into the educational process (training of teaching staff, methodological recommendations, etc.) in most of the taught disciplines. Deadline: before the start of the 2022-2023 academic year.
- 3) Strengthening the involvement of employers and the administration of clinical sites in the life of the university. Deadline: during the 2022-2023 academic year.
- 4) Standardization of a set of necessary furniture, equipment, computer equipment, educational and auxiliary and economic means that ensure the quality of the educational process, comfort, safety of stay and sanitary and epidemiological well-being of teaching staff and students. Deadline: until the end of the calendar year 2022.
- 5) Active popularization (including using modern interactive methods), raising the awareness of teaching staff / students about the priority research areas of the university, about ongoing grants and projects (as well as their further involvement in scientific life). Deadline: until the end of the calendar year 2022.

Conclusions of the EEC according to the criteria:

- strong positions - 0
- satisfactory - 19
- suggest improvements -0

□ unsatisfactory - 0.

6.2. Standard "Educational program"

Evidence

In NJSC "MUA" postgraduate training in residency in the specialty 7R01107 "Pulmonology for adults, children" is carried out according to the State Educational Standard of the Republic of Kazakhstan and the standard professional curriculum for medical specialties of residency, order of the Ministry of Health and Social Development of the Republic of Kazakhstan No. 2020 No. ҚР ДСМ-12/2020. The requirements for the level of training of residents are determined by the content of the educational programs of residency in the specialty pulmonology. Training consists of a compulsory component and an optional component. The content of the academic disciplines of the compulsory component is strictly regulated by the State Educational Standard of the Republic of Kazakhstan and is reflected in the standard curricula of the disciplines of the specialty. The list of disciplines of the compulsory component and the corresponding minimum volumes of hours / weeks are determined by the residency standard.

EP in the accredited specialty 7R01107 Adult and pediatric pulmonology is consistent with the mission of the university and the demands of the labor market. The EP is implemented by specialized departments in accordance with the Dublin descriptors, aligned with the European Qualifications Framework.

The structure of the educational program of residency in the specialty 7R01107 "Pulmonology for adults, children" is formed from various types of educational, scientific and clinical work, practice that determine the content of education, reflects their correlation, measurement and accounting.

The disciplines of the mandatory component (OK) are 3960 (132 credits), the elective component (EC) - 120 hours (4 credits), intermediate certification (PA) - 60 hours (2 credits), final certification (IA) - 60 hours (2 credits)).

Workload sharing 1 credit (30 hours): 10% is allocated to work with a teacher, 75% is work under the guidance of a clinical mentor, 15% is accounted for by the independent work of a resident outside of school hours.

The catalog of elective disciplines is formed annually for the successful implementation of residency programs and consists of elective disciplines in the direction. The catalog of elective disciplines is a systematic list of all disciplines of the elective component. QED in the specialty 7R01107 "Pulmonology for adults, children" includes the name of the module / discipline, module components, discipline cycle, brief annotation, prerequisites, postrequisites, number of hours, the course in which the discipline is studied and the department responsible for the development of this discipline or module. The disciplines/modules of the elective component involve an in-depth study of individual sections in accordance with the specialty. Elective components correspond to the direction of study and are logically connected with prerequisites and postrequisites.

The catalog of elective disciplines is discussed at the meetings of the COPS and is approved by the EMC annually. Presentations of elective disciplines are held during the current academic year according to the schedule of the OR during extracurricular time. The catalog of elective disciplines is updated annually. The approved catalog of elective disciplines by specialties and academic years is posted on the university website and is available to residents. Syllabuses in elective disciplines, developed by the teaching staff of the department, undergo examination at the UMC and are approved by the UMC.

The bases of the departments for the implementation of EP residency in the specialty 7R01107 "Pulmonology for adults, children" are: GKP on REM "City Polyclinic No. 4", GKP on REM "City Polyclinic No. 9", Central Hospital with a polyclinic of the Ministry of Internal Affairs of the Republic of Kazakhstan - providing primary medical care, maintaining outpatient

pulmonology patients; GKP on the REM "City Multidisciplinary Hospital No. 1", Central Hospital with a Polyclinic of the Ministry of Internal Affairs of the Republican State Committee for State Enterprise on the REM "City Multidisciplinary Hospital No. 2", SME on the REM "City Multidisciplinary Hospital No. 3" - providing specialized medical care to patients with pulmonology in a hospital setting, mastering functional research methods, JSC "National Scientific Medical Center" - providing highly specialized medical care to patients of a therapeutic profile in a hospital setting. » - urgent assistance, specialized naya pulmonological care for children of childhood, consultative and polyclinic care for patients of childhood.

The practical course of study in residency in surgery is based on practical work in the departments of surgery, emergency rooms at clinical bases "Multiprofile city hospital No. 1 of the Nur-Sultan akimat", "Multiprofile city hospital No. 2 of the akimat of Nur-Sultan", "Multiprofile regional hospital №2. The discipline 7R01136 "General Surgery" provides for the requirements for the level of training of persons who have completed the EP in the following competencies: general education, social and personal competencies, economic and organizational and managerial, professional competencies, readiness to change social, economic, professional roles, geographical and social mobility . These competencies are mastered by residents in the study of basic, major and elective disciplines.

Practical skills in the specialty 7R01136 "General Surgery" are fixed when performing clinical work on the bases of "Multiprofile city hospital No. 1 of the Akimat of Nur-Sultan", "Multiprofile city hospital No. 2 of the Akimat of Nur-Sultan", "Multiprofile regional hospital No. 2 .Professional practice for residents according to legal documents is not provided.

The modular educational program in the specialty 7R01136 "General Surgery" enables residents during the entire training to plan and implement an individual, directed learning path, preparing for work in the chosen specialty.

The curriculum of the program ensures the sequence of studying disciplines based on their continuity, the rational distribution of disciplines by semesters from the standpoint of the uniformity of the resident's educational work, and effectively uses the personnel and material and technical potential of the university.

The content, volume and sequence of the courses of the residency educational program in the specialty 7R01136 "General Surgery" implemented at NJSC "MUA" strictly comply with the State Educational Standard. The curriculum displays the logical sequence of mastering the cycles and sections of the program (disciplines, practices) that ensure the formation of competencies. The curriculum model combines required elements and elective components, the ratio between these two components varies from course to course.

The clinical work of residents during the training is carried out under the guidance of a mentor, approved by the order of the rector of NJSC "MUA". Mentors are appointed from among doctors who have a scientific degree, as well as the highest or first qualification category. The mentor evaluates the portfolio of residents. The assessment of knowledge, skills and abilities in each discipline is carried out by the teacher on the basis of the Regulations on the rating system for assessing the progress of students.

The study of disciplines is based on the study of the cycle of basic disciplines, which allow students to create the necessary knowledge base, improve their level of training, and reveal their abilities.

During training with residents, 75% of the total hours are devoted to SRON, which includes patient management (treatment and diagnostic, preventive work), participation in consultations for seriously ill patients, duty at clinical sites, mastering the practical skills provided for by the training program in the specialty 7R01136 " General Surgery» preparation of abstracts, reports and presentations, work in the library, Internet classes, participation in scientific and practical conferences, in the work to promote a healthy lifestyle among patients.

The place of practical training is the clinical bases located in the Nur-Sultan city of Moscow Region.

The equipment of basic institutions meets all the requirements for the organization of the

educational process in residency (modern diagnostic and medical equipment, modern computer equipment with the ability to access the Internet, work with practical healthcare documentation, adequate working conditions from the point of view of the structure of medical institutions), which allows the trainee of the residency to gain knowledge about the methods of diagnosis and treatment used in the chosen field of specialization, in accordance with the latest achievements of science and practice.

Analytical part

Training of specialists in residency in the specialty 7R01107 "Pulmonology for adults and children" is carried out in order to provide the healthcare industry with qualified personnel.

According to the State Educational Standard of the Republic of Kazakhstan and the TUP in the specialty 7R01107 "Pulmonology for adults, children", the competencies and skills in professional activities that the graduate will receive as a result of training in the educational program are clearly formulated. The competence model of a graduate is a description of the level and scope of knowledge, skills, abilities and competencies acquired by students before completing the educational program of the corresponding level (stage) of higher and postgraduate education.

The development of special competencies provides for the mastery of practical and clinical skills in the specialty 7R01107 "Pulmonology for adults and children", further improvement in interpreting the results of modern diagnostic methods and mastering the latest treatment methods, mastering the skills of research activities, management skills, improving the methods of forming a healthy lifestyle and possession of communication skills.

Residents - pulmonologists under the guidance of mentors, the head of the department are actively involved in the development and implementation of new technologies in the field of respiratory diseases. Thus, during the training, residents pulmonologists master not only routine research methods (interpretation of chest X-ray, chest CT scan, spirometry), but also such innovative methods as respiratory support methods and body plethysmography.

A more in-depth mastering of the methods is voiced in the form of reports when analyzing patients at scientific, practical and clinical conferences, including outlining their own experience in this area.

In order to develop the necessary competencies among residents, the residency program is designed in such a way as to harmoniously integrate theoretical and practical components.

The training program of the specialty 7R01107 "Pulmonology for adults, children" includes the study of respiratory diseases in such a way as to provide a holistic systemic understanding of the processes of clinical activity and improve skills in the diagnosis and treatment of respiratory diseases based on the latest scientific achievements not only in the field of the main specialty but also fundamental medicine. Thus, during training, residents pulmonologists master the study of diagnostic methods not only for the most common bronchopulmonary diseases and their complications, but also for rare, difficult to diagnose diseases, such as leiomyomatosis, histiocytosis, and sarcoidosis. To analyze rare diseases, weekly discussions with residents of such clinical cases are organized.

The educational program includes elective disciplines (an elective component) provided for residents to choose from, which allow them to obtain an additional list of professional skills and competencies focused on specific activities as a pulmonologist. QED in the specialty of residency 7R01107 "Pulmonology for adults, children" is formed taking into account the opinions of both practical healthcare representatives who are part of the KOPS / COC, EMS and focused on the needs of the labor market, and the opinions of residents who have the right to make a proposal, include in the composition QED disciplines, in their opinion, are necessary for studying and contributing to the improvement of the educational program as a whole. The list of electives offered is growing from year to year, which is associated with an increase in the number of departments participating in the EP and the elective disciplines they offer, and provides residents with the opportunity to choose alternative elective academic disciplines.

For each resident, a set of educational and methodological documents is compiled, which includes a working training curriculum for the entire period of study, as well as an individual curriculum based on a standard curriculum, which involves the personal participation of the residency trainee in providing services to patients and sharing responsibility for the results of these services in within the framework of the current legislation. An individual curriculum is formed for each resident for the entire period of study, agreed with the teacher and approved by the head of the internship and residency center. The individual plan reflects the training schedule, class schedule (number of hours per day), the list of sections and disciplines / modules, the number of hours for sections and disciplines / modules, types of training sessions, a list of mastering practical skills, forms of knowledge control.

The practice of personal participation of a residency trainee in the provision of services to patients and the sharing of responsibility for the results of these services within the framework of the current legislation is implemented throughout the entire period of study in accordance with the Individual Curriculum, under the guidance of a teacher who has a doctorate degree, a candidate of medical sciences or a PhD, as well as a higher or the first qualification category, actively engaged in scientific and practical activities in the field of pulmonology. To form the practical skills of the Resident within the framework of professional competencies, the Resident works under the guidance of a clinical mentor at the bases of the residency during the discipline/module cycle with regular assessment and feedback.

