



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the Results of the External Expert Commission's work  
on the evaluation of the educational program in the specialty of residency  
(7R01156) «Clinical laboratory diagnostics»  
of compliance with the requirements of specialized  
accreditation standards

Non-Commercial Joint-Stock Company  
«Semey Medical University»  
from May 30 to June 01, 2023

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

*Addressed to the IAAR  
Accreditation Council*



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**(I) LIST OF SYMBOLS AND ABBREVIATIONS**

Abbreviation	Definition
AC	academic committee
AEPMS	automated educational process management system
AIS	automated information system
AS	administrative staff
CbD	Case-based-discussion
CBL	Case-based-learning
CC	component of choice
CD	civil defense
CEP	Committee for Educational Programs
CMS	control and measuring system
CRL	center of the research laboratory
DARIC	department of Anesthesiology, Reanimation and Intensive Care
DH ARO	Department of Healthcare of the Abay region
DQCME	Department of Quality Control of Medical education
DSHR	Department of Science and Human Resources
EC	expert council
EKR	East Kazakhstan region
ELISA	enzyme-linked immunosorbent assay
EMCD	educational and methodical complex of the discipline
EMH	emergency medical hospital
EML	educational and methodical literature
EP	educational program
EPR	educational program of residency
ES	emergency situation
FA	formative assessment
FAD	final assessment of the discipline
FSC	final state certification
HLS	healthy lifestyle
IC	individual curriculum
IHE	institution of higher education
IWPT	individual work plan of the teacher
IWR	independent work of a resident
KMIS	Kazakhstan medical information system
KPI	Key performance indicators
LAGE	legal act general education
LEP	local executive power
MC	main component
MH RK	Ministry of Health of the Republic of Kazakhstan
MI	medical institution
MM	mass media
MSE on REM	municipal state enterprise on the right of economic management
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
MOE	medical organization of Education
MTB	material and technical base
NCIE	National Center for Independent Examination
NCJSC «MSU»	Non-profit joint-stock company «Medical University of Semey»
OE	organization of education
OSCE	objective structured clinical exam

OSPE	objective structured practical exam
PBL	Problem Based Learning
PCR	polymerase chain reaction
PGE	postgraduate education
PSR	safety regime
QMS	Quality Management System
RI	research institute
RI RME	research institute of Radiation Medicine and Ecology
RW	research work
SA	summative assessment
SAC	state attestation commission
SC	standard curriculum
SOSE	State obligatory standard of education
SP	standard program
TBL	Team-based-learning
TMT	technical means of training
TS	teaching staff
TUKMOS	Turkish National Standard of Medical Education
UH	university hospital
«UHEAS»	unified higher education accounting system
WC	working curriculum
WHO	World Health Organization
WP	working program



## (II) INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating (hereinafter – IAAR) № 81-23-OD dated 16.03.2023, from May 30 to June 01, 2023, an external expert commission (EEC) evaluated the educational program of the residency 7R01156 «Clinical Laboratory Diagnostics» of compliance with the standards of specialized accreditation of basic medical and pharmaceutical education IAAR based on the standards of WFME/AMSE (Republic of Kazakhstan) dated May 25, 2018 № 68-18/1-OD, implemented by NCJSC Semey Medical University.

The report of the external expert panel contains an assessment of the compliance of activities within the framework of specialized accreditation with the IAAR criteria, recommendations of the EEC on further improvement of the parameters of the specialized profile of the educational program 7R01156 Clinical Laboratory Diagnostics.

### **EEC composition:**

**Panel Chairman, IAAR expert** – Iglukova Asiya Erbulatovna, Candidate of Medical Sciences, Associate Professor, Al-Farabi Kazakh National University (Republic of Kazakhstan, Almaty);

**IAAR Foreign expert** – Yurieva Elena Anatolyevna, Candidate of Medical Sciences, Associate Professor, FSBEI HE «Prof. V.F. Voino-Yasenetsky Krasnoyarsk State Medical University» (Russian Federation, Krasnoyarsk);

**IAAR Foreign expert** – Akberova Ilakha Kamal kyzy, PhD, Associate Professor, Azerbaijan State Advanced Training Institute for Doctors named after A. Aliyev (Azerbaijan Republic, Baku);

**IAAR expert** – Klyuev Dmitry Anatolyevich, Candidate of Medical Sciences, Associate Professor, NCJSC «Karaganda Medical University» (Republic of Kazakhstan, Karaganda);

**IAAR expert** – Zharmenov Samat Madikhanovich, Candidate of Medical Sciences, Associate Professor, Kazakhstan's medical university «KSPH», (Republic of Kazakhstan, Almaty);

**IAAR Employer-Expert** – Koishyman Ernar Yerkinbekuly, LLP "Neurorehabilitation Center «Luch» (Republic of Kazakhstan, Karaganda);

**IAAR Student-Expert** – Zhardemali Maya Daurenkyzy, student, Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan, Almaty);

**IAAR Student-Expert** – Ibrayev Batyrzhan Sabyrhanuly, resident, NCJSC «Astana Medical University» (Republic of Kazakhstan, Astana);

**IAAR Coordinator** – Dzhakenova Alisa Satbekovna, Candidate of Medical Sciences, Head of Medical Projects of the Agency (Republic of Kazakhstan, Astana).

## (III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

Semey Medical University was founded in 1953 (the opening of the Faculty of General Medicine). In 1953, 320 students were enrolled. Over the years of its existence, university graduates have been successfully working throughout Kazakhstan, as well as near and far abroad.

The University provides educational services of higher, postgraduate and additional education. The training is conducted in the state, Russian and English languages. The contingent of students is more than five thousand people. The form of training is full-time, full-time, distance.

Clinical skills training is conducted on the basis of the Department of Simulation Technologies, in its own university hospital and 117 clinical bases.

The contingent is 6136. 1685 foreign students study at the university, whose share is 27,4% of the total contingent. Over the history of its existence, the University has trained more than 25 thousand specialists in medicine and pharmacy.

Currently, Semey Medical University is the largest university in the North-Eastern region of Kazakhstan and the main supplier of medical personnel for the Abay, East Kazakhstan and Pavlodar regions.

The University annually occupies a leading position in the national rankings of universities in Kazakhstan. According to the results of the National Ranking of the Leading Universities of Kazakhstan-2022, Semey Medical University took the honorable 1st place among medical universities. According to the results of the national award "ALTYN SHIPAGER", NCJSC "SMU" was recognized as one of the best medical universities in the country.

The University is the leader among medical universities in Kazakhstan in terms of graduate employment. The share of employed graduates reaches 100%.

In total, over the years of its existence, the university has trained more than 25 thousand specialists who successfully work in Kazakhstan, near and far abroad (Pakistan, India, Palestine, Sudan, Morocco, Jordan, Israel, Syria, Russia, Germany, Canada, etc.), which indicates a high level of qualification of trained specialists. International cooperation of the University traditionally continues with Russia, Japan, Turkey, India, Pakistan. International projects are being implemented within the framework of the Erasmus program. This year, in September, an agreement on strategic partnership was signed with the Russian National Research Medical University named after N.I. Pirogov (Russia, Moscow), as well as with Kazan State Medical University.

Currently, the University has 63 contracts with educational, scientific organizations and clinics from 24 countries of the world. Since 2016, Erasmus+ projects have been implemented at the university, which are aimed at increasing the potential of teaching and administrative staff, strengthening the material and technical base, expanding international relations of the university and improving educational programs. In March 2023, memoranda of understanding were signed with the organizations DR. D. Y. PATIL VIDYAPEETH, PUNE and Max Healthcare.

In the short term, the university sets itself the goal of entering the TOP-700+ universities in developing countries in Europe and Central Asia. To achieve this goal, a modern integrated academic healthcare system was created as a result of the merger of the university with the Research Institute of Radiation Medicine and Ecology and the expansion of the network of university clinical bases in the Abay region, East Kazakhstan and Pavlodar regions.

The university has passed the institutional accreditation, certificate IA-A No. 01081 dated June 10, 2019 is valid until 2024.

The quality management system is certified for compliance with the requirements of ST RK ISO 9001-2016. Certificate of Conformity No. KZ.Q.02.0305.C21.007506 dated 12/09/2021 Valid until 12/09/2024.

#### **(IV) DESCRIPTION OF THE EEC VISIT**

The work in the EEP was carried out on the basis of the Visit Program of the IAAR expert panel within the framework of specialized accreditation of educational programs in the period from May 30 to June 01, 2023.

In order to coordinate the work of the EEC, on May 26, 2023, an introductory meeting was held, during which powers were distributed among the members of the commission, and the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

In order to obtain objective information on the evaluation of the university's activities, the members of the EEP used such methods as visual inspection, observation, interviewing employees of various structural divisions, teachers, students, graduates and employers,



questioning the teaching staff and students.

The meetings of the EEC with the target groups were held in accordance with the specified program of the visit, in compliance with the established time interval. On the part of the University staff, the presence of all persons specified in the visit program was ensured.

In accordance with the requirements of the standards, in order to obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors, heads of structural divisions, deans, heads of departments, teachers of departments, students, graduates, employers, interviews and questionnaires of teachers and students were conducted. A total of 29 people took part in the meetings on the Educational Program «Clinical Laboratory Diagnostics» (Table 1).

Table 1 - Information about staff members, students, employers, graduates, who took part in meetings with the EEP IAAR on the EP «Clinical Laboratory Diagnostics»

Category of participants / number								
University Management		heads of structural divisions	deans	teaching staff	heads of EP, heads of departments	students	employers	graduates
rector	vice-rectors							
1	4	12	1	7	2	0	2	0

According to the program of the EEP visit, an on-line and off-line tour of the university was also conducted, during which experts visited: the Service Center for Employees and Students, the Library, the Registrar Office, the audio-video Recording Studio, the School of Postgraduate Education, the School of Public Health, Dentistry, Pharmacy and Nursing, the Department of Digital Technologies, Educational and clinical center.

In accordance with the accreditation procedure, an on-line survey of teachers was conducted. According to the results of a survey of teachers, which was attended by 29 people, it was revealed that 100% of respondents noted that they were satisfied with the content of the educational program, opportunities for continuous development of potential, professional development, the ability to actively apply their own teaching methods in the educational process. All respondents answered that the library has the necessary scientific and educational literature. Many respondents are satisfied with the support of the management both in relation to the development of new educational programs and motivational approaches. In general, the vast majority of respondents answered positively to all the questionnaire questions and believe that this is an actively developing university with great growth opportunities and conditions for both teachers and staff, as well as students.

As part of the planned program, recommendations for improving the university's activities developed by the EEP based on the results of the examination were presented at a meeting with the management and heads of structural divisions of the SMU on 30.05.2023.

## **(V) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

Specialty 7R01156 «Clinical laboratory diagnostics» was introduced in the Republic of Kazakhstan in 2023. The accreditation procedure of the Educational Program is carried out for the first time.



## (VI) COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION

### 6.1. Standard «Mission and learning outcomes»

#### *The Evidence*

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

The mission of the educational program of residency in the specialty 7R01156 «Clinical laboratory diagnostics» is defined in the Educational Program for the specialty - Training of qualified, competitive personnel in the specialty «Clinical laboratory diagnostics», meeting modern requirements for the quality of specialist doctors to provide high-quality medical care.

Teaching staff of the department together with doctors of practical healthcare participated in the development of the Mission of the Educational program in the specialty 7R01156 «Clinical laboratory diagnostics». Upon completion of the EP development, positive external and internal reviews were received. The head of the Department of Laboratory Medicine of the NCJSC «Astana Medical University», PhD Moldabaeva A.K., acted as a reviewer for the external review. An internal review is chief freelance laboratory assistant of the Abay region, head of the centralized medical laboratory of the «Polyclinic № 7» Semey city Sultanova R.S.

The educational program was developed collegially approved at a meeting of the Department of Infectious Diseases, Dermatovenereology and Immunology (Protocol № 3 of October 31, 2022), the CEP of residency specialties (Protocol № 3 of November 24, 2022), the Academic Committee (Protocol № 3 of December 20, 2022) and the Board of Directors (Protocol № 4 of April 27, 2023).

The mission of the EP was brought to the attention of all employees of the departments (Protocol № 3 of October 31, 2022), stakeholders and the health sector by posting information about the residency on the university's website. Health authorities are informed about the mission of the educational program as a result of the active participation of departments, university staff in conducting scientific and practical conferences at clinical bases. Information about the mission of the educational program is provided to partners from far and near abroad with participation in scientific and practical conferences, joint master classes or in the process of «academic mobility» of teachers and residents.

The mission of the educational program has been brought to the attention of the authorized bodies in the field of medical education and healthcare, the academic community, students and all interested parties by publishing on the official website of the university – <https://smu.edu.kz/ru/o-nas/>, posting on information stands of departments, publications in guidebooks and booklets of the admissions committee.

To implement the EP in the specialty «Clinical Laboratory diagnostics», the University has a material and technical base that complies with the current fire safety rules and regulations, and provides for all types of disciplinary training, practical and scientific work of students provided for in the curriculum and extracurricular activities. Thus, the available resources and capabilities of the university meet the requirements of the market. Information resources (Internet, educational portal, implementation of AIS Platonus, etc.) are supported by the Department of Digital and PR technologies. Foreign teachers are attracted to study through academic mobility programs and visiting professors. Continuous improvement of all types of university activities allows us to train competitive and competent specialists.

The purpose of the final certification is to assess the professional readiness of graduates upon completion of the study of the residency educational program.

An analysis of the quality of university graduates' training is carried out annually by questioning the heads of medical institutions. According to the results of the survey, graduates of the university confirm the prestige of the university: demand, competitiveness of graduates,

compliance with qualification characteristics, sufficient level of professional knowledge, skills and practical skills, compliance of graduates with the modern level of medicine, ability to work in a team, leadership abilities of graduates, readiness for self-improvement, their communicative abilities, etc.

The SMU uses institutional autonomy in the formulation and implementation of Quality Policy, the development of an EP, the evaluation of recruitment, research, and the allocation of extra-budgetary resources under the program «Clinical Laboratory Diagnostics».

The educational program in the specialty is developed, implemented and monitored with the participation of all interested parties.

The structural unit responsible for the development of educational programs is the Committee of Educational Programs of Residency specialties, whose activities are regulated by the Regulation «On the Committee of Educational Programs of the NCJSC Semey Medical University». The Committee consists of experienced methodologists from among leading professors, associate professors, advisors in relevant educational areas, representatives of students and practical healthcare. The working curriculum based on the standard curriculum of the specialty, the catalog of elective disciplines, as well as the content of the academic disciplines of the educational program within the framework of academic freedom is determined by the university independently. The content of academic disciplines is determined by syllabuses, which are developed by the department independently, taking into account prerequisites and post-prerequisites, coordinated with adjacent departments, then considered by the Committee of Educational Programs of Residency specialties and approved at a meeting of the Academic Committee. Residents are involved in the process of evaluating educational programs by expressing their opinions and wishes at the end of a course of study or mastering a particular discipline, or by questioning to identify opinions and take into account comments, suggestions from direct consumers. The comments and suggestions of residents on the organization of the educational process (schedule of classes, etc.), the curriculum in elective disciplines, the list of elective disciplines, the library fund and other issues directly related to the learning process can be taken into account.

NCJSC «SMU» systematically assesses the state of affairs and prospects for the development of the university, analyzes the strengths and identifies weaknesses of the activity, develop corrective measures for improvement, on the basis of which a strategic plan for the development of the university is subsequently formed. Internal and external audits are conducted. Internal audit by the Quality Management System Department, the Department of Quality Control of Medical Education (DQCME) and schools. External audit is carried out during the final state certification (FSC), licensing and re-certification for compliance with the requirements of ISO 9001:2015, as well as during the accreditation of the university. The results of audits and examinations are covered at meetings of the Board of Directors, the Management Board, the Scientific Council, the Academic Committee, faculty councils, whose decisions determine the policy, areas of activity and corrective measures. The results of the analysis of activities in the form of reports on the activities of the University, audits are posted on the university's website.

Thus, the mission and vision of the SMU correspond to the Strategic Development Program, contribute to the development of innovative technologies that are available in the world practice of medical education; training of specialists focused on the needs of the economic and social development of the country, internationalization of education and harmonization with leading medical universities.

### ***Analytical part***

Analyzing the compliance of the EP with the standards for international accreditation in accordance with the IAAR standards, it should be noted that the parameters of the standard «Mission and learning outcomes» correspond.

Educational activities are based on the implementation of the state program for the development of healthcare of the Republic of Kazakhstan "Densaulyk" for 2016-2019, the

implementation of the Roadmap of the Ministry of Health of the Republic of Kazakhstan "Modernization of medical education" for 2016-2019, which provides for the synthesis of education, science and innovation, allowing to develop and implement new world-class educational technologies, to form professional competencies among graduates of the university, ensuring their competitiveness in the medical services market.

The members of the EEP note that at meetings with focus groups of teaching staff on EP «Clinical Laboratory Diagnostics», the staff confirmed the mission of the university and the EP through the official website of the SMU, in general, they could formulate the mission of the EP in their own words. Focus groups of employers and graduates at meetings with the members of the EEC replied that they were aware of the existence of the mission of the University and the EP, that they were posted on the website, but they themselves did not participate in its formation.

During the development of the EP «Clinical Laboratory Diagnostics», the final results of training were determined, which clearly correlate with the governing documents, in particular the working curriculum and the SOSE. During the interview, the University staff were able to show the connection between the final learning outcomes and the mission of the EP, as well as specific ways to achieve the presented results.