To achieve the goals of the EP at the university, various types of training sessions, educational technologies, etc. are used. The most effective types of practical training sessions with a teacher for residents is a clinical analysis of the patient. Clinical analysis of patients is carried out on rounds by a professor, associate professor, PhD during consultations, outpatient appointments, in the form of reports of residents' case histories after their shifts and curation of patients. The ability to make independent clinical decisions is a priority in the training of specialists focused on practical medical activities. Independent clinical work under the guidance of a clinical mentor includes clinical practice carried out in direct contact with the patient, the provision of patient-centered care, professional practice as a team member under the guidance of a mentor, the performance of all types of diagnostic and therapeutic procedures for pulmonological patients under the guidance of a mentor (according to the studied discipline/module of the syllabus). By the end of the second year of study, the resident must independently supervise pulmonological patients, including children, conduct advisory activities in related departments; is involved in the supervision of severe patients in the OARIT under the guidance of a clinical mentor, masters the methodology of complex diagnostic and therapeutic procedures used at the stage of emergency medical care.

During the examination of the official site, the section "residency in general surgery" - no educational program was found, there are no syllabuses, plans, a catalog of elective disciplines only for the last academic year.

Interviews with heads of departments revealed the absence of a responsible person/department for regular monitoring of filling the site with information.

Strengths/best practice:

- 1) The university has demonstrated the consistency of the EP with the national development priorities and the development strategy of the university.
- 2) The university has demonstrated the use of a student-centered approach to learning that encourages, prepares and supports students to take responsibility for their own learning process and demonstrate in their practice.
- 3) The university has demonstrated the ability to increase the degree of independence and responsibility of residents regarding their knowledge, skills and development of experience using the stimulating BRBS system for assessing educational activities.
- 4) The university has demonstrated the compliance of the priorities of the research work implemented by the teaching staff of the OP with the national policy in the field of education,

science and innovative development.

5) The university has information systems and databases that are used on the Internet for information, there is a portal of the Internet site containing information reflecting the planning processes and the results of evaluating its effectiveness for students, staff and the public, the presence of an electronic library, including .h. access to world publishing houses (Springer, EBSCO, SMART, ThomsonReuters, etc.).

6) The university recognizes the role of mentoring in the professional development of residents, guarantees the integration between training and the provision of medical care (on-the-job training).

7) EPs are implemented at accredited clinical bases with high material and technical equipment, modern diagnostic equipment, having a sufficient number of patients with a variety of nosological forms, levels of medical care, as well as involving highly qualified specialists from leading medical centers of the Republic of Kazakhstan as clinical mentors.

WEC recommendations:

1) Increase the number of elective disciplines with the participation of domestic and foreign universities implementing similar educational programs, 2022-2024.

2) Consider opening a university clinic in 2023-2024.

3) Updating the content and regular replenishment of the official website of the university, as well as the implementation of the Site Monitoring Process (appointment of a responsible person for monitoring and approving indicators, monitoring frequency, control over multilingualism, the content of tabs and documents, creating checklists of mandatory content for university departments), before the start of the 2022-2023 academic year.

Conclusions of the EEC according to the criteria:

strong positions - 11

satisfactory - 15

suggest improvements -0

unsatisfactory - 0.

6.3. Standard "Assessment of residents"

Evidence

The policy and procedure for evaluating learning outcomes within the framework of the EP is carried out using criteria developed in accordance with the goals and objectives set for the implementation of the EP and the qualifications awarded within the current point-rating system for assessing knowledge and monitoring the educational process in accordance with directive, regulatory and internal documents : Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III (as amended and supplemented as of July 7, 2020); Acting order Ministry of Health of the Republic of Kazakhstan dated July 31, 2015 No. 647 "On approval of state compulsory standards and model professional programs for medical and pharmaceutical specialties" as amended in 2020.

The policy and methods for evaluating residents are reviewed and approved at a meeting of the committee for quality assurance of residency educational programs.

The general policy, principles, methods for evaluating residents in the specialty 7R01107 "Adult and Pediatric Pulmonology" in NJSC "MUA" are reflected in the following internal documents: "Academic Policy" (<https://amu.edu.kz/upload/iblock/426/426d21463a4498f59632139fe9583172.pdf>), forms for conducting intermediate and final certification for the 2020-2021 academic year and approved on September 24, 2020. The list of compulsory disciplines for conducting the final control during the period of intermediate certification is regulated by the disciplines passed, which are reflected in the PMM.

The methods used to assess the competencies of students at NJSC "MUA" are defined in syllabuses for disciplines that are discussed and approved at departmental meetings. The evaluation criteria are presented in a syllabus. Each stage (current/terminal and final control) allows you to evaluate the achievement of the final results of the resident's training.

The University uses additional methods for evaluating residents in the specialty 7R01107 "Adult and Pediatric Pulmonology", such as portfolios, self-reports, evaluation of scientific activity. Assessment methods are developed by the department and reflected in the syllabuses approved at the meeting of the department, COC, Senate.

Current control is carried out by the teaching staff / clinical mentor. The forms and content of the current control are determined by the syllabus for the discipline / module and are evaluated on a 100-point scale. The midterm control evaluates the results of training upon completion of sections of the discipline on a 100-point scale. Based on the results of midterm controls, the rating of admission to the final control in the discipline is calculated. If the admission rating is less than 50%, then the resident is not allowed to the final control in the discipline and masters the discipline in the summer semester on a paid basis.

The final control in the discipline is determined by the assessment of the final learning outcomes and is reflected in the syllabus. The final grade for the discipline includes ratings for admission and final control (examination grade). The share of the assessment of the admission rating is 60% in the final assessment of the degree of mastering the program of the academic discipline by the student. The assessment of the final control (exam) is 40% of the final grade for this academic discipline.

In order to objectify the evaluation process, independent experts, experienced highly qualified doctors of practical healthcare in the specialty 7R01136 "General Surgery" are involved. When conducting the final state certification to assess the educational achievements of residents, the commission includes practical healthcare specialists in the specialty 7R01136 "General Surgery", external examiners are involved, as well as specialists from related disciplines.

To assess the assimilation of practical and communication skills of residents, the Training and Clinical Center uses the methods of an objective structured clinical exam, develops scenarios, and conducts a mini-clinical exam.

The general policy, principles, methods for assessing residents in the specialty 7R01136 "General Surgery" at NJSC "MUA" are reflected in the following internal documents: "Academic Policy"

(<https://amu.edu.kz/upload/iblock/426/426d21463a4498f59632139fe9583172.pdf>); The list of compulsory disciplines for conducting the final control during the period of intermediate certification is regulated by the disciplines passed, which are reflected in the RUPL.

Responsibility for the implementation of the policy for assessing the educational achievements of residents lies with the faculty of the departments, heads of departments, the internship and residency center, the registrar's office.

During the academic year, each resident, adhering to the IEP, undergoes a clinical rotation, confirmation of the completion of the discipline is the passing of a practical skill in this discipline. The skill is assessed according to the checklist from the syllabus, after which the curator gives feedback on the performance of the skill - comments, recommendations for further

growth. The assessment of the achievability of learning outcomes is reflected in the formation of control and measuring tools - test tasks, clinical cases, etc.

Analytical part

The main principle of assessing the educational achievements of residents, which forms a holistic understanding of the discipline, the importance of its elements from the perspective of future professional activity, is continuous control over the learning process, the formation and consolidation of acquired skills.

For a high-quality educational process, the EP in the specialty 7R01107 "Pulmonology for adults, children" has vertical and horizontal integration.

So, with vertical integration, there is a clear continuity and interaction between all levels of education at the university - undergraduate, internship, residency, as the departments are engaged in teaching at all levels of education. Horizontal integration is carried out through on-site training for 1 and 2 courses lasting 3-6 months. Field training is regulated by the Roadmap for the implementation of the project "Modernization of medical education and science" dated 03/03/2017, in pursuance of the Action Plan for solving problematic issues in the activities of medical education organizations dated 08/02/2017.

Test tasks, a list of practical and communication skills, are developed by the departments, respectively, of the EP in the discipline. The development of new control and measuring tools is carried out by departmental staff through the study of world experience in assessing knowledge in postgraduate education, and then implemented at the department.

Assessment methods are fully comparable with teaching and learning methods and cover the assessment of all competencies, both during practical training and during examinations. In the assessment of educational achievements, control and measuring tools developed by the departments are used, in various forms (issues of boundary, final control), reviewed only by the teaching staff of the department.

The methods used to assess the competencies of students at NJSC "MUA" are defined in syllabuses for disciplines that are discussed and approved at departmental meetings. The evaluation criteria are presented in a syllabus. Each stage (current/terminal and final control) allows you to evaluate the achievement of the final results of the resident's training.

The main principle of assessing the educational achievements of residents, which forms a holistic understanding of the discipline, the importance of its elements from the perspective of future professional activity, is continuous control over the learning process, the formation and consolidation of acquired skills. To successfully pass the final control, the resident must master the educational program and master the key competencies of the future doctor.

Mastering practical skills by residents is carried out mainly in the form of practical work directly with patients.

Confirmation of the effectiveness of the education received is based on the results of feedback from the resident - an anonymous survey that is very acceptable for the resident, fair, adequate to the skills and corresponds to their future specialty.

When examining the portfolio of resident surgeons: portfolios are maintained strictly in accordance with the approved form; the portfolio contains the comprehensive achievements of the student, including the undergraduate level; portfolios are maintained by residents regularly and accurately; the portfolio is checked and monitored by the mentor regularly; educational achievements are confirmed by the signatures of the employees of clinical bases and teaching staff of the department.

Strengths/best practice:

Building an educational program in accordance with regulatory requirements and the need for training.

WEC recommendations:

Conduct an examination/review of CIS by universities within the country or foreign universities implementing similar educational programs, 2022-2024.

Conclusions of the EEC according to the criteria:

- strong positions - 1***
- satisfactory - 9***
- suggest improvements -0***
- unsatisfactory- 0.***

6.4. Standard "Residents"

Evidence

Educational activities at the university are carried out in accordance with the Constitution of the Republic of Kazakhstan, with the Law of the Republic of Kazakhstan dated July 27, 2007 No. 319 "On Education", the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 and the State Program for the Development of Healthcare of the Republic of Kazakhstan for 2020-2025 years, by-laws of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan, as well as in accordance with ISO 9001:2015.

Admission to residency in the specialty 7R01107 "Pulmonology for adults, children" is carried out in accordance with the Order of the Ministry of Education and Science of the Republic of Kazakhstan "On approval of the Model rules for admission to study in educational organizations implementing educational programs of higher and postgraduate education" dated October 31, 2018 No. 600, State Educational Standard of the Republic of Kazakhstan - 2015, 2020 and the Rules for admission to residency at NJSC "MUA" for the current academic year.

In 2021, new criteria for admission to residency were developed, and an examination committee was created for a group of educational programs, entrance exams were held in the format of an online interview. When applying for residency, the results of the previous level of training of the applicant were taken into account (GPA based on the results of training in internship, assessment of the 1st stage of state certification (7th year), the results of research work and experience in the field of healthcare (doctor, nurses or nurses).) or volunteering for COVID-19.