The material resources available at the university are used responsibly in order to adequately implement the goals set by the mission. The members of the EEC note that great importance is attached at the university to the formation of proper behavior among students in relation to each other, teachers, colleagues, patients and their relatives.

During meetings with focus groups of employers, a high demand for graduates was noted, which confirms the compliance of EP 7R01156 «Clinical laboratory diagnostics» with the declared final results.

#### ***Strengths / best practice***

The organization includes professionalism in the training of doctors and ensures that training promotes professional autonomy to enable future action in the best interests of the patient and society.

#### ***EEC recommendations***

There are no recommendations for this standard.

***Conclusions of the EEC on the criteria:*** strong – 1, satisfactory – 12, suggest improvements – 0, unsatisfactory – 0.

## **6.2. Standard «Educational program»**

### ***The Evidence***

The educational process at the University is organized in accordance with the «Rules for organizing the educational process on credit technology of education» (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated 20.04.2011 № 152).

With modular training, educational information is divided into modules - autonomous organizational and methodological blocks, the content and volume of which varies depending on the didactic goals, profile and level differentiation of residents, the desires of residents to choose an individual trajectory of movement along the training course.

The credit-modular system is based on the unity of modular learning technologies and ESTS credits - units of measurement of the student's workload, necessary for the assimilation of content modules. The purpose of introducing a credit-modular system is to create flexible educational structures, both in terms of content and organization of training, «guaranteeing the satisfaction of the needs that are currently available and determining the vector of new interest». Credit-modular technology implies increasing the responsibility of students for the learning

process.

The educational program of the specialty «Clinical laboratory diagnostics» is included in 3 modules, which include compulsory disciplines / modules, as well as a university component of choice:

№	Name	Name of discipline
1	Hematological studies	Clinical laboratory diagnostics
		Biochemical laboratory diagnostics
2	Diagnostics of the hemostasis and immunity system	Coagulological laboratory diagnostics
		Immunological laboratory diagnostics
3	Diagnosis of infectious diseases	Microbiological laboratory diagnostics
		Parasitological laboratory diagnostics
		Molecular biological and genetic laboratory diagnostics

When compiling the learning trajectory, the sequence of passing modules / disciplines was observed, taking into account pre- and post-requisites, the content of which is aimed at achieving knowledge, skills and abilities, providing a stepwise approach to their study.

All learning conditions are provided with consistency, continuity of their content, consistent development of all competencies depending on the specialty, takes into account the logic of the academic interconnection of disciplines, their continuity. The model of the educational program based on the established final results of the training of residents and the qualifications they receive is also ensured by the transparency of training. Residents and teachers are informed about the necessary competencies that both students and teachers acquire. This happens in conditions of openness and awareness of the successes of residents.

The structure and content of the EP in the specialty «Clinical laboratory diagnostics» comply with the requirements of the State Educational Standard of the Republic of Kazakhstan in 2022, approved by order of the Ministry of Health of the Republic of Kazakhstan №ҚР ДСМ-63. Residents are given the opportunity to acquire deeper knowledge and skills in the chosen specialty (through elective components, electives, additional educational activities). A graduate who has completed training is allowed to practice independently as a doctor in the manner prescribed by law; has the right to continue further education in doctoral studies.

The program is included in the ESUVO register of the Ministry of Science and Higher Education (MSHE RK).

The residency EP complies with international requirements, level 7 of the national qualification framework in medical education and the Qualifications Framework in the European Higher Education Area.

In accordance with the classifier, the specialty is legitimate and at the end of the educational program, the graduate is issued a certificate of completion of residency with the qualification «doctor of laboratory diagnostics», an appendix to the certificate (transcript) indicating the list of disciplines studied with grades, volume of academic hours.

The National Higher Education Qualifications Framework of the Republic of Kazakhstan is compatible and comparable with the European Higher Education Area Qualifications Framework, which is necessary to ensure the recognition of the qualifications of graduates of Kazakhstani higher education institutions and increase their competitiveness both domestically and abroad.

The rules for organizing the educational process are defined in the Academic Policy of the university. The residency EP guarantees the integration of theory and practice, with the dominance of practical training (the theoretical part is only 20%), at the bedside. The training of residents is carried out with an emphasis on the formation of responsibility for the activities of providing care to patients in medical organizations, providing quality medical services.



The practical work of the resident is carried out in the clinical and diagnostic laboratories of the clinical bases of Semey (University hospital of the NCJSC «SMU» and emergency medical hospital), as well as Ust-Kamenogorsk and Pavlodar. The resident has been working with patients in the clinic since the 1st year of study. Different levels of clinical skills development are structured according to the specific stage of the training program. As the training progresses, the level of responsibility of the residents gradually increases in order to prepare for independent activities after the completion of the training.

Practical training is carried out at clinical sites through the daily personal participation of a young specialist in the treatment and diagnostic process, using the principles of evidence-based medicine, both in class time and during independent work.

To improve the educational process: from the transfer of knowledge to the formation of professional competencies, various teaching methods are used that are necessary to achieve the final result of education. In addition to traditional methods, practice-oriented methods are used to train residents.

Resident training methods include: seminars, webinars, conferences, case studies, clinical reviews, symposiums, problem-based learning (PBL); case-based learning (CBL), case based discussion (CBD).

The equipment clinical bases (microscopes, analyzers of various types, software, boxes for laboratory research, etc.) allows you to effectively implement practical training methods with the active participation of residents, such as: performing laboratory tests in accordance with standards of medical care, conducting quality control of performed research, attending medical conferences, consultations, training through research (participation in the student scientific circle, the implementation of scientific research). A catalog of elective disciplines has been developed, in which residents are given the opportunity to make an alternative choice.  
<https://docs.google.com/document/d/1AlfUXAkYTkdsdK31WvjvOZOICilVsWvs/edit>

Analysis of teaching methods, examination of the quality of educational programs is regularly carried out by departments and CEP, with mutual visits to classes, conducting open classes, discussing them at meetings of the department, with the participation of teaching staff in scientific and methodological seminars, conferences.

Thus, teaching and learning methods correspond to the content and end results of training, are necessary for the formation of an active position of residents in the formation of knowledge and skills, the development of motivation, responsibility and the need for lifelong learning.

The work programs of the disciplines provide for the possibility of changing the thematic plan of the discipline up to 40% and the content of the discipline up to 20%. Elective courses have a pronounced professional orientation and are focused on the needs of the labor market. Students have the opportunity to form an individual educational trajectory of study, taking into account the specialization that will be in demand in practical healthcare after graduation.

The EP provides for training in research skills, taking into account the real needs of modern medicine, aimed at developing the skills of medical research methodology using scientific foundations.

In residency, students improve their knowledge and skills in performing scientific research. They are actively involved by employees of basic institutions and teaching staff of the department in the recruitment, analysis and statistical processing of material. Scientific research is an obligatory component of training in residency and implies the integration of educational, practical and research processes, with the result in the form of publications of scientific papers, speeches at conferences of various levels. Residents work in a scientific circle, participate in scientific competitions. Conducting scientific research and publishing is positively evaluated when evaluating the portfolio of residents.

Each discipline includes training from the standpoint of evidence-based medicine, research management and public health, teaching the search for reliable and high-quality information, the ability to differentiate it by degree of value and effectively use it in clinical practice and research work.

To achieve the final learning outcomes, the student must use the knowledge and skills of evidence-based medicine at all levels of medical care. All clinical bases of the department work in accordance with the clinical protocols of the Ministry of Health of the Republic of Kazakhstan, based on evidence-based medicine.

Practical training includes elements of problem-based learning, project research. To develop residents' skills and knowledge in critical judgment and substantiation of problem solving based on evidence-based medicine, active teaching methods are used at the departments:

- Substantiation of the diagnosis and management tactics based on evidence;
- Work in «small groups» of two or three residents to form a critical approach to the analysis of scientific papers, the completeness of the disclosure of the stated topic, the persuasiveness of the author's argument, the consistency of the report;
- Analytical essay - executive summary improves the ability to formulate the main problem, synthesize the available information and clearly formulate conclusions and recommendations.
- Mind maps are used to visually structure a topic.

The Student Scientific Society of the University assists in the publication and implementation of the results of scientific work, participation in international and interuniversity scientific conferences, and registration of scientific papers of residents for grants, nominal scholarships, prizes and other forms of moral and material encouragement.

Research work is carried out at all bases of the Department of Infectious Diseases, Dermatovenereology and Immunology.

Thus, residents have the opportunity to satisfy their scientific interests in all areas.

NCJSC «SMU» provides an opportunity to work in computer classes with access to the «Medline» evidence-based medicine database, the Cochrane Library. Since 07.02.2023, the University has an annual institutional subscription to the UpToDate electronic resource, which is a valuable resource for practical medicine.

The EP provides for, as part of the implementation of the IWR, the training of residents in the skills of critical evaluation of literature, articles and scientific data by writing abstracts, presentations in accordance with the thematic plan of the discipline, essays on topical problems of diagnosis and treatment of diseases.

A catalog of elective disciplines is formed annually, consisting of disciplines separately for each course of the specialty. The catalog is posted on the university's website.

The University ensures the inclusion of representatives of students and employers in the advisory bodies. Responsible for the management of the educational program are the School of Postgraduate Education, structural divisions (DQCME) and advisory bodies (CEP, Academic Committee).

The educational process is managed by Chairman of the Board – Rector and Deputy Chairman of the Board for Clinic and Postgraduate Education.

The development and evaluation of educational programs in the areas of training is carried out by the profile committee of educational programs (CEP), which, along with the teachers of the departments, includes representatives of residents and practical healthcare.

In order to evaluate and analyze the effectiveness of educational programs, the work plans of the CEP include an assessment by the relevant expert group of all educational programs in disciplines and specialties.

Employees, residents and representatives of practical healthcare are involved in the management of training programs through their inclusion in the advisory bodies and through regular sociological surveys. Teachers are responsible for the quality preparation of the educational program, and the University management for the allocation of resources necessary for its implementation.

Residents are involved in the process of evaluating educational programs by expressing their opinions and wishes at the end of a course of study or mastering a particular discipline, or by questioning to identify opinions and take into account comments, suggestions from direct consumers. The comments and suggestions of residents on the organization of the educational



process (schedule of classes, etc.), the curriculum in elective disciplines, the list of elective disciplines, the library fund and other issues directly related to the learning process can be taken into account.

Feedback results are taken into account when planning work for improvement, contributes to a better understanding of the current needs of residents and teachers, and is systemic when making changes to the educational program.

Feedback is also provided to teaching staff and students of the university. They have the opportunity to participate in the evaluation and subsequent improvement of the educational program on a regular basis through various feedback channels. At the university, the QMS department and the employment department are constantly working to determine the satisfaction of internal and external consumers of the university. The feedback results are analyzed and discussed at the meetings of the departments, dean's office, Academic Committee and Scientific Council. For feedback, the rector's blog is used, where students and university staff receive answers to their questions about the conditions for the implementation of the educational program.

Thus, currently, according to EP 7R01156 «Clinical laboratory diagnostics», functions are distributed among the structures responsible for managing educational programs, taking into account the representation of students, teaching staff, employers, and other interested parties. The content of the educational process is regularly checked by the Department of Quality Control of Medical education, the dean's office. The educational program is evaluated by interested parties, which makes it possible to adjust the EP and make certain changes.

### ***Analytical part***

During the visit, experts conducted a detailed analysis of the accredited EP for compliance with the requirements of the modern education market, principles and methods of organizing educational, research and educational processes aimed at satisfying the interests of students and all participants in the educational process of the EP. The content and form of the EP, the decisions taken by the management of the EP, are coordinated with the strategic documents of the university and the regulatory documents of the Republic of Kazakhstan. The University has budget financing at its disposal and is able to attract funds from the university's commercial activities for the implementation, improvement and training of teaching staff within the framework of the EP.

The leadership of the SMU and the EP not only declares the involvement of stakeholders in the development of educational programs and evaluation of its effectiveness, but also involves them in work, which is confirmed at meetings with focus groups. A lot of work is carried out with employers in order to optimize, quality employment and motivation of future graduates, attracting them to work in rural areas. Thanks to close cooperation with employers, the indicator of the strategic development of the university - the percentage of graduates' employment - fluctuates annually in the high range of 98,1% - 98,9%.

Despite the fact that the self-assessment report does not demonstrate an operational relationship between the EP «Clinical Laboratory Diagnostics» and the previous stages of professional training, at meetings with focus groups, teachers were able to answer how, which disciplines and in which courses allow them to prepare for these stages. Also during the interview, the teachers were able to explain to the members of the EEP how the catalog of elective disciplines is formed, how their choice and formation of an individual educational trajectory takes place. Nevertheless, this traceability could not be identified during the analysis of the program itself, as well as the submitted documents, including the requirements for applicants. It would be advisable to reflect the process of taking into account the results of previous levels of training (what skills and competencies are needed and how to get them in the absence, for example, at the expense of elective or additional disciplines).

At the same time, the commission notes that the report and responses during the visit do not reflect how interested persons are informed when the content of the EP changes, and where

the changes made to the EP are published, which the university needs to take into account in the future.

Also, the members of the EEP draw the attention of the management of the EP to improving the work on making changes to the content of the EP, taking into account the latest achievements of science and technology in the field of pharmacy, medicine, scientific research, because during the interview, students found it difficult to answer such questions and could not give examples of specific disciplines, lectures, classes.

***Strengths / best practice***

No strengths identified for this standard.

***EEC recommendations***

The management of the EP should develop and reflect in the EP the accounting of the results of previous basic medical education (disciplines or learning outcomes).

The deadline is until the beginning of the 2023-2024 academic year.

***Conclusions of the EEC on the criteria:*** strong – 0, satisfactory – 19, suggest improvements – 1, unsatisfactory – 0.

### **6.3. Standard «Residents assessment policy»**

***The Evidence***

The assessment of the educational achievements of the students of the residency programs at the NCJSC «SMU» is carried out using criteria, regulations and procedures developed in accordance with the goals and objectives in order to the implementation of educational programs and assigned qualifications within the framework of the current rating system and control of the educational process in accordance with the directive and internal regulatory documents:

1. The Law of the Republic of Kazakhstan «On Education» № 319-III dated 27.07.2007 (with amendments and additions as of 01.01.2021).
2. Order of the Ministry of Education and Science of the Republic of Kazakhstan № 152 dated 20.04.2011 «On approval of the Rules of the organization of the educational process on credit technology of education».
3. Order of the Minister of Science and Higher Education of the Republic of Kazakhstan № 2 dated 20.07.2022 «On approval of state mandatory standards of higher and postgraduate education».
4. Order of the Minister of Education and Science of the Republic of Kazakhstan № 595 dated 30.10.2018 «On approval of Standard rules for the activities of educational organizations of appropriate types».
5. Order of the Ministry of Health of the Republic of Kazakhstan № ҚР ДСМ-249/2020 dated 11.12.2020 «Rules for assessing the knowledge and skills of students, assessing the professional readiness of graduates of educational programs in the field of healthcare and healthcare professionals».
6. Order of the Minister of Health of the Republic of Kazakhstan № ҚР ДСМ-63 dated 04.07.2022 «On approval of state mandatory standards for levels of education in the field of healthcare».
7. Academic policy of NCJSC «SMU».

In addition to the above documents regulating the methods used to evaluate residents, including the criteria for passing exams, the university adheres to the requirements of educational programs, syllabuses in disciplines, the content of which reflects the forms and methods of control of students' knowledge, including testing, the delivery of practical skills.

The analysis of the coverage of learning goals for each type of assessment allows you to conduct an automated system of AEPMS KEYPS, thanks to which, the student's progress on issues related to specific learning goals gives a complete picture of the compliance or insufficiency of evaluation tools, tests, which allows you to control the learning process, the methodology of teaching subjects, as well as the quality of control and measuring instruments (CMI).

Monitoring and evaluation of educational achievements of residents is carried out in the form of current, intermediate and final control of the studied specialty.

The current assessment of residents is carried out by assessing practical skills in any of the following ways: mini - clinical exam, 360 degree assessment, OSCE, OSPE, direct observation of practical skill and more. Standardized checklists are used to achieve the objectivity of the assessment. At the end of the discipline, the average formative practical assessment (80%) is displayed. The latter, together with the normative assessment of the test exam (20%), made up the formative assessment (FA). The format of the FA should be discussed and approved at a meeting of the department, reflected in the syllabus of the discipline. FA is 60% of the Final assessment of the discipline (FAD).

Summative assessment (SA) includes 2 stages: an exam on mastering the practical part of the discipline (50%) and a summative test exam (50%). Summative evaluation is 40% FAD. It is allowed to take a summative test exam upon completion of the discipline.

Intermediate control in the development of residency programs is expressed in the current exams in disciplines / modules and a transferable clinical exam (intermediate annual certification) between the years of study.

Control and measuring tools for assessing the knowledge of residents are developed by departments in the form of tests, situational tasks, etc. Teachers are regularly trained for the correct formulation of test tasks.

Annually, at the end of the academic year, a residency student is certified for the implementation of an individual work plan and the development of step-by-step competencies and mastering clinical competencies.

A resident who has completed the training program is admitted to the Final Certification. The final certification is carried out in accordance with the final results of training and includes two stages in accordance with the Rules for assessing the knowledge and Skills of students in medical education programs approved by the orders of the Ministry of Health of the Republic of Kazakhstan № КР ДСМ-249/2020 dated 11.12.2020:

- assessment of knowledge (computer testing) in specialized disciplines;
- assessment of skills in the form of a clinical exam or by the OSCE method.