In preparation for the new academic year, the university monitors the availability of resources for the educational program. This process is carried out annually in March-April. The number of residents is determined based on the possibilities of clinical training, as well as the needs of practical healthcare.

The procedure for admitting residents with disabilities is not regulated by national laws and regulations. Persons with disabilities were not trained at the departments implementing residency programs in the specialty 7R01107 "Pulmonology for adults and children".

In NJSC "MUA" there is a system of academic consulting for residents at the departments and at the Center for Internship and Residency. Employees provide advice to residents on employment and organization of the educational process: schedule, choice of clinical base, formation of an individual working curriculum, enrollment in elective disciplines, participation in competitions, conferences.

Each resident is assigned to a specialized department, which provides and participates in the implementation of an individual curriculum, manages the educational and scientific activities of the student, and assists in finding employment. In addition, a clinical mentor is assigned to the resident in the medical organization where the resident is being trained. To provide feedback in the educational buildings, dormitories of the University, trust boxes "For letters and appeals to the Rector of the University", as well as a helpline for students in order to prevent offenses in University, blogs of the rector and the head of the internship and residency center are open.

Over the past 3 years, 5 specialists have been trained for practical healthcare in the

specialty 7R01136 "General Surgery". In recent years, 26 students were admitted to residency in the specialty 7R01136 "General Surgery" (2 residents voluntarily expelled).

The procedure for admitting residents with disabilities is not regulated by national laws and regulations.

The amount of teaching load and clinical work in the specialty 7R01136 General Surgery is determined by the individual work plan of the resident. The full study load of one academic year corresponds to at least 70 academic credits (2100 academic hours) for one academic year. Working curricula are developed on the basis of state obligatory standards for residency, individual work plans of residents. The individual work plan of the resident is approved at the meetings of the department. Resident during training: 1) fulfills an individual work plan; 2) passes the intermediate certification, final certification provided by the program.

Analytical part

Reception of applicants for residency is carried out on a competitive basis based on the results of entrance examinations. Applicants to residency take an entrance exam in their specialty. Important attention in the process of selecting residents is given to the availability of competencies necessary for the development of the educational program. So, for residents in the specialty 7R01107 "Pulmonology for adults, children", important "input" competencies are: knowledge and understanding of the anatomy and physiology of organs and systems, propaedeutics of internal diseases, etiology, pathogenesis, clinical symptoms of diseases of internal organs and clinical pharmacology. In this regard, the entrance exam questions included the mandatory basics of pulmonology (anatomy, physiology of the respiratory system, issues of diagnosis and treatment of the most common diseases of the bronchopulmonary system: pneumonia, COPD, asthma, interstitial diseases, congenital anomalies, DN, CHLS).

The resources of NJSC "MUA", the teaching staff of the departments, the number and powerful material and technical equipment of clinical bases, the professionalism of practical health care staff (clinical mentors) make it possible to provide a balance and opportunities for training and recruitment of students.

Transfer and restoration of students from one educational program to another, from one university to another is carried out during the holidays. The student is transferred or reinstated, regardless of the terms of deduction upon reinstatement. When transferring a student, the University takes into account the direction of training, the profile of the educational program, educational achievements, as well as cases of violation of academic honesty by students. When transferring or reinstating students, an appropriate commission is created by the university to re-credit the learning outcomes.

The transfer of residency students from other universities to a national university or another university is subject to additional payment by students of the difference in the cost of the educational grant. From 2016 to 2021, there were no transfers of residents studying on a state order and on a paid basis.

The mastering of biomedical sciences by applicants for residency was carried out during the period of study in the bachelor's degree before the start of postgraduate education. The level of knowledge of biomedical sciences upon admission to residency is reflected in the supplement to the bachelor's degree diploma.

When applying for residency in the 2020-2021 academic year, criteria such as work experience and experience in combating coronavirus infection in the country's medical organizations as a volunteer were taken into account, and additional points were added according to these criteria.

The examination revealed a close relationship between the scientific-theoretical and practical training of residents of accredited EPs, which makes it possible to obtain the necessary initial experience in scientific activity and certain practical skills.

The recruitment process has been implemented at a high level.

Interviews with residents and graduates of the residency in surgery revealed a high level of

satisfaction with the training, the clinical facilities of the university, teaching staff and, in general, with the academic routine.

When examining documents, a university self-assessment report, as well as interviews with department heads, a well-organized process of recruiting residency students is noted in accordance with the requests of practical healthcare, the resources and staff of the university, the capabilities of clinical bases and strictly in accordance with standard admission rules.

Strengths/best practice:

- 1) The university encourages students to self-educate outside the main curriculum.
- 2) The university has a variety of forms and methods of attracting employers to the process of employment of graduates.
- 3) The university gives residents the opportunity to undergo additional training during the summer semester, i.e. to expand and deepen the knowledge of students in the professional field in excess of the volume of basic educational programs or the development by students of academic disciplines that are not provided for by the curriculum of the specialty.
- 4) The process of employment has been implemented at a high level.
- 5) At a high level, there is a close relationship between the scientific and theoretical and practical training of residents, which allows you to get the necessary initial experience in scientific activity and certain practical skills.
- 6) The number of students is in line with the material and technical equipment of the university, the resources of clinical sites, the number of teaching staff.

WEC recommendations:

- 1) Conduct a survey on the awareness of students.
- 2) Increase the number of residents participating in academic mobility programs from other universities. Deadline: 2022-2024

Conclusions of the EEC according to the criteria:

Conclusions of the EEC according to the criteria:

- strong positions - 8
- satisfactory - 18
- suggest improvements -2
- unsatisfactory - 0.

6.5. Standard "Teachers"

Evidence

The personnel policy of NJSC "MUA" is based on the following legal documents: the personnel policy of NJSC "MUA", approved by the decision of the Board of August 20, 2020, protocol No. 23; regulation on the rating of educational, scientific and clinical activities of the teaching staff PL-MUA-63-19, approved by the decision of the Board of November 22, 2019, protocol No. 05/14/2018 No. 26, Rules for the competitive filling of vacant positions of administrative and managerial personnel of NJSC "MUA", approved by the decision of the Board dated 06/20/2020 No. 15.

The HR department carries out current procedures for the admission, registration, dismissal of teaching staff and employees. The recruitment of teachers for work is carried out through a competition for filling vacant positions, the procedure for which is regulated by the Rules for the competitive filling of positions of faculty and researchers, approved by the decision of the Board of May 14, 2018 № 26 <https://www.amu.kz/info/employee/rules>

The competition is held as part of the implementation of the Program for the Development of the Faculty, Strategic Directions of NJSC "MUA" for 2019 - 2023 (approved by the Board of

Directors on July 24, 2019, protocol No. 7) and helps to consolidate its position as a leading University among medical universities of the Republic of Kazakhstan .

Honored scientists of the Republic of Kazakhstan and representatives of healthcare professionals of the first and highest category

Clinical mentors of the departments of EP residency in the specialty "Pulmonology for adults, children" are:

- Pak AM, candidate of medical sciences, pulmonologist of the highest category of JSC "NSMC", chairman of the NGO "National Society of Respiratory Medicine".

- Berdesheva_Abeldaeva S.E. - Head of the Department of Pulmonology, MGB No. 3, pulmonologist of the highest category.

- Esengeldinova M.A. - Master, pulmonologist of RSE on REM "Hospital of the Medical Center of the Administration of the President of the Republic of Kazakhstan".

- Chuvakova E.K. – Candidate of Medical Sciences, Doctor of Radiation Diagnostics of the Highest Category, Head of the Radiation Diagnostics Department of NSMC JSC.

- Nimenko S.A. - Master, pulmonologist of the first category of JSC "NSMC".

- Kurmantaeva K.N. – pulmonologist GP No. 4.

- Karzhauova S.K. - senior resident of the department of pulmonology of the GKP on the REM "MGB No. 1".

In general, the degree of full-time teaching staff teaching residents is 80%. The staffing of the teaching staff with full-time teachers is 100%. The percentage of teaching staff with the highest / first category in major disciplines in the period from 2016 to 2021 academic year remains unchanged - 100%. The degree of teaching staff was 89%, in the 2020-2021 academic year. 10 teachers carry out the educational process for residents, of which 3 are professors, 3 are associate professors, 4 are doctors of medical sciences, 3 are candidates of medical sciences, and 3 are masters. The average age of teachers was 45 years.

Evaluation of the activities of teachers is carried out according to the results of educational, scientific and clinical areas based on the results of the calendar year. The rating assessment of the teaching staff's activities is carried out to ensure an objective assessment and self-assessment of the level of performance of the professional duties of the teaching staff in order to determine ways to further improve teaching skills and motivate the creative activity of the teaching staff through differentiated remuneration. The rating assessment of the activities of the teaching staff is carried out among full-time teachers of the University and is based on the Regulations on the rating of educational, scientific and clinical activities of the teaching staff, PL-MUA-21-19, approved by the decision of the Board of November 22, 2019, protocol №26. <https://www.amu.kz/info/employee/polozhenia>.

The University has teachers who have been awarded state awards for their contribution to the development of science and education of the republic - the order "Kurmet", the medals "Eren ebegi ushin", "Khalyk algysy", industry awards of the Ministry of Health and the Ministry of Education and Science of the Republic of Kazakhstan.

The teaching staff of the departments implementing the EP in residency in the specialty "Pulmonology" for 5 years have been trained in pedagogical competencies, of which 74 teaching staff have mastered the competence of an Effective teacher, 61 teaching staff - Professional, 83 - Leader / organizer, 99 - Researcher / scientist, 92 - Communication skills .

To improve and support the potential of the teaching staff in the context of distance learning, the University has created a platform for the implementation of the MEP "Massive Open Online Courses of NJSC "Astana Medical University" (<http://mook.amu.kz/>), through which advanced training programs and electronic certification of students in the MEP format are carried out. At the moment, there are 15 online courses for teaching staff and students on the MOOC platform.

Advanced training in the medical specialty of the teaching staff is implemented by the center for professional development and additional education on the distance learning portal <http://pkmed.amu.kz/>.

The teachers admitted to the staff must meet the requirements for the qualifications of the positions specified in the job descriptions for the positions of the teaching staff, which contain criteria for the scientific, pedagogical and clinical merits of applicants.

The staff of the teaching staff of the surgical departments is fully staffed (100%) - 2 teachers, including MD, professors - 1, and assistants - 1. In general, the degree of teaching staff in the specialized disciplines of the specialty 7R01136 "General Surgery" is 50% . At the Department of Surgical Diseases with courses in Bariatric Surgery and Neurosurgery, one part-time worker; in the Department of Surgery with the course of cardiothoracic surgery and PCS - 1 part-time doctor of medical sciences, professor. Part-time workers: average age 53; with the highest qualification category in the specialty 14.00.27. Analyzing these data, we can say that there is a sufficient reserve of qualified teachers in all disciplines. In addition, for participation in the educational process, mentors are included in the staff of the department and receive payment from the university according to the staffing table. The results of scientific and practical activities part-time workers reflect in scientific

The staffing of the staff teaching residents in the specialty 7R01136 "General Surgery" is complete, which makes it possible to maintain a rational ratio between the number of teachers and the number of residents, which guarantees their individual relationship and monitoring of residents' achievements.