Independent representatives of medical institutions of Abay, East Kazakhstan and Pavlodar regions are annually involved as external examiners.

The final assessment of the resident's certification includes the rating score at the graduating departments and the points obtained at the certification stages. The results of the final certification of graduates are regularly discussed at the Academic Council of the University. The chairmen of the State Attestation Commissions conduct a report with an analysis of the average score, make recommendations for improving both the educational process as a whole and the final attestation procedure itself.

The resident has the right to appeal the exam results. Applications for appeal based on the results of the final knowledge control (exam) of residents are accepted by the Registrar office within a day after the announcement of the exam results.

Responsibility for the policy of assessing the knowledge and skills of residents is borne by the relevant officials at various stages of training (responsible for the specialty, heads of departments, registrar's office, AC).

The MedLog/CaseLog program has been implemented in the NCJSC "SMU" for the residency students, which allows the student to conveniently keep records of clinical cases in which he directly took an active part: carried out treatment, performed diagnostic manipulations.

The program also helps the resident's clinical mentor to evaluate the effectiveness of his ward's work at any time, and to carry out accounting, analysis and control of the implementation of the clinical load of the resident of the NCJSC "SMU".

### *Analytical part*

The system of monitoring the achievements of students at the university is carried out in accordance with the Regulations on the residency of the NCJSC «SMU» ([https://drive.google.com/file/d/1yHKlne1S2Fh8XtuONrJAoN9tE0GW-dD7/view?usp=share\\_link](https://drive.google.com/file/d/1yHKlne1S2Fh8XtuONrJAoN9tE0GW-dD7/view?usp=share_link)) and Academic Policy ([https://drive.google.com/file/d/1q9Ea7CydFd8wE-DOYXlhvOJPItVpCNJl/view?usp=share\\_link](https://drive.google.com/file/d/1q9Ea7CydFd8wE-DOYXlhvOJPItVpCNJl/view?usp=share_link)).

All contact classes with the teacher are practical, absences for a good reason are worked out for free, for a disrespectful reason – for a fee. A resident is allowed to take a summative exam if the total attendance in the discipline is 100%, taking into account all workings.

The formative testing is taken by the student once, and the received assessment is not worked out in order to improve it.

The discipline is considered mastered if the FAD and SA is equal to 50% or more. If the discipline is not mastered, the student takes a summer paid semester. In the presence of undeveloped disciplines, the credits of which amount to more than 14 (420 hours), the student is expelled from the university for academic failure.

In case of receiving an «unsatisfactory» grade on summative assessment corresponding to the «F» mark (0-24,99%), the student must complete a summer paid semester in this discipline.

If the final grade of the summative exam is equal to the grade «unsatisfactory», from 25 to 49,99%, which corresponds to the sign «Fx», the student is obliged to retake all stages of the SA without re-passing the curriculum of the discipline. The student is given the opportunity to retake the exam only 1 time. If a student receives an «Fx» or «F» on retaking the summative exam, the resident is subject to expulsion due to academic failure.

To determine the reliability, validity and fairness of knowledge assessment methods, experts who have passed training seminars, who make up an expert opinion, carry out work.

Preliminary analysis of tests, situational tasks, etc. it is carried out according to the following criteria: their compliance with the standard curriculum of the specialty, carrying out technical specifications, methodology for drawing up test tasks according to international standards with a gradual complication of tasks. Examination test tasks are tested on the current formative controls. Then at the meeting of the department the results are considered, if necessary, appropriate adjustments are made.

Methods of evaluation of formative and summative control in the disciplines of the working curriculum are developed by the department. The assessment method is chosen based on the results of training defined in the thematic plan.

The development of new control and measuring tools is carried out by the cathedral staff through the study of world experience in the assessment of knowledge in postgraduate education, then implemented at the department.

New assessment methods are widely used - case studies, checklists for practical skills, checklists for evaluating reports, an assessment sheet of CBD, etc.

For the period of the examination session, commissions are created from among the heads of structural units responsible for the educational process (representatives of the School of postgraduate education, CEP, Academic Committee). In order to objectify and ensure the transparency of the 1st stage of the exam (testing), video cameras are installed in computer classrooms that broadcast the exam on-line, a proctoring system is used.

The transfer of residents from course to course and admission to the final state certification of the final course is carried out according to the results of the certification, which includes the result of progressive testing with overcoming the threshold level and performing an average



sufficient number of treated cases registered in the MedLog system. The average sufficient number of treated cases per resident per year is approved at a meeting of the profile department.

At the same time, the commission failed to get a clear picture of how the examination of evaluation methods is carried out, confirmation of their validity and representativeness. Also, during the interview, the teachers spoke only about a limited set of methods used for evaluation, despite the fact that much more of them were reflected in the self-assessment report.

#### ***Strengths / best practice***

No strengths identified for this standard.

#### ***EEC recommendations***

The management of the EP should expand the set of assessment methods and formats used, including the use of several evaluators and several assessment methods.

The deadline is until the end of the 2023-2024 academic year.

***Conclusions of the EEC on the criteria:*** strong – 1, satisfactory – 8, suggest improvements – 2, unsatisfactory – 0.

### **6.4. Standard «Residents»**

#### ***The Evidence***

In order to ensure the relationship between the Mission of the Semey Medical University («Preparing outstanding physicians, scientists and health leaders to provide high quality medical care») and the selection of residents, the procedure for admission to residency at the university is established by

- Constitution of the Republic of Kazakhstan dated 30.08.1995 (with amendments and additions as of 17.09.2022),
- Law of the Republic of Kazakhstan № 319-III dated 27.07.2007 «On Education» (with amendments and additions as of 27.06.2022),
- Order of the Ministry of Health of the Republic of Kazakhstan № KP ДCM-270/2020 dated 15.12.2020 «On approval of the rules for placing a state order, admission to training and training of medical personnel in residency»,
- Order of the Minister of Education and Science of the Republic of Kazakhstan № 569 dated 13.10.2018 «On approval of the Classifier of areas for training personnel with higher and postgraduate education»,
- Order of the Ministry of Education and Science of the Republic of Kazakhstan № 600 dated 31.10.2018 «On Approval of the Standard rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education»,
- Order of the Ministry of Health of the Republic of Kazakhstan № 27 dated 30.01.2008 «On Approval of the Lists of Clinical Specialties for Training in Internship and Residency» (with amendments and additions as of 14.05.2021),
- Regulations on the admission of students for internship and residency at the NCJSC «SMU»  
[https://drive.google.com/file/d/1PuPBEDx9TriU3J2C7F1Y8mj8RaFPkfRV/view?usp=share\\_link](https://drive.google.com/file/d/1PuPBEDx9TriU3J2C7F1Y8mj8RaFPkfRV/view?usp=share_link)
- Academic policy of NCJSC «SMU» [https://drive.google.com/file/d/1q9Ea7CydFd8wE-DOYXlhvOJPItVpCNJI/view?usp=share\\_link](https://drive.google.com/file/d/1q9Ea7CydFd8wE-DOYXlhvOJPItVpCNJI/view?usp=share_link).

The website of the university <https://smu.edu.kz/> contains complete information about educational programs, the criteria for selecting students for the EP, the format of the entrance exams.

The procedure for determining the number of accepted students of residency in the specialty «Clinical laboratory diagnostics» is regulated by the State Order of the Ministry of Health of the Republic of Kazakhstan for the training of medical personnel and, taking into account the possibilities of clinical, practical training, the maximum allowable workload for curators, the provision of educational, methodological and scientific literature, throughput capacity of clinical sites, as well as the material and technical resources of the university.

The University carries out, in accordance with the legislation of the Republic of Kazakhstan in the field of education, admission of citizens in excess of the state educational order established by the central authorized body in the field of education for training on the basis of contracts with payment of tuition fees at the expense of legal entities and / or individuals. Every year, taking into account the capabilities of the clinical departments of the university and the needs of the regions of the Republic of Kazakhstan (Abay, EKR and Pavlodar) in medical personnel, a request is sent to the Department of Science and Human Resources of the Ministry of Health of the Republic of Kazakhstan about the need for clinical residency specialties. In accordance with the submitted request, the DSHR of the MH RK allocates a state order for the training of medical personnel in residency in the specialty «Clinical laboratory diagnostics».

The university has a practice of organizing targeted training in residency. Medical organizations of the Abay, East Kazakhstan and Pavlodar regions have the opportunity to send targeted grants to the university for the training of specific residents.

In order to ensure compliance with uniform requirements and resolve controversial issues in the evaluation of test assignments, to protect the rights of applicants for the period of testing, a Republican appeals commission and an appeals commission are being created in each basic higher education institution.

The criteria for applicants entering the residency program in the specialty «Clinical laboratory diagnostics» are determined in accordance with the requirements of the State Educational Standard of the Republic of Kazakhstan-2022. The previous level of education of persons wishing to master the REP implies: higher medical education, internship. Applicants wishing to master the educational program of residency in the specialty «Clinical laboratory diagnostics» must have a high level of basic biomedical education and a high score in entrance examinations for residency on a competitive basis.

The selection of applicants for residency was carried out in the 2022-2023 academic year based on the following criteria: the GPA score in the bachelor's program, the final assessment based on the results of the final state certification of the 7th year, as well as an entrance exam in a test format, where:

- 35% - the sum of the GPA score for the period of study in the bachelor's degree;
- 35% - the overall final assessment of the final state certification (IGA) of the 7th year (independent testing + practical part conducted by the NCIE)
- 30% - an entrance exam in a test format in the scope of the program of general medicine, which includes questions on a profile specialty based on standard programs in higher education disciplines.

The passing score for participation in the competition at the expense of the state and local budget is at least 75 points. Upon admission, an applicant can indicate in the application several specialties from 1 to 3, where the first specialty is the main one, and the other two are alternative.

An applicant of another university brings a certificate from the University, which indicates the final grade of an independent examination, signed by the dean, certified by the seal of the structural unit. In the event that in the year of completion of the internship the applicant did not have an independent examination grade, the applicant submits the supplement to the diploma for the internship.



Admission of residents with disabilities is regulated by the Decree of the Government of the Republic of Kazakhstan № 1119 dated 31.08.2012 «On approval of standards of public services provided by the Ministry of Education and Science of the Republic of Kazakhstan, local executive bodies in the field of education and science».

When enrolling, NCJSC «SMU» guarantees the provision of equal opportunities to all categories of students. Reception of residents is carried out in accordance with the Law of the Republic of Kazakhstan № 319-III dated 27.07.2007 «On Education», observing the principle of accessibility of education at all levels for the population, taking into account the intellectual development, psychophysiological and individual characteristics of each person. The university has ramps, and there is the possibility of medical support for students with disabilities.

Residents with disabilities entering the NCJSC «SMU» from 2015 to the present were absent.

The University periodically discusses the rules of admission to the residency and establishes uniform requirements for admission to all specialties of the residency.

Based on a request from the Ministry of Health of the Republic of Kazakhstan, the University annually forms an application for a certain number of places in each specialty of the residency in accordance with the appendices of the state license, analysis of concluded contracts for clinical / practical training, qualification of teaching staff, material and technical resources. This application is submitted to the Ministry of Health of the Republic of Kazakhstan, which determines the number of students in residency, based on the capabilities of the University and applications for practical healthcare.

The University regularly analyzes feedback from employers, teaching staff, and students. In order to digitalize, the survey is conducted in an electronic format, which allows analyzing feedback almost immediately after the survey.

Every year, the University hosts a «Job Fair». The main purpose of the event is cooperation between employers and the University in the field of training and employment of students.

### ***Analytical part***

During the visit, the commission found that the university has a policy of admission and recruitment of residents for the educational residency program. Training is possible at the expense of the state budget, and within the framework of contracts for the provision of paid educational services. Transparency of the admission procedure for training is achieved by informing applicants and their representatives of the State Examination Commission, on the official website of the SMU.

At the university, the implementation of the educational program is carried out on the basis of the principle of equality, which means equal treatment of students regardless of gender, nationality, religion, socio-economic status, physical capabilities, ensures mutual respect for the human dignity of the student.

The procedure of transfer and restoration is reflected in the Academic Policy of the University.

The SMU has established and operates a regulatory framework to support and protect the rights of students. Student organizations are active, which take part in the discussion and evaluation of the EP, as well as the cultural and social life of the university.

Student support services submit reports on the work done twice a year, and an internal audit of the university is conducted once a year. The activities of student support services are evaluated by means of a questionnaire, a survey of students. On the part of structural and functional units, the socially vulnerable contingent of students is provided with appropriate moral and psychological support. Issues related to the social and financial needs of students, career planning, are discussed at meetings of the Academic Council of the Faculty, meetings with the dean of the faculty and the rector, any question can be addressed on the website to the rector, vice-rectors. Thus, students have the opportunity to express their opinions and wishes regarding

their participation in the decision-making process, ensuring academic quality and other professional, financial and social issues.

Information about the demand for graduates, the quality of the EP was confirmed by interviews with employers and graduates who spoke about a good level of training, training conditions, support, material resources, extracurricular activities, participation in the university management bodies.

***Strengths / best practice***

No strengths identified for this standard.

***EEC recommendations***

There are no recommendations for this standard.

***Conclusions of the EEC on the criteria:*** strong – 0, satisfactory – 24, suggest improvements – 0, unsatisfactory – 0.

## **6.5. Standard «Academic staff / Teachers»**

***The Evidence***

The policy of recruitment and selection of academic staff at the University is carried out in accordance with the Personnel Policy of the NCJSC «SMU» and the Regulations on the personnel policy of the NCJSC «SMU» dated 30.09.2019; the University Development Program for 2019-2023, the National Policy of Human Resources Management of Healthcare of the Republic of Kazakhstan, the Code of the Republic of Kazakhstan «On the Health of the people and the healthcare system», the Labor Code of the Republic of Kazakhstan, the Charter, the Collective Agreement of the University and other regulations.

According to the personnel policy, the recruitment of teaching staff in the NCJSC «SMU» is carried out on the basis of the Labor Code of the Republic of Kazakhstan №414-V dated 23.11.2015, the Code of the Republic of Kazakhstan №193-IV dated 18.09.2009 «On the health of the people and the healthcare system», according to the norms «On approval of the rules of competitive replacement of positions faculty and researchers higher educational institutions», and the Order of the Minister of Education and Science of the Republic of Kazakhstan № 230 dated 23.04.2015, as well as the Regulations on the competition for the positions of the teaching staff approved by the Board of Directors of the NCJSC «SMU» dated 27.06.2022, the Law of the Republic of Kazakhstan № 142 dated 16.01.2001 «On Non-profit Organizations», the Law of the Republic of Kazakhstan № 41 dated 13.05.2003 «On Joint-stock companies», the Charter of NCJSC «SMU».

The University adheres to the openness of the recruitment and selection procedure, in accordance with the article «Labor Code of the Republic of Kazakhstan 2015 (№ 414-V dated 23.11.2015)».

The announcements of the competitions are publicly available through the mass media on the university's website <https://smu.edu.kz/ru/o-nas/vakansii/> , in the official pages on the social network facebook.com, instagram.com, telegram-channel, on recruiting sites nur.kz and hh.kz, electronic exchange <https://www.enbek.kz/> , in printed publications of the republican level, which allows both university employees and third-party applicants to participate in the competition.

In order to comply with transparency and transparency, the online broadcast of the competitive meetings is conducted on the official page of the university on the social network facebook.com

Within the framework of corporate governance, in order to comply with the principles of meritocracy and anti-corruption activities, the composition of the competition commission for the replacement and re-election of vacant positions of the teaching staff is updated annually.

The personnel policy being implemented allows maintaining a balance of ratios between medical and non-medical teachers and between full-time and part-time teachers. The number of students per teacher is about 1:6.

When selecting applicants for the positions of teaching staff, the priority is: compliance of the qualification level of employees with the qualification requirements for the positions held and professional competence of employees in accordance with the requirements of the Order of the Ministry of Education and Science of the Republic of Kazakhstan № 338 dated 13.07.2009 «On approval of Standard qualification characteristics of positions of teaching staff and persons equated to them».

The established proportion is observed in the personnel composition: 1) scientific and pedagogical workers who have an academic degree and (or) an academic title; 2) scientific and pedagogical workers who have an education corresponding to the profile of the discipline being taught; 3) scientific and pedagogical workers from among the managers and employees of organizations whose activities are related to the direction of the program being implemented, that is, from the practical sphere of activity.

The balance between teaching, scientific activity and specialist qualifications, their responsibilities, duties of employees and, in particular, the balance between teaching, scientific research and medical care are defined in the Personnel Policy of NCJSC «SMU».

In accordance with the local regulatory documents defining the recruitment and selection policy, the University teaching staff carry out their activities in accordance with the fundamental goals and strategies set out in the mission.

The mission of the educational program is described in standard 1.1.1. and is aimed at «Training qualified, competitive personnel who meet modern requirements for the quality of specialist doctors for independent work in the specialty «Clinical laboratory diagnostics».

The teaching staff of the Department of Infectious Diseases, Dermatovenerology and Immunology was formed based on the needs for the effective implementation of educational programs and the total amount of academic load.

In accordance with the normative indicators established by the Law of the Republic of Kazakhstan № 319-III dated 27.07.2007 «On Education», the staff of the residency teaching staff is determined annually, which is approved by the staffing table.

When drawing up the staffing table for the new academic year, for conducting classes with residents, a mandatory requirement for teachers is the availability of basic education, compliance with the cipher of the specialty of the academic degree, academic title and work experience.

In order to realize its mission, the University uses various methods of material and non-material stimulation, motivation and promotion of academic staff for achievements in the professional field.