Analytical part

Indicators for the qualitative and quantitative composition of the teaching staff confirm the availability of human resources necessary for the implementation of educational programs and corresponding to the qualification requirements for licensing educational activities. All teachers have the appropriate basic education. The workload of a teacher includes educational, educational, methodological, scientific work, educational, organizational and methodological, professional competence improvement, activities in a professional environment, which is confirmed by relevant documents.

For teachers of clinical departments, a prerequisite is that applicants have certificates and qualification medical categories and a number of other provisions in pursuance of the Labor Code of the Republic of Kazakhstan, job descriptions of teaching staff.

Leading employees from practical healthcare with the highest or first qualification category of a doctor are actively involved as clinical mentors.

Training and advanced training of teaching staff is carried out through short-term courses, seminars, internships at leading universities in Kazakhstan near and far abroad.

Along with teaching, teaching staff are actively engaged in scientific research in a specialized industry. Scientific projects: Scientific project "National program for the introduction of personalized and preventive medicine in the Republic of Kazakhstan" (NSMC).

The University conducts various activities to motivate and stimulate employees: ensuring working conditions in accordance with the labor legislation of the Republic of Kazakhstan, the labor contract and the collective agreement, providing employees with equipment, tools, technical documentation and other means necessary for the performance of labor duties; timely remuneration of labor and payment of incentive bonuses for quality work in accordance with the regulations on remuneration, bonuses and social security of employees of NJSC "Astana Medical University" <https://www.amu.kz/info/employee/polozhenia/index.php>; every year, teachers take advanced training courses at the center for professional development and additional education at the expense of the university; the systematic direction of employees for advanced training outside the university; training of scientific and pedagogical staff from among young scientists and employees; training and specialization of teaching staff abroad, including the Bolashak program.

The University has teachers who have been awarded state awards for their contribution to the development of science and education of the republic - the order "Kurmet", the medals "Eren

enbegi ushin", "Khalyk algysy", industry awards of the Ministry of Health and the Ministry of Education and Science of the Republic of Kazakhstan.

To improve the level of both professional and pedagogical competence, personal potential and readiness to solve non-standard tasks of the CTC and DT for the period from 2018 to 2022, training events were organized with the invitation of foreign specialists. Since 2020, hybrid methods have been successfully mastered, holding international scientific and practical conferences. In the specialty "General Surgery" memorandums were concluded with the KSMA named after Akhunbaeva I.K., Bishkek; Urgench, branch of TashMA, Uzbekistan; China, Urumqi. "XinjiangPeople"shospital".

The university does not have a well-organized and well-coordinated system of differentiated remuneration for teaching staff, which reduces the motivational potential for achievements: there is no regulation on payment; during interviews with teaching staff, heads of departments, there is no clear understanding of the concept of differentiated remuneration, as well as the difference between bonus and differentiated remuneration.

Interviews with teaching staff and students of the residency course in general surgery revealed low satisfaction with the possibility of academic mobility at the university.

Strengths/best practice:

The university trains teaching staff to improve the level of both professional and pedagogical competence, personal potential and readiness to solve non-standard ones with the invitation of foreign specialists.

WEC recommendations:

- 1) Conduct training for teaching staff on control and measuring equipment. Deadline: 2023-2024
- 2) Consider the possibility of increasing funding for internships and academic mobility of teachers outside the Republic of Kazakhstan. Deadline: 2022-2024
- 3) Improving the system of differentiated wages, approving the frequency of its payment, as well as actively popularizing this system among the teaching staff in order to clearly understand the calculation methodology and existing indicators. Deadline: before the start of the 2022-2023 academic year.

Conclusions of the EEC according to the criteria:

- strong positions - 1
- satisfactory - 4
- suggest improvements -0
- unsatisfactory - 0.

6.6. Standard "Educational Resources"

Evidence

The material and technical base of the University includes: lecture halls, study rooms, educational and research laboratories, a library, information technology facilities, cultural and social facilities, clinical bases - leading medical clinics in Nur-Sultan.

At the clinical bases of the City Clinical Hospital No. 1, the City Clinical Hospital No. 2, the City Clinical Hospital No. 3, the Central Hospital with a polyclinic of the Ministry of Internal Affairs of the Republic of Kazakhstan, the Republican State Enterprise on the REM "BMC UDP RK", at the level of inpatient care, patients with common and rare diseases of the respiratory system, which meets the requirements for training in residency in the specialty 7R09127 "Pulmonology for adults, children."

For the implementation of exchange programs at the international level, the University has concluded Memorandums and agreements on cooperation with the Universities of Russia,

Finland, Turkey, Uzbekistan, Slovenia, Belarus, Italy, Azerbaijan, Poland, the Czech Republic, etc. The total number of valid Memorandums is 56.

Academic mobility of residents over the past three years was carried out on the basis of signed Memorandums between the Universities of Russia, Lithuania, Uzbekistan, Turkey, Azerbaijan.

In the 2019-2020 academic year, 8 residents were trained at the Russian National Research Medical University. N.I. Pirogov (Russia), 10 - in the Republican Panevezys Hospital (Lithuania), of which 1 is a resident of the specialty "Pulmonology", 67 - in Vilnius University (Lithuania) in an online format.

In 2020-2021, due to the outbreak of coronavirus infection, all mobility was carried out online. 158 residents were trained in such Universities as: Irkutsk State Medical University, Tashkent Institute for Postgraduate Medical Education, including 1 resident of the specialty "Pulmonology", Moscow State Pedagogical University, Kazan State University.

For the first half of the 2021-2022 academic year, 22 residents were trained in such universities as Necmettin Erbakan University, RNIMU named after N.I. Pirogov, Azerbaijan Medical University, Tashkent Pediatric Medical University.

Academic mobility at the national level is also carried out on the basis of concluded memorandums with KazNMU named after S.D. Asfendiyarov, NAO MUS, JSC "National Scientific Center for Surgery named after A.N. Syzganov" Almaty, NAO "MUK", JSC "SKMA", JSC "KazMUNO". So, for the reporting period, 21 residents were trained in universities of the Republic of Kazakhstan in the 2019-2020 academic year, of which 20 residents of the specialty "Pulmonology", in the 2020-21 academic year - 26 residents in an online format, for the first half of 2021-2022 - 4 residents.

Academic mobility of residents can be financed at the expense of the University, and at the expense of the student. The University annually allocates financial resources for the development of academic mobility of students and teachers.

The contingent of patients receiving treatment on the basis of the department, in terms of the spectrum of general surgery, meets the requirements for training in residency in the specialty 7R01136 "General Surgery".

During the period of residency training, resident doctors have the opportunity to acquire, master comprehensive skills in the field of general surgery, medicine and related specialties with practical mastery of the provision of medical services in a hospital, clinic, at the stage of the emergency room, emergency care. All students in residency in the specialty 7R01136 "General Surgery" have access to patients of the appropriate profile, as well as to laboratory, instrumental necessary research methods, carry out duty in the hospital, in the emergency room under the supervision of a mentor / responsible doctor.

The number of specialized patients at the clinical bases of the department is sufficient for training, there is a variety of nosological forms of diseases of the surgical profile, which fully complies with the requirements of the OPR for training in residency in the specialty 7R01136 "General Surgery". Clinical bases used for residency training in the specialty 7R01136 "General Surgery" are equipped with modern diagnostic equipment C-arm, ultrasound, CT, MRI, X-ray machine, equipment for specialized qualified care for surgical diseases.

Clinical bases and departments provide sufficient conditions for full-fledged training in residency: study rooms, dressing room, dining room. Residents - 7R01136 "General Surgery", have free access to the intern's room, treatment rooms, department wards, adjacent departments, laboratories and other structures of the medical organization.

Training rooms are designed for 6 to 10 seats and are located in the buildings of clinical bases. The study rooms are fully equipped for seminars / practical classes, they have the necessary cabinet furniture, teaching equipment, manuals and a computer / laptop.

Analytical part

For the professional training of resident doctors in the specialties 7R09127 "Pulmonology for adults, children", "General surgery" NJSC "Astana Medical University" has a good material and technical base, modern educational and information technologies, access to information resources, resources for clinical training of residents and for scientific research.

In general, the state of the material and technical base of the University and the equipment of its educational and laboratory fund allow for the conduct of the educational process in accordance with the requirements of the current legislation of the Republic of Kazakhstan, the Ministry of Education and Science of the Republic of Kazakhstan, the State Compulsory Education Standards and local regulations of the university.

In order to continuously improve the material and technical base from the university budget, the University Administration allocates the necessary funds that are spent on: structures and registration of buildings and structures. In order to improve the working conditions of employees, certification of workplaces according to working conditions is carried out. Based on the results obtained, measures are planned and implemented to improve the working conditions of the university staff. In accordance with the allocated funds, the University updates furniture, purchases hard and soft inventory, computer and office equipment, stationery, dummies, phantoms, laboratory and medical equipment, consumables, etc.

Constant work is underway to improve the IT-technologies and infrastructure of the University. The uninterrupted operation of the Internet was ensured, a local computer system was created, a system for video broadcasting lectures in classrooms, and distance learning systems (Moodle, Zoom, WebEx, Microsoft Teams) were introduced. Clinical departments located in remote areas are connected to the Internet VPN network.

External assessment of the material and technical base for clinical training is carried out by members of the commissions for state certification, final state certification, post-licensing control of the Ministry of Education and Science of the Republic of Kazakhstan, commissions of the Ministry of Health of the Republic of Kazakhstan.

Clinical bases and departments provide sufficient conditions for full-fledged training in residency: study rooms, dressing rooms, canteens. Resident pulmonologists have free access to the intern's room, treatment rooms, department wards, adjacent departments, laboratories and other structures of healthcare facilities.

During the period of study in residency, students have the opportunity to acquire, master practical skills in the field of respiratory medicine and related specialties with the ability to provide medical services in a hospital, clinic, at the stage of the emergency room, emergency care. All residency students in the specialties "Adult and Pediatric Pulmonology" and "General Surgery" have access to patients of the relevant profile, as well as to laboratory, instrumental research methods, they are on duty in the hospital, in the emergency room under the supervision of a curator / responsible doctor.

The number of profile patients at the clinical bases of the department is sufficient for training, there is a variety of nosological forms of diseases of the pulmonological profile, which fully comply with the requirements of the EP for training in residency in the specialty 7R01107 "Adult and Pediatric Pulmonology" Clinical sites used for residency training in the specialty 7R01107 "Pulmonology" adult, children's" are equipped with modern diagnostic equipment (somnology laboratory, computed tomography, angiographs, ultrasound scanners, endoscopic equipment, functional diagnostics, gas analyzers, laboratories of various profiles, etc.), equipment for specialized qualified assistance (inhalation therapy, invasive and non-invasive lung ventilation, modern methods of physiotherapy and rehabilitation, etc.).

The information space of the departments teaching resident pulmonologists is represented by a computer park used in the educational process, corresponding to the educational programs of the residency for educational and scientific purposes.

The university has identified and uses the mechanisms and tools for training a medical specialist based on constant communication with medical practice and the healthcare system.

Feedback from employers on the level of training of graduates, carried out in the form of a questionnaire, is used as such a tool. Also, representatives of healthcare organizations are members of state commissions for IGA graduates, participate in the distribution.

The analysis of the survey of employers, the results of the IGA graduates, employment are published on the University website and provided for discussion at meetings of the departments, KOC, the Senate, which include representatives of employers, students, their opinions and comments are taken into account when planning improvements. And in the future, plans are being developed to further improve the quality of graduate training.

The University has been actively implementing the academic mobility program for students, teaching staff and staff since 2011, which makes it possible to acquire and implement international best practices, expand professional, pedagogical and clinical knowledge and skills, discuss, develop and implement project ideas, and strengthen the university's image.

Strengths/best practice:

1) Clinical bases for practical training of residents - the leading medical clinics of Nur-Sultan and the Republic of Kazakhstan, on the bases, students in residency have access to patients of the appropriate profile, as well as to laboratory, instrumental necessary research methods.

2) The university has access to the latest professional literature and sources, adequate information and communication technologies and equipment for teaching practical skills, a safe environment for self-directed learning.

3) The university provides experience of working in a team of colleagues and other healthcare professionals, provides training in an interdisciplinary / interprofessional team.

4) The university promotes the development of residents' ability to work effectively with colleagues and other healthcare professionals.

5) Clinical bases for the training of residents have certificates of accreditation, certifying the compliance of the activities of the clinical base with the accreditation standards in the field of healthcare of the Republic of Kazakhstan.

WEC recommendations:

1) Consider opportunities for expanding communication with national and international organizations in the specialty in order to strengthen the image of the university. Deadline: until the end of the calendar year 2022.

2) Introduction to the staff list of permanent teachers of the ECC (for the most popular disciplines, skills, dummies). Deadline: until the end of the calendar year 2022.

3) Modernization of the material and technical equipment of the UKC in surgical areas. Deadline: until the end of the calendar year 2022.

Conclusions of the EEC according to the criteria:

- strong positions - 7
- satisfactory - 13
- suggest improvements -1
- unsatisfactory - 0.

6.7. Standard "Evaluation of educational programs"

Evidence

The evaluation of residency educational programs is carried out taking into account the mission of residency educational programs in accordance with the mission and development strategy of the university and consists in the high-quality training of highly specialized, competitive new generation specialists with a high level of professional competence based on the principles of continuous development and the trinity of education, practice and science.

In NJSC "MUA" monitoring and evaluation of the implementation of the residency educational program is carried out on the basis of the collective solidarity of all stakeholders and employees of the university.

Monitoring of the implementation of the EP is carried out within the framework of the VKK and intra-university control when attending open classes, lectures and other activities of the teaching staff to assess teaching methods and assess the knowledge of students. The profile department is responsible for the formation of the resident's competencies in major disciplines, the quality of teaching and updating the content of curricula in accordance with the development of science and medicine.

Monitoring of the educational process includes monthly meetings of the departments, where they discuss the implementation of the individual plans of the resident, the results of quality control of the educational process.

Monitoring of progress and attendance is carried out by the departments according to the schedule of classes, with the recording of data in an electronic journal; in the absence of students in the classroom, the internship and residency center is informed by submitting a report on attendance. Monitoring and control by the internship and residency center is carried out on the basis of the results of the current session and intermediate certification.

Monitoring of the assessment of knowledge and skills of graduates is carried out through an independent examination of residency graduates and is based on the list of competencies of graduates of the specialty 7R01107 "Adult and Pediatric Pulmonology". accredited by the authorized body in the field of health.

NJSC "MUA" maintains proper representation of stakeholders in the evaluation of the processes and final results of training programs for residents in the specialty 7R01107 "Pulmonology for adults and children".

Analytical part

Evaluation and monitoring of educational programs in NJSC "AMU" is ensured by the participation of representatives of all stakeholders: authorized bodies in the field of education and health (MH RK, MES RK), public representatives, professional organizations, as well as persons and structures responsible for postgraduate education (residency) :

1. Ministry of Health of the Republic of Kazakhstan, NCNE - an independent assessment of the knowledge of residents;
2. Departments of regional health departments - agreements with clinical bases in Nur-Sultan and with medical institutions in the regions;
3. Employers (medical institutions of the regional health departments of the Republic) - the creation of an effective system to promote employment and adaptation of graduates to the labor market, annually there is a correspondence about the quality of training of residency graduates, doctors' reviews are collected on the results of residents' field practice. Representatives of practical health care participate in the development of the EP, taking part in the meetings of the COC residency (previously in the work of the COPS of postgraduate education).
4. Representatives of the committee for the control of medical and pharmaceutical services and representatives of practical healthcare - the university widely uses the principle of an independent objective assessment, involving as chairmen, members and examiners of the state attestation commission for the final attestation of graduates, participate in their distribution.
5. Representatives of public associations of doctors ("Association of Respiratory Medicine Specialists", "Republican Interregional Pulmonary Commission") organize scientific and practical conferences on topical issues of medical education and specialty.
6. Representatives of the public and trade unions - constant feedback in the form of questionnaires and interviews, participation in various events of NJSC "MUA".

The work of all structures that ensure the implementation and evaluation of the educational program is regulated by the Charter of the university, the strategic plan for the development of the university, annual plans and reports of the university, as well as the relevant QMS

procedures. The results are heard at meetings of departments, the Senate, Committees and are published on the website of the university.

Strengths/best practice:

The university demonstrates a comprehensive approach to the evaluation of EP, which covers all aspects of the organization, implementation and evaluation of educational programs and the quality of the program management process.

WEC recommendations:

Involve international experts in the EP evaluation process. Deadline: 2023-2024

Conclusions of the EEC according to the criteria:

- strong positions - 0
- satisfactory - 13
- suggest improvements - 0
- unsatisfactory - 0.

Standard 6.8. "Management and Administration"

Evidence

The main structural subdivisions of the University are the institute, dean's offices, departments, departments, centers, departments, which include staff in the following categories: faculty, administrative, managerial, educational support and other personnel. In accordance with the organizational structure of NJSC "MUA", 108 structural divisions carry out activities at the University. Educational, research, clinical, educational work in NJSC "MUA" is provided by employees of 64 departments as part of 4 main faculties. The educational process is provided by a total of 2107 employees, of which 1391 are full-time employees, including 136 employees of the AUP; UVP is - 140 people; other personnel - 161 people. The departments employ a total of 1,647 qualified teachers (including 954 basic full-time teachers), 95 doctors of sciences, all the main full-time employees; 231 PhDs, of which 204 are key staff members; 47 PhDs, all key staff members; 47 teachers with an academic title - professor, 93 - associate professor. In addition, teaching activities at the departments are carried out by 16 employees of AUP and faculties, all with a scientific degree (doctors of science - 3, candidates of science - 8, doctors of PhD - 5). The proportion of teachers with academic degrees and titles is 55.4%.

For the development of residency programs and their improvement, representatives of practical healthcare are involved. In order to effectively plan, develop and implement residency programs, NJSC "MUA" included in the advisory bodies (Faculty Council, KOC, Senate / Academic Council) representatives of practical healthcare, residents and teachers of departments involved in the implementation of residency programs. Each of the listed representatives has the right to vote when making changes, proposals and comments to the educational process of the residency.

The involvement of practical healthcare in the formation of residency educational programs and their high-quality implementation is reflected in the fulfillment of the terms of contracts with medical organizations in accordance with clause 5. Art. 40 of the Law of the Republic of Kazakhstan "On Education"). These clinical sites and the staff involved in the training contribute to the improvement of professional training in clinical areas.

Analytical part

At the University, the structure of the university is approved annually by the Board of Directors. The total number of teaching staff is formed on the basis of the average ratio of students and teachers. The staff list of the university is approved annually for the academic year, taking into account changes in the number of students by type of specialty and other factors.

When calculating the number, the university is also guided by the Order of the acting. Minister of Education and Science of the Republic of Kazakhstan dated August 7, 2009 No. 374 "On approval of financial standards for higher and postgraduate education." Ensuring the implementation of programs consists of the salary fund of teachers, providing students with educational resources (educational and scientific literature, access to the Internet and to international information databases of literature, information and communication technologies), strengthening the program through invited foreign teachers, academic mobility programs and the opportunity to participate students at international and republican conferences, seminars.

The budgeting system in NJSC "MUA" is based on ensuring the high quality of education, science and clinical practice.

The university has an economic council, 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 of NJSC "MUA" / subsidiaries. The Economic Council carries out its activities in accordance with the regulation on the Economic Council, which includes the regulations for the work of participants in the budget planning process, the procedure for drawing up the Development Plan and making annual adjustments to the previous planning period, the procedure for reporting on the implementation of the Development Plan following the results of the calendar year, rights, duties, responsibilities Council members and other participants in the budget process.

The internal structure of the University is not static and, as the university grows and develops, it undergoes the necessary adjustments and changes. The responsibility of each structural unit and employees is established in the regulations on structural units and job descriptions.

In order to achieve quality improvement, the university undergoes a regular external management review.

The mechanism of interaction of NJSC "MUA", as a state medical higher educational institution, with authorized bodies (Ministry of Health of the Republic of Kazakhstan, Ministry of Education and Science of the Republic of Kazakhstan) and the healthcare sector is regulated by: the legislation of the Republic of Kazakhstan; implementation of State programs, Decrees and orders; contracts and agreements with health authorities; contracts and agreements with healthcare organizations; written appeals of authorized state bodies and medical organizations.

Strengths/best practice:

- 1) The university provides rational interaction of the main structural divisions.
- 2) The university provides rational interaction with the healthcare sector.

WEC recommendations:

Consider opening a university clinic - 2023-2024

Conclusions of the EEC according to the criteria:

- strong positions - 0
- satisfactory - 13
- suggest improvements -0
- unsatisfactory - 0.

6.9. Continuous Improvement Standard

Evidence

In the context of ongoing dynamic changes in the external and internal environment in which NAO AMU operates today, in the conditions of modern socio-economic development of Kazakhstan, the rapid growth of information flows and high-tech processes, the mission, goals

and development strategy of NAO AMU reflect the university's intention to meet modern requirements for a university in the context of growing competitiveness in the field of education, increased requirements for the qualifications of teaching staff and the quality of training.

The mission and goals of the university are adapted to the level of scientific, socio-economic and cultural development of society. The mission of educational programs of postgraduate education (residency) is carried out in accordance with the mission of NJSC "MUA".

The quality policy is maintained to meet the established requirements, constantly improved and adapted, as, for example, in connection with state reforms in the field of health and education and the annual Messages of the President of the country.

The university conducts continuous improvement of the quality of EP residency through revision and adaptation:

- Educational technologies;
- Innovative education environment;
- Qualifications of the teaching staff;
- Continuity of the process of training and professional self-development of healthcare professionals who are adapted and competitive in the Kazakhstani and international labor markets.

At present, the university has developed and successfully operates a QMS aimed at achieving high-quality results in the training of specialists, taking into account the needs of the labor market and social forecast. It is based on the principles of systematic self-examination and self-assessment of the educational activities of the university and is aimed at the further development of the university.

In order to manage the quality of mastering the educational program in the intra-university management system, there are the following mechanisms:

1. Systematic monitoring of the development of students, including the following types of monitoring:

- 1) Monitoring the quality of the potential of applicants and 1st year students to study at the University;
- 2) Monitoring the quality of training of students;
- 3) Monitoring the quality of graduate training;
- 4) Monitoring the quality of the professional and personal potential of University graduates.

To monitor the level of mastering practical skills and abilities, the following conditions are provided:

- creation of a unified model of practical skills depending on the specialty;
- modeling of professional activity of students in educational and industrial practices;
- improvement of the system of organizational and material conditions for the formation of professional skills of a specialist in the conditions of an educational and clinical center, clinical bases;
- attraction of highly qualified specialists of practical health care;
- monitoring the evaluation of the content of practical training of specialists.