In order to encourage teachers for their high pedagogical skills, scientific results and dedication, the NCJSC «SMU» has implemented a KPI system, which is based on the principles of transparency and includes permanent and non-permanent indicators.

The following indicators are permanent:

- TOEFL PBT certificate - 525 or more points, TOEFL CBT – 196 or more points; TOEFL IBT - 69 or more points, TOEFL ITP – 460 or more points or IELTS- 5.5 or more points confirming English language proficiency;

Non-permanent indicators include:

- the presence of an article with an impact factor in journals indexed in Web of Science and Scopus;
- foreign academic mobility.

For workers with different life situations, measures of material support of the trade union committee and administration are provided.

### ***Analytical part***

The University management determines the qualification requirements for teaching staff, the criteria of effectiveness and the scope of teaching staff activities in accordance with the latest achievements of medical science in the field of the profile discipline, the needs of healthcare of the Republic of Kazakhstan, changes in the Mission of educational activities for residency, the internal needs of the University and other objective factors that ensure the quality of the educational process.

The department guarantees the ability of the teacher to carry out all activities for the training of residents. Teachers of the department carry out educational, methodological, clinical, scientific, organizational-educative work and undergo periodic training as part of continuous professional development.

The time limit for each type of activity is set for the teaching staff in accordance with the Employment Contract, which is concluded with each employee individually.

The teaching load of the teaching staff is approved by the Academic Council of the University annually in accordance with the positions held.

The total workload of the teacher includes educational, teaching and methodological, therapeutic and diagnostic, research, educative, organizational and methodological work, work on professional development. The total amount of work assigned to the teacher is calculated in hours.

The functional responsibilities of the teaching staff are defined by job descriptions. The Job descriptions reflect the responsibilities and scope of work of each employee of the department. There are job descriptions of the head of the department, professor, associate professor, assistant.

Clinical mentors of residents of the educational process «Clinical laboratory diagnostics» when performing their functional duties are guided by the Regulations on the clinical mentor of the NCJSC «SMU» ([https://drive.google.com/file/d/1iywy9ulYPtX2ZcYM06fz637bDqECU-\\_2/view?usp=share\\_link](https://drive.google.com/file/d/1iywy9ulYPtX2ZcYM06fz637bDqECU-_2/view?usp=share_link)).

The work of the teaching staff of the residency is carried out according to the individual development plans of teachers (IDPT), which includes the academic (in hours), educational, methodological, scientific, therapeutic, educative work planned for the current academic year, information about the planned professional development.

Educational and methodical work includes: educational load for classes, development of syllabuses, test tasks, writing educational and methodological publications (manuals, articles, theses).

Scientific work is the performance of research within the framework of a scientific school and on an initiative basis, writing scientific publications, participating in scientific conferences.

Therapeutic work is all types of clinical activities (treatment of patients, consultations, reviewing documents, conducting medical conferences, consultations, etc.).

Educative work is the formation of socially significant and professionally important qualities among students that allow them to occupy a leading place in the cultural vanguard of society.

The load on all types of activities is distributed evenly – balanced.

The teaching staff of the department and clinical mentors, observing the principle of the trinity of education, science and practice in accordance with an individual plan, should, along with academic activities, carry out clinical workload and scientific work.

In an interview, the teaching staff told the members of the EEC about incentive measures for conducting scientific activities, publishing educational and methodological literature, academic mobility, and professional development.

Currently, the departments implementing EP «Clinical Laboratory Diagnostics» are fully staffed with highly qualified personnel with basic education (Doctor of Sciences, Candidates of Sciences, Masters of Medicine, associate professors and professors).



Also, during the conversation with the teachers, the commission noted the fact that the existing system of support and motivation allows covering only a limited staff of teachers, and requires expansion.

The information provided by the university on this standard allows us to conclude that the qualitative and quantitative composition of the university teaching staff provides a full-fledged organization and conduct of the educational process, the training of specialists in EP «Clinical laboratory diagnostics» meets the requirements of the standard.

***Strengths / best practice***

No strengths identified for this standard.

***EEC recommendations***

The management of the educational organization should expand the support of the academic staff based on the results of the assessment of scientific and academic achievements of teachers.

The deadline is until the end of the 2023-2024 academic year.

***Conclusions of the EEP on the criteria:*** strong – 0, satisfactory – 7, suggest improvements – 1, unsatisfactory – 0.

## **6.6. Standard «Educational resources»**

***The Evidence***

The NCJSC «SMU» has sufficient infrastructure necessary for the successful implementation of the residency program 7R01156 «Clinical laboratory diagnostics» with the use of material and technical base (MTB), information resources and technologies, resources for clinical training.

The material and technical base of the university includes: lecture halls, study rooms, a research laboratory center, a library, clinical bases of Abay, East Kazakhstan and Pavlodar regions. Ensuring the conditions of the production environment is carried out in accordance with the accepted sanitary norms and rules, and safety standards of the Republic of Kazakhstan.

The entire classroom fund is equipped with multimedia equipment. Lecture halls are equipped with an electronic voting system. This provides an opportunity to receive feedback from students, as well as conducting social surveys. Lecture halls № 1 and № 2 are also equipped with a voice-over system, an equipped place for the demonstration of video materials in the lecture hall.

Much attention is paid to the safety of the educational institution and the labor protection of teachers and employees. All dormitories and Educational Clinics are equipped with modern fire safety systems, all buildings and structures of the university are provided with fire extinguishing means. The accessible environment organized at the university meets the needs of students with disabilities.

The university is working on the development of information resources, telecommunications infrastructure and the use of computer technologies.

University teachers, being scientific and pedagogical workers, are engaged in scientific research and development, guided by modern achievements of science and technology when performing classroom teaching load.

The university has 1210 computers, 180 laptops, more than 300 printers, 100 multimedia projectors for information and technological support of the main life processes of the university. All classrooms are equipped with computer equipment: multimedia consoles, screens, projectors. The total number of computers in 12 computer classes is 230 units with Internet access.

Internet access is carried out via a local network (organized by means of a high-speed fiber-optic channel from Kazakhtelecom JSC at a speed of 340 Mbit/sec on unlimited traffic). The centralized Internet system of statistics and administration allows you to maintain clear control over all servers and services on the network, as well as distribute and monitor the use of the Internet.

The University provides free access to the Internet and Wi-Fi for students, teaching staff and staff throughout the university. All departments, structural divisions, Halls of electronic resources, dormitories are connected to the Internet. There are 2 interactive classes for working with multimedia content.

To organize the educational process, all teachers and students are provided with access to electronic platforms. As a tool, video tutorials and instructions on the use of subscription electronic resources UpToDate, Cochrane Library were used.

When preparing the teaching materials and teaching materials, teachers of the departments use the educational resources of the library (electronic textbooks, electronic manuals), the Internet, the Department of Simulation Technologies (educational films, simulators and dummies with software, computer training programs).

In close cooperation with the Department of Science and Research, information about test access to electronic resources, such as Clinical Key, OXFORD University, Wiley, etc., is regularly distributed by e-mail or WhatsApp.

The university's website presents the headings «Useful links», «Open access resources», «Electronic international journals of open access».

The University has full independence and autonomy in terms of allocating funding to support the academic mobility of students and university staff from extra-budgetary sources.

During the visit of the EEC, educational laboratories and practice bases were demonstrated, where students acquire practical skills and undergo industrial practice.

### ***Analytical part***

During the work of the commission, the University Hospital of the NCJSC «SMU» was visited, which is the main clinical base for training residents in the specialty 7R01156 «Clinical laboratory diagnostics». This hospital is a multidisciplinary hospital for adults and children with 465 beds, which consists of 15 inpatient departments and 3 departments of ARIC. In addition, the hospital has a consultative-diagnostic polyclinic, a day hospital with 60 beds, 12 paraclinical medical-diagnostic units.

4 departments of the hospital laboratory were visited:

- adult laboratory (binocular microscopes, hematological analyzer, urine analyzer, biochemical analyzer, acid-base state analyzer),
- children's laboratory (bacteriological analyzer, binocular microscopes, luminescent microscope, hematological analyzer, urine analyzer, biochemical analyzer, acid-base state analyzer),
- laboratory of DARIC (coagulometer, binocular microscopes, hematological analyzer, urine analyzer, biochemical analyzer, acid-base state analyzer),
- PCR department – conducts PCR and ELISA studies (binocular microscopes, luminescent microscope, enzyme immunoassay, chemiluminescent analyzer, PCR analyzer).

The selection of equipment in the laboratory was carried out taking into account the maximum load on the corresponding department, as well as taking into account the possibility of duplication of laboratory functions. Thus, when students rotate between different departments, it is possible to ensure the acquisition of all the skills reflected in the program, as well as to ensure the consolidation of skills of working on equipment of the same type.

Thus, Semey Medical University has a sufficient number of clinical bases for training residents in accordance with the goals and objectives of the educational program in the specialty «Clinical Laboratory Diagnostics».