Analytical part

The university governance system involves the participation of all stakeholders, including the health sector, and reflects the responsibility of academic leadership. The university has its own management system that contributes to the achievement of the mission and goals, maintains institutional efficiency and integrity, creates and is constantly updated to ensure effective operation in the face of changing circumstances and the needs of the university.

The University is constantly working to ensure effective operation in the face of changing circumstances and needs

Strengths/best practice:

The university meets modern requirements in the context of growing competitiveness in the field of education, increased requirements for the qualifications of teaching staff and the quality of training.

WEC recommendations:

The university needs to implement the process of monitoring the program and evaluating the program with the participation of international experts. Deadline: 2022-2024

Conclusions of the EEC according to the criteria:

- strong positions - 1
- satisfactory - 13
- suggest improvements -0
- unsatisfactory - 0.



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

Mission and Deliverables Standard

No strengths have been identified for this standard.

Standard "Educational program"

1) The university has demonstrated the consistency of the EP with the national development priorities and the development strategy of the university.

2) The university has demonstrated the use of a student-centered approach to learning that encourages, prepares and supports students to take responsibility for their own learning process and demonstrate in their practice.

3) The university has demonstrated the ability to increase the degree of independence and responsibility of residents regarding their knowledge, skills and development of experience using the stimulating BRBS system for assessing educational activities.

4) The university has demonstrated the compliance of the priorities of the research work implemented by the teaching staff of the OP with the national policy in the field of education, science and innovative development.

5) The university has information systems and databases that are used on the Internet for information, there is a portal of the Internet site containing information reflecting the planning processes and the results of evaluating its effectiveness for students, staff and the public, the presence of an electronic library, including .h. access to world publishing houses (Springer, EBSCO, SMART, ThomsonReuters, etc.).

6) The university recognizes the role of mentoring in the professional development of residents, guarantees the integration between training and the provision of medical care (on-the-job training).

7) EPs are implemented at accredited clinical bases with high material and technical equipment, modern diagnostic equipment, having a sufficient number of patients with a variety of nosological forms, levels of medical care, as well as involving highly qualified specialists from leading medical centers of the Republic of Kazakhstan as clinical mentors.

Standard "Assessment of residents"

Building an educational program in accordance with regulatory requirements and the need for training.

Standard "Residents"

1) The university encourages students to self-educate outside the main curriculum.

2) The university has a variety of forms and methods of attracting employers to the process of employment of graduates.

3) The university gives residents the opportunity to undergo additional training during the summer semester, i.e. to expand and deepen the knowledge of students in the professional field in excess of the volume of basic educational programs or the development by students of academic disciplines that are not provided for by the curriculum of the specialty.

4) The process of employment has been implemented at a high level.

5) At a high level, there is a close relationship between the scientific and theoretical and practical training of residents, which allows you to get the necessary initial experience in scientific activity and certain practical skills.

6) The number of students is in line with the material and technical equipment of the university, the resources of clinical sites, the number of teaching staff.

Standard "Teachers"

The university trains teaching staff to improve the level of both professional and pedagogical competence, personal potential and readiness to solve non-standard ones with the invitation of foreign specialists.

Standard "Educational Resources"

1) Clinical bases for practical training of residents - the leading medical clinics of Nur-Sultan and the Republic of Kazakhstan, on the bases, students in residency have access to patients of the appropriate profile, as well as to laboratory, instrumental necessary research methods.

2) The university has access to the latest professional literature and sources, adequate information and communication technologies and equipment for teaching practical skills, a safe environment for self-directed learning.

3) The university provides experience of working in a team of colleagues and other healthcare professionals, provides training in an interdisciplinary / interprofessional team.

4) The university promotes the development of residents' ability to work effectively with colleagues and other healthcare professionals.

5) Clinical bases for the training of residents have certificates of accreditation, certifying the compliance of the activities of the clinical base with the accreditation standards in the field of healthcare of the Republic of Kazakhstan.

Standard "Evaluation of educational programs"

The university demonstrates a comprehensive approach to the evaluation of EP, which covers all aspects of the organization, implementation and evaluation of educational programs and the quality of the program management process.

Standard "Management and Administration"

1) The university provides rational interaction of the main structural divisions.

2) The university provides rational interaction with the healthcare sector.

Continuous Improvement Standard

The university meets modern requirements in the context of growing competitiveness in the field of education, increased requirements for the qualifications of teaching staff and the quality of training.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY

Mission and Deliverables Standard

1) Develop an action plan for the University to popularize (inform all stakeholders and the general public) the mission of the educational program; and to conduct regular monitoring (quarterly) of the implementation of this plan. Deadline: before the start of the 2022-2023 academic year.

2) Introduce the RBL educational technology into the educational process (training of teaching staff, methodological recommendations, etc.) in most of the taught disciplines. Deadline: before the start of the 2022-2023 academic year.

3) Strengthening the involvement of employers and the administration of clinical sites in the life of the university. Deadline: during the 2022-2023 academic year.

4) Standardization of a set of necessary furniture, equipment, computer equipment, educational and auxiliary and economic means that ensure the quality of the educational process, comfort, safety of stay and sanitary and epidemiological well-being of teaching staff and students. Deadline: until the end of the calendar year 2022.

5) Active popularization (including using modern interactive methods), raising the awareness of teaching staff / students about the priority research areas of the university, about ongoing grants and projects (as well as their further involvement in scientific life). Deadline: until the end of the calendar year 2022.

Standard "Educational program"

1) Increase the number of elective disciplines with the participation of domestic and foreign universities implementing similar educational programs, 2022-2024.

2) Consider opening a university clinic in 2023-2024.

3) Updating the content and regular replenishment of the official website of the university, as well as the implementation of the Site Monitoring Process (appointment of a responsible person for monitoring and approving indicators, monitoring frequency, control over multilingualism, the content of tabs and documents, creating checklists of mandatory content for university departments), before the start of the 2022-2023 academic year.

Standard "Assessment of residents"

Conduct an examination/review of CIS by universities within the country or foreign universities implementing similar educational programs, 2022-2024.

Standard "Residents"

1) Conduct a survey on the awareness of students.

2) Increase the number of residents participating in academic mobility programs from other universities. Deadline: 2022-2024

Standard "Teachers"

1) Conduct training for teaching staff on control and measuring equipment. Deadline: 2023-2024

2) Consider the possibility of increasing funding for internships and academic mobility of teachers outside the Republic of Kazakhstan. Deadline: 2022-2024

3) Improving the system of differentiated wages, approving the frequency of its payment, as well as actively popularizing this system among the teaching staff in order to clearly understand the calculation methodology and existing indicators. Deadline: before the start of the 2022-2023 academic year.

Standard "Educational Resources"

1) Consider opportunities for expanding communication with national and international organizations in the specialty in order to strengthen the image of the university. Deadline: until the end of the calendar year 2022.

2) Introduction to the staff list of permanent teachers of the ECC (for the most popular disciplines, skills, dummies). Deadline: until the end of the calendar year 2022.

3) Modernization of the material and technical equipment of the UKC in surgical areas. Deadline: until the end of the calendar year 2022.

Standard "Evaluation of educational programs"

Involve international experts in the EP evaluation process. Deadline: 2023-2024

Standard "Management and Administration"

Consider opening a university clinic - 2023-2024

Continuous Improvement Standard

The university needs to implement the process of monitoring the program and evaluating the program with the participation of international experts. Deadline: 2022-2024

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

(X) RECOMMENDATION TO THE ACCREDITATION BOARD

The members of the EEC came to the unanimous opinion that the OP "7R01107 Pulmonology for adults, children" and 7R01136 "General Surgery" are recommended for accreditation for a period of 5 years.

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

CRITERIA FOR EVALUATION	Position of the educational organization			
	strong	satisfactory	suggests improvements	unsatisfactory
"MISSION AND OUTCOMES OF TRAINING"				
Mission Definition				

1	The medical education organization must define the mission of the residency program and inform the general public and the health sector about the stated mission.		+		
2	A medical education organization should define a mission based on consideration of the health needs of society, the needs of the medical care system and, accordingly, other aspects of social responsibility.		+		
3	A medical education institution should define a training program containing both theoretical and practical components, reinforcing practice and the result of such training should be a doctor who is competent and able to carry out proper and appropriate clinical practice in a particular field of medicine, able to work at a high professional level, work independently and independently, as well as in a team where appropriate, who is committed and ready for lifelong learning and participation in continuing medical education and continuing professional development.		+		
4	The medical education institution must provide improved patient care that is appropriate, effective, compassionate and safe in solving health problems and promoting health, including a patient-centered and holistic approach.		+		
5	The medical education organization must ensure that residents (students) have appropriate working conditions to support their own health.		+		
6	The medical education organization should promote the introduction of appropriate innovations in the learning process that allow the development of broader and more specific competencies than those defined as basic competencies.		+		
7	The medical education institution should encourage residents to become scientists/researchers in their chosen fields of medicine, including deeper and/or broader participation in the development of the discipline, including academic development and the improvement of education and research in medicine.		+		
8	The medical education organization should assist residents in becoming active participants in addressing the social determinants of health.		+		
	PROFESSIONALISM AND PROFESSIONAL AUTONOMY				
9	The medical education institution must include professionalism in the education and training of residents and promote the professional autonomy necessary for the specialist to act in the best interests of the patient and society.		+		
10	The medical education institution should ensure appropriate independence from government and other bodies in decision-making in key areas such as curriculum development (see 12.1 and 12.6), evaluation (see 13.1), selection and admission of residents (see 14.1 and 14.2) , teacher selection/selection (see 15.1) and employment conditions and resource allocation (see 18.3).		+		
11	The medical education institution should be guaranteed academic freedom, which will include appropriate freedom of expression, freedom of inquiry and publication.		+		
	LEARNING OUTCOMES				
12	The medical education institution should define the learning outcomes that residents should achieve as a result of the training program in relation to: their postgraduate achievements in knowledge, skills and thinking; an appropriate basis for their future career in their chosen field of medicine; future roles in the health system; commitment and skills in lifelong learning; the needs and problems of public health, the needs of the health care system and other aspects of social responsibility; professional behaviour.		+		
13	The medical education organization should determine the end results of training in terms of general and discipline-specific / specialty components		+		

	that students need to achieve upon completion of the program.				
14	The medical education organization should determine the end results of training regarding the proper behavior and attitude towards patients and their relatives, fellow trainees, teachers, and other healthcare workers.		+		
15	The medical education organization must ensure the proper professional behavior and attitude of residents by colleagues and other medical personnel, patients and their relatives and also the observance of the Code of Honor.		+		
16	The medical education organization must inform the public about the established end results of the residency program in the relevant specialties.		+		
17	A medical education organization should guarantee the continuity between the end results of training in basic and postgraduate medical education programs.		+		
	PARTICIPATION IN THE FORMULATION OF THE MISSION AND OUTCOMES				
18	The medical education organization should define the mission and define the learning outcomes of the program in collaboration with key stakeholders.		+		
19	The medical education organization should formulate the mission and determine the final learning outcomes of the program, taking into account proposals from other stakeholders, which are representatives of other medical specialties, patients, society, organizations and authorized health authorities, professional organizations and medical scientific societies.		+		
	TOTAL :19	0	19	0	0
	STANDARD "EDUCATIONAL PROGRAM"				
	FRAMEWORK FOR THE POSTGRADUATE MEDICAL EDUCATION PROGRAM				
20	The medical education organization should determine the educational framework parameters based on the established learning outcomes for this program and the qualifications of the resident graduate, develop them in accordance with the required results of the existing basic medical education, and organize the systematic and transparent training.		+		
21	The medical education organization must ensure that the content of the residency program complies with the requirements of the State Educational Standard of the Republic of Kazakhstan and ensure the breadth of training of specialists in accordance with the name of the program and the necessary depth of training in the field determined by the specialty.		+		
22	The medical education institution should use practice-oriented training to ensure the personal involvement of residents in the provision of medical care and responsibility for patient care.		+		
23	The medical education institution must use appropriate teaching and learning methods and ensure the integration of practice and theory components that include didactic sessions and patient care experience as well as independent and active learning.		+		
24	The medical education organization must ensure that training is conducted in accordance with the principles of equality.		+		
25	A medical education organization should use a student-centered approach to teaching that encourages, prepares and supports students to take responsibility for their own learning process and demonstrate in their practice.	+			
26	The medical education institution should guide the resident through mentorship, regular evaluation and feedback, inform about the program and the rights and responsibilities of residents, and include commitments to	+			

	ethical issues in the program.				
27	The medical education organization should increase the degree of independence and responsibility of residents regarding their knowledge, skills and development of experience.	+			
28	The medical education organization should recognize gender, cultural and religious differences and prepare residents for appropriate relationships with patients.		+		
	SCIENTIFIC METHOD				
29	A medical education organization must introduce the scientific foundations and methodology of medical research, including clinical research and clinical epidemiology.	+			
30	The medical education institution must ensure that the resident is able to use scientific justification, studies and knows the basics of evidence-based medicine through wide access to relevant clinical/practical experience on the basis of an appropriate profile in the chosen field of medicine.		+		
31	Medical education organization should include teaching and learning critical evaluation of literature, articles and scientific data, application of scientific developments.		+		
32	Medical education organization should include teaching and learning critical evaluation of literature, articles and scientific data, application of scientific developments.		+		
	PROGRAM CONTENT				
33	The medical education organization should include in the training program clinical work and the relevant theory or practice of basic biomedical, clinical, behavioral and social sciences, preventive medicine, clinical decision making, communication skills, medical ethics, public health, medical jurisprudence and forensic medicine, managerial disciplines, patient safety, responsibility for one's own health, knowledge of complementary and alternative medicine.		+		
34	The medical education organization must organize educational programs with due attention to patient safety and autonomy.		+		
35	The medical education institution should ensure the development of knowledge, skills and professional attitudes appropriate to the various roles of the doctor, such as a practicing physician or medical expert, communicator, employee and team member, leader/manager or administrator, advocate for the interests and health of the patient, scientist/researcher.		+		
36	The medical education organization should adjust and change the content to the changing conditions and needs of the medical care system.		+		
	PROGRAM STRUCTURE, CONTENT AND DURATION				
37	The medical education organization should describe the general structure, composition and duration of the educational program, clearly establish the mandatory and optional components, integrate practice and theory, take into account the requirements of national legislation and provide an adequate representation of how local, national or regional health care systems are oriented to the needs of providing medical care. assistance to the population.		+		
38	A medical education institution should, when deciding on the duration of a program, take into account the required learning outcomes of basic medical education in relation to the chosen field of medicine, the requirements for fulfilling the different roles of certified professionals in the health sector, possible alternatives for using time-based training.		+		
	ORGANIZATION OF TRAINING				
39	The medical education organization must define the responsibility and authority for organizing, coordinating, managing and evaluating each training base, clinical base and educational process.	+			

40	The medical education organization should guarantee clinical training in multidisciplinary clinic settings and coordinate training at these clinics so that residents acquire adequate training in various aspects of the chosen field of medicine. The medical education organization must respect the proper representation of employees, residents and other relevant stakeholders when planning the educational program.	+			
41	The medical education organization should guarantee training in the conditions of various clinical bases, which are characterized by the profile of clinics, various categories of patients, the level of medical care (primary medical care, specialized medical care, highly specialized medical care), hospitals and outpatient clinics.	+			
42	The medical education organization should coordinate multiple training bases to obtain appropriate access to various aspects of the chosen field of medicine.	+			
43	A medical education organization should have access to the resources necessary for planning and implementing teaching methods, assessing students, and innovating the training program.	+			
	THE RELATIONSHIP BETWEEN POSTGRADUATE MEDICAL EDUCATION AND HEALTH CARE DELIVERY				
44	The medical education organization should describe and acknowledge the role of mentoring in professional development, ensure integration between training and health care delivery (training in the workplace), ensure that training is complementary and consistent with health care requirements.	+			
45	A medical education organization should effectively organize the use of the capabilities of the healthcare system or the provision of medical care for the purposes of education, which involves the use of the opportunities of various clinical sites, patient problems and clinical problems for the purposes of education, and at the same time, observing the requirements for the provision of medical care	+			
	TOTAL :26	11	15	0	0
	STANDARD "RESIDENT ASSESSMENT"				
	ASSESSMENT METHODS				
46	The medical education institution must formulate and implement a policy for the assessment of residents, must define, establish and publish principles, objectives, methods and practices for the assessment of residents, including specialist qualification examinations and ensure that the assessment covers knowledge, skills and professional behavior and attitude.		+		
47	The medical education organization should use an additional set of assessment methods and formats in accordance with their "applicability", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats in relation to the established learning outcomes.		+		
48	The medical education organization must formulate criteria for passing exams or other types of assessment, including the number of allowed retakes.		+		
49	The medical education organization must study and document the reliability, validity, and fairness of assessment methods.		+		
50	A medical education organization should use a system of appealing the results of an assessment based on the principles of fairness and through compliance with the legal process.		+		
51	The medical education organization should facilitate the involvement of external examiners, introduce new assessment methods, if necessary.		+		
52	The medical education organization should keep a record of the various types	+			

	and stages of training in an educational journal or protocols.				
	THE RELATIONSHIP BETWEEN ASSESSMENT AND TRAINING				
53	The medical education organization should use the principles, methods and practices of assessment that are compatible with the established learning outcomes and learning methods, ensure that the established learning outcomes are achieved by students, promote learning, determine the adequacy and relevance of learning.		+		
54	The medical education organization must guarantee the provision of timely, specific, constructive and fair feedback to residents based on the results of assessing their knowledge and skills.		+		
55	The medical education organization should use the principles, methods and practices of assessment that promote integrated learning and involvement in practical clinical work, provide interprofessional learning.		+		
	TOTAL :10	1	9	0	0
	STANDARD "RESIDENTS"				
	ADMISSION POLICY AND SELECTION				
56	The medical education organization should consider the relationship between the mission and the selection of residents.		+		
57	The medical education organization must ensure a balance between the existing potential and opportunities for training and recruitment of residents.	+			
58	The medical education institution must formulate and implement a policy on the criteria and process for selecting students, including the admission of residents with disabilities, requiring the necessary conditions and equipment in accordance with national laws and regulations, and take into account the safety of doctors and patients.		+		
59	The medical education organization must formulate and implement a policy for the transfer of residents from other national or international programs.		+		
60	The medical education institution must guarantee a high level of understanding of the biomedical sciences, achieved at the undergraduate level before starting postgraduate education.			+	
61	The medical education organization must guarantee the transparency of the selection procedure and equal access to postgraduate education.		+		
62	The medical education organization should consider, as part of its selection procedure, the specific abilities of applicants in order to enhance the outcome of the learning process in the chosen field of medicine.		+		
63	The medical education organization should develop an appeal procedure against the decision of the selection committee.		+		
64	The medical education institution should include associations and organizations of residents in the process of developing a policy for the admission and selection of residents.		+		
65	The medical education organization should periodically review its admission policy, based on relevant social and professional data, to meet the health needs of the community.		+		
	NUMBER OF STUDENTS				
66	The medical education organization should establish the number of residents that corresponds to the possibilities of clinical/practical training, the potential of clinical mentoring and other available resources, national and regional needs of human resources in accordance with the chosen field of medicine, and if the medical education organization does not independently determine the enrollment of students, then it should demonstrate their responsibility by explaining the relationship they have with the competent authorities and highlighting the implications of admissions decisions, such as imbalances between recruitment and available training capacity and resources.	+			

67	The medical education institution should have available information on the health needs of the community, which includes consideration of a balanced recruitment according to the gender, ethnic and social characteristics of the population, including the potential need for a special policy for the recruitment and admission of their groups of small peoples and doctors from rural areas.	+			
68	The medical education institution should review the number of residents through consultation with stakeholders.	+			
69	The medical education institution should adapt the number of residents, taking into account available information on the number of qualified candidates, available information on national and international labor markets, the unpredictability of the exact need of health professionals in various fields of medicine.	+			
SUPPORT AND ADVICE FOR RESIDENTS					
70	A medical education organization must have a system of academic consulting for residents, provide advice to residents, taking into account the results of monitoring progress in learning, including unintentional incidents.	+			
71	The medical education organization must provide support to residents, focused on social, financial and personal needs, allocate appropriate resources for social and personal support.		+		
72	The medical education institution must guarantee the confidentiality of counseling and support provided and provide support for career guidance and career planning.	+			
73	A medical education organization should provide support in the event of a professional crisis and involve student organizations (residents) in solving their problem situations.		+		
REPRESENTATION OF RESIDENTS					
74	The medical education organization should develop and implement a policy on the representation of residents and their due in the formulation of the mission and learning outcomes, participation in the development of the training program, planning of working conditions, evaluation of the training program, management of the training program.			+	
75	The medical education organization should encourage resident organizations to participate in decision-making about the processes, conditions and rules of education and training.		+		
WORKING CONDITIONS					
76	The medical education organization must conduct a training program in accordance with paid positions / scholarships or other ways to finance residents.		+		
78	The medical education organization must ensure the participation of residents in all medical activities of clinical sites, including the inclusion of home call duties related to the training program.	+			
79	The medical education organization must determine the responsibility and communicate to everyone information about the participation and conditions for the provision of medical services by residents.		+		
80	The medical education organization must provide additional training in case of forced breaks in training, on the occasion of pregnancy (including maternity / paternity leave), illness, military service or secondment.		+		
81	The medical education organization should ensure that the participation of residents in the provision of medical services is not dominated or excessive.		+		

82	A medical education organization should take into account the needs of patients, the continuity of medical care and the educational needs of residents when planning shifts and on-call work schedules.		+		
83	A medical education organization should allow training under special circumstances in accordance with an individual training program and taking into account previous experience in providing medical care.		+		
84	The medical education organization should ensure that the quality of education on an individual program and the total duration of training is not less than that of residents who have completed a full training program.		+		
	TOTAL :28	8	18	2	0
	STANDARD "TEACHERS"				
	EMPLOYMENT AND SELECTION POLICY				
85	A medical education organization should develop and implement a policy for the recruitment and admission of teachers, supervisors and mentors, which defines the required experience, criteria for scientific, educational, pedagogical and clinical achievements, including the balance between teaching, scientific activities and specialist qualifications, their responsibilities, duties of employees and, in particular the balance between teaching, research and medical care.		+		
86	The medical education organization must take into account the mission of the educational program, the needs of the education system and the needs of the medical care system in its selection policy.		+		
87	The medical education organization should, in the development and implementation of personnel policy, determine the responsibility of all doctors as part of their professional duties for participation in practice-based postgraduate education, reward their participation in postgraduate training of specialists, ensure that teachers are practitioners in their respective fields, ensure that that teachers in sub-specialties are appointed only for a certain period of study in accordance with the specifics of the training program and their qualifications.		+		
	COMMITMENT AND DEVELOPMENT				
88	The medical education organization must ensure that teachers and residents have enough time for teaching, mentoring and learning, provide a program for the development of teachers and mentors, and ensure periodic evaluation of the performance of teachers and mentors.		+		
89	When developing and implementing a personnel policy, a medical education organization should include in the employee development program and support for teachers their training and further professional development of both professional and pedagogical qualifications; evaluate and recognize the dignity of academic activities as teachers, mentors; determine the ratio between the number of teachers who have received recognition and the number of residents, guaranteeing their individual relationship and monitoring the achievements of residents.	+			
	TOTAL :5	1	4	0	0
	STANDARD "EDUCATIONAL RESOURCES"				
	LOGISTICS AND EQUIPMENT				
90	The medical education organization should provide residents with a base and opportunities for practical and theoretical training, access to the latest professional literature and sources, adequate information and communication technologies and equipment for teaching practical skills, a safe environment	+			

	for self-directed learning.				
91	The medical education organization should regularly evaluate and update the material and technical equipment and equipment to ensure their compliance and ensure the quality of postgraduate education.	+			
	CLINICAL BASES				
92	The medical education institution must select and approve training bases and ensure access to appropriate clinical/practical training bases, a sufficient number of patients, appropriate patients and information on patients with various problems to achieve training goals, including the use of both inpatient and outpatient care opportunities. , and on duty.	+			
93	When choosing a learning environment and clinical base, a medical education organization should ensure that the curriculum includes issues of health promotion and disease prevention, training in other relevant clinics/institutions and PHC.	+			
	INFORMATION TECHNOLOGY				
94	A medical education organization must guarantee access to web and electronic media and effectively use information and communication technologies, in an ethical manner, as an integrated part of the educational program.		+		
95	Medical education organization should promote the use of existing and new information and communication technologies by teachers and students for: self-study, communication with colleagues, access to relevant patient data and health information systems, patient management, practice and work in health care systems.		+		
	CLINICAL TEAM				
96	The medical education organization must guarantee the experience of working in a team of colleagues and other healthcare professionals.	+			
97	The medical education institution should provide training in an interdisciplinary/interprofessional team and develop the ability to work effectively with colleagues and other healthcare professionals.	+			
98	The medical education organization should promote the development of the ability to guide and train other health care professionals.	+			
	MEDICAL RESEARCH AND ACHIEVEMENTS				
99	The medical education institution must ensure that residents acquire knowledge and are able to apply the scientific foundations and methodology of scientific research in the chosen field of medicine and ensure appropriate integration and balance between training and research.		+		
100	The medical education organization must provide information on the research base and priority areas in the field of scientific research of the medical education organization		+		
101	The medical education institution should promote the participation of residents in medical research, the development of health quality and the health care system, which includes research in basic biomedical, clinical, behavioral and social sciences.		+		
102	The medical education organization should provide residents with appropriate time in the training program for conducting scientific research.		+		
103	A medical education organization should be given access to equipment for conducting scientific research and ongoing scientific activities at the training bases.		+		
	EXPERTISE IN THE FIELD OF EDUCATION				
104	The medical education organization should develop and implement a policy on the use of expertise in the field of education regarding the planning, implementation and evaluation of the educational program.		+		

105	The medical education organization should pay due attention to and ensure the development of expertise in education assessment and research in the discipline of medical education.		+		
106	A medical education organization should promote the development of the interests of employees in conducting research in education.		+		
TRAINING IN OTHER INSTITUTIONS					
107	The medical education organization must develop and implement an accessibility policy for residents and provide them with training opportunities in alternative institutions within or outside the country.		+		
108	A medical education organization should create a system for transferring and offsetting learning outcomes through active coordination of programs between teaching institutions and the use of academic credits.		+		
109	The medical education organization should promote the regional and international exchange of teachers and residents by providing appropriate resources.		+		
110	The medical education organization should develop relationships with relevant national and international bodies in order to facilitate the exchange and mutual recognition of learning elements.			+	
TOTAL :21		7	13	1	0
STANDARD "EVALUATION OF EDUCATIONAL PROGRAMS"					
MECHANISMS FOR MONITORING AND EVALUATION					
111	The medical education organization must constantly monitor the educational program, determine and implement a mechanism for evaluating the program, and evaluate the program taking into account the mission, the required learning outcomes, the content of the educational program, the assessment of knowledge and skills, and educational resources.		+		
112	The medical education organization should evaluate the program regarding the admission policy and the needs of the education and health care system, the process of implementing the educational program, assessment methods, the progress of residents, the qualifications of teachers, identified problems and shortcomings.		+		
113	The medical education organization must ensure that the relevant results of the evaluation are aimed at improving the educational program and the participation of stakeholders in the evaluation of the program.		+		
114	The medical education organization should ensure the transparency of the process and results of the assessment for management and all interested parties.		+		
FEEDBACK FROM TEACHERS AND RESIDENTS					
115	A medical education organization should study feedback on the educational program from teachers, residents, and employers.		+		
116	The medical education institution should actively involve faculty and residents in the planning of program evaluation, and use the results of the evaluation to improve the program.		+		
117	A medical education organization should study feedback on the educational program from teachers, residents, and employers.		+		
RESULTS OF RESIDENTS AND QUALIFIED SPECIALISTS					
118	A medical education organization should constantly monitor qualified specialists, provide feedback on the clinical practice of qualified specialists from employers, establish and apply a mechanism for evaluating the program using the collected data on the results of the clinical practice of qualified		+		

	specialists.				
119	The medical education organization should be informed about the results of the assessment of the clinical practice of qualified specialists of persons responsible for the admission of residents and planning the educational program.		+		
	STAKEHOLDER ENGAGEMENT				
120	The medical education organization should involve the main stakeholders in the program for monitoring and evaluating the educational program.		+		
121	The medical education organization should provide access to interested parties to the results of the evaluation of the course and the educational program, it should study and analyze the results of feedback on independent clinical practice of specialists and feedback on the educational program.		+		
	PROCEDURE FOR APPROVAL OF EDUCATIONAL PROGRAMS				
122	The medical education organization must document that all educational programs, including clinical sites, are approved by the authorized body on the basis of clearly established criteria, evaluation of the educational program and existing powers to award or withdraw recognition by the authorized body of clinical sites or theoretical training courses.		+		
123	The medical education organization should develop and implement a quality control system for the clinical base and other educational resources, material and technical equipment, including visits to training bases or other established procedures.		+		
	TOTAL :13	0	13	0	0
	STANDARD "MANAGEMENT AND ADMINISTRATION"				
	CONTROL				
124	The medical education organization must ensure that the educational program is conducted in accordance with the requirements of the regulatory rules regarding the admission of residents (selection criteria and number), process, assessment of knowledge and skills, established learning outcomes.		+		
125	The medical education institution should document the completion of training by awarding degrees, issuing diplomas, certificates or other formal qualifications for use by national and international competent authorities and should be responsible for quality assurance and quality improvement programs for postgraduate training.		+		
126	The medical education organization should guarantee the transparency of management and decision-making, the compliance of the program with the needs of public health and the provision of medical services.		+		
	ACADEMIC LEADERSHIP				
127	The medical education organization should define the responsibilities and responsibilities of management/employees for postgraduate medical education.		+		
128	The medical education organization should evaluate the management / employees at certain intervals in relation to the achievement of the mission of the postgraduate training program, the required final results of the program.		+		
	BUDGET FOR TRAINING AND RESOURCE ALLOCATION				
129	The medical education organization must determine the responsibility and authority for managing the budgets of the educational program.		+		
130	A medical education organization should have a clear set of responsibilities and powers to provide educational programs with resources, including a target budget for training, should allocate the resources necessary for the implementation and implementation of the training program and distribute educational resources in accordance with needs.		+		
131	The medical education institution should manage the budget to support the		+		

	commitment of faculty and residents to provide medical care and innovation in the program.				
	ADMINISTRATION AND MANAGEMENT				
132	The medical education organization must ensure the availability of an appropriate administrative and academic staff, employees to support the implementation of the educational program, proper management and allocation of resources.		+		
133	The medical education institution should develop a management quality assurance program, including regular reviews.		+		
134	The medical education organization should ensure that regular management reviews are carried out to achieve quality improvement.		+		
	REQUIREMENTS AND REGULATIONS				
135	The medical education organization must follow the definition of the national authorized bodies of the number and recognized medical specialties and other functions of medical experts, for the training of which postgraduate training programs are being developed.		+		
136	The medical education institution should define and approve postgraduate medical education programs in cooperation with all interested parties.		+		
	TOTAL :13	0	13	0	0
	CONTINUOUS IMPROVEMENT STANDARD				
137	The medical education organization, when implementing the development of postgraduate medical education with the involvement of relevant stakeholders, should initiate procedures for regular review and updating of the process, structure, content, learning outcomes / competencies, assessment of knowledge and skills, learning environment of the program, documented to correct shortcomings, allocate resources for continuous improvement .		+		
	The medical education organization should				
138	- base the updating process on prospective studies and analyzes and on the results of their own experience and the study of the literature on medical education		+		
139	- to ensure that the process of renewal and restructuring leads to a review of the policy and practice of the postgraduate medical education program in accordance with past experience, current activities and future prospects.		+		
	The medical education organization should pay attention to the following issues in the process of updating:				
140	-Adaptation of the mission and results of postgraduate programs in the scientific, socio-economic and cultural development of society		+		
141	- Modification of established learning outcomes after completion of postgraduate studies in the chosen field of medicine in accordance with the documented needs of the environment apply to recently completed training in healthcare professionals, changes may include clinical skills, training in public health and participation in patient care, relevant responsibilities assigned upon completion of the program.		+		
142	-Adapt educational approaches and teaching methods to ensure they are appropriate and relevant		+		
143	-Adjusting the structure, content and duration of residency training programs in line with advances in the basic biomedical sciences, clinical, behavioral and social sciences, changes in demographic and population health/disease structure, and socio-economic and cultural conditions, adjustment will ensure that new relevant knowledge, concepts and methods are included and obsolete ones are canceled		+		
144	-Adapting resident selection policies, resident selection and admission methods to changing expectations and circumstances, human resource needs,		+		

	changes in basic medical education and curriculum requirements				
145	-Adapting resident selection policies, resident selection and admission methods to changing expectations and circumstances, human resource needs, changes in basic medical education and curriculum requirements		+		
146	-Adaptation of the policy of recruitment and development of academic mentors and teachers in accordance with the changing needs in postgraduate education		+		
147	-Updating the equipment at clinical training sites and other educational resources to the changing needs in postgraduate medical education, i.e. the number of residents, the number and profile of teachers, the training program and modern teaching principles	+			
148	-Improving the process of program monitoring and program evaluation		+		
149	- Development of organizational structure, management and management to cope with changing circumstances and post-graduate education needs, and over time gather the interests of various stakeholder groups		+		
	TOTAL :14	1	13	0	0
	TOTAL :	29	117	3	0