Information support for the work of residents in the specialty «Clinical Laboratory Diagnostics» is carried out through the website - <https://smu.edu.kz/>, which is conducted in three languages (State, Russian and English). The information on the website is adjusted with the maximum frequency of updates, taking into account the fact that the available data are publicly available not only for students, but also for teaching staff, applicants, parents, graduates and other interested parties. In addition to the website, in order to maximize access to the media, the university actively maintains official pages on social networks:

Facebook (<https://www.facebook.com/semeymedicaluniversity>);  
 Twitter (<https://twitter.com/SSMUofficial>);  
 Instagram (<https://www.instagram.com/SemeyMedicalUniversity>);  
 Youtube (<https://www.youtube.com/user/SemeyStateMedicalUni>);  
 Vkontakte (<https://vk.com/semeymedicaluniversity>);  
 Telegram (<https://t.me/s/SemeyMedicalUniversity>).

Management of electronic, technical means, office equipment, software and computerization of the university as a whole is carried out by the Department of digital and PR technologies.

The scientific base is the Center of scientific-research laboratory, and is intended for:

- Familiarization of students with the possibilities of modern diagnostic and therapeutic equipment.
- Demonstration, training together with the departments of practical skills and testing the knowledge of students, interns according to the SES and standard programs of disciplines.
- Provision of planned training of scientific personnel for the medical university from among the teaching staff, undergraduates, doctoral students, residents; fulfillment of state scientific orders, scientific grants.
- Ensuring the research work of students.

The main tasks of the center of the scientific-research laboratory are:

- Planning, organization of the educational process for familiarization, development and delivery of practical skills on modern equipment for laboratory and functional diagnostics together with departments.
- Planning, organization of research works provided for by the thematic plan of the university in accordance with applications for conducting scientific research in the Center of scientific-research laboratory.
- Organization and implementation of scientific and methodological developments, innovative technologies aimed at improving educational, scientific and methodological work.
- Participation in the modernization of the educational process in accordance with modern requirements, the implementation of the strategy for the development of educational activities of the university.

The laboratory consists of six departments, all departments are equipped with laboratory and diagnostic equipment designed to perform laboratory and clinical diagnostic studies.

In an interview with the staff of the university, it was noted that it is planned to update the material base in this direction, but the commission was unable to obtain a document from which the plan for such an update would be visible.

The commission also noted that despite the large number of studies conducted at the university, there are practically no projects dedicated to research in the field of education.

### ***Strengths / best practice***

No strengths identified for this standard.

### ***EEP recommendations***

The management of the educational organization on the basis of monitoring the needs of the implementation of the EP in the specialty of the residency «Clinical laboratory diagnostics» to develop a long-term plan for improving the learning environment.

The deadline is until the beginning of 2024.

The management of the educational organization should expand the involvement of employees in conducting research in medical education.

The deadline is until the beginning of the 2024-2025 academic year.

**Conclusions of the EEP on the criteria:** strong – 0, satisfactory – 13, suggest improvements – 2, unsatisfactory – 0.

## 6.7. Standard «Evaluation of the educational program»

### *The Evidence*

The NCJSC «SMU» has implemented a system of versatile measures aimed at improving the quality of students' knowledge and teaching academic disciplines. The evaluation policy and the evaluation procedure for learning outcomes are carried out in accordance with the objectives of the EP, the final results of training within the framework of existing policy, regulatory and internal documents.

Mechanisms for evaluating the residency program at NCJSC «SMU» include the following types of work:

- Monitoring the provision of the educational process with the necessary resources (clinical facilities, teaching staff, composition of clinical mentors, curators, educational literature, classroom fund, equipment, etc.);
- Monitoring the compliance of the curriculum with the requirements of state education standards,
- Monitoring the compliance of the content of training of residents with the requirements of state education standards, qualification requirements for specialists, professional standards, trends in the development of science and medicine,
- Monitoring feedback from stakeholders on the quality of the content of the educational program,
- Monitoring the performance of residents, progress in mastering the competencies defined in the program.

The monitoring of the implementation process of the EP is carried out on the basis of the Regulations on the University's standard process management processes (approved annually), the Strategy for ensuring the quality of the educational process (23.11.2020) (<https://smu.edu.kz/wp-content/uploads/2021/01/polozhenie-strategiya-obespecheniya-kachestva-obrazovatel'nogo-processa-nao-mus.pdf>). The goal of the Strategy is to ensure the effective use of available resources to ensure the quality of the educational process.

To regulate the mechanisms for assessing and monitoring the educational process at the university, internal regulatory documents have been developed and are functioning:

- Academic policy, which is updated collectively  
[https://drive.google.com/file/d/1q9Ea7CydFd8wE-DOYXlhvOJPItVpCNJI/view?usp=share\\_link](https://drive.google.com/file/d/1q9Ea7CydFd8wE-DOYXlhvOJPItVpCNJI/view?usp=share_link) ;
- Regulations on the Academic Committee; [https://drive.google.com/file/d/1tFV3-HO4Nn3ey1CuhTo1BPQGTdm89Br1/view?usp=share\\_link](https://drive.google.com/file/d/1tFV3-HO4Nn3ey1CuhTo1BPQGTdm89Br1/view?usp=share_link);
- Regulations on coordinators of specialties and responsible for disciplines (30.09.2020); [https://drive.google.com/file/d/1mdXOktPeRiQGK8q9PL86NERREwgHukph/view?usp=share\\_link](https://drive.google.com/file/d/1mdXOktPeRiQGK8q9PL86NERREwgHukph/view?usp=share_link).

The processes for monitoring the implementation of the EP are consistent with the landscape map of the processes of NCJSC «SMU»  
<https://drive.google.com/file/d/1G71EyaFNJigyjASFIZ28e0p52wchVJ6n/view> .

In NCJSC «SMU» 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. At the stage of planning the educational process in the specialty of residency, the responsibility for checking working curricula for compliance with the requirements of state educational standards, scheduling is assigned to the Education Department.

Responsibility for the selection of the composition of teachers that meet the qualification requirements for the profile of the specialty is assigned to the Department of Administrative and Personnel Support. Control over the improvement and development of the competencies of teachers, the advanced training of residency teachers is carried out by the School of Postgraduate Education.

### ***Analytical part***

During the visit, the commission found that the University regularly monitors the evaluation of the effectiveness of the EP. Depending on the changing conditions and needs of practical healthcare, the catalog of elective disciplines is being revised. Thus, on the recommendation of employers, electives on «Laboratory indicators during pregnancy», «Fundamentals of biosecurity and biosafety» were included in the catalog of elective disciplines.

The process of continuous improvement of the EP is implemented on the basis of: advanced training of teaching staff every 5 years, participation of teaching staff at learning events (seminars, master classes, conferences), understanding their own experience in introducing pedagogical technologies into the educational process, exchanging experience in introducing pedagogical technologies, EP management processes.

The assessment of the residency program in relation to the admission policy, namely the adequacy of the recruitment of residents to the available resources of the educational program and the needs of the healthcare system, is carried out during the planning of the educational process for the next academic year.

At the request of the health departments of the Abay, East Kazakhstan and Pavlodar regions, the need for practical health care in specialists is taken into account. This information is sent to the Graduate employment department and the Medical Foundation of NCJSC «SMU».

The assessment of the content of the residency program, teaching methods and assessment is carried out on the basis of feedback from residents, practitioners, as well as within the framework of the work of the Committee of Postgraduate Educational Programs, which on a permanent basis includes representatives of practical healthcare and students. CEPs develop models of graduates, their educational trajectories, educational programs, monitor the continuity of education levels, pursue the implementation of the needs of practical healthcare in the framework of the training of medical specialists. In order to qualitatively implement the training of residents, teachers of the departments are constantly working to improve the content of educational programs in accordance with the trends in the development of the modern healthcare system, they analyze programs with peer review from employers.

Methods for assessing the level of mastery of competencies by students of residency are:

1. portfolio.
2. analysis of residents' reports.
3. independent examination involving representatives of practical healthcare.
4. final certification in the form of independent comprehensive testing and OSKE.

The most objective criterion for EP is the results of the final examination.

A feature of the analysis of the formation of competencies of residents of NCJSC «SMU» is a comprehensive assessment by the teacher through current, midterm, intermediate control in the discipline, by the curator and mentor - by maintaining a portfolio, control over the development of practical skills and research competencies, by the School of Postgraduate education through the analysis of reports provided by residents, from the side of practical healthcare (a potential employer) through participation in an independent examination of residents.

***Strengths / best practice***

No strengths identified for this standard.

***EEP recommendations***

There are no recommendations for this standard.

***Conclusions of the EEP on the criteria:*** strong – 0, satisfactory – 9, suggest improvements – 0, unsatisfactory – 0.

## **6.8. Standard «Management and administering»**

***The Evidence***

Ensuring the quality of postgraduate training at NCJSC «SMU» is carried out through a process approach to the management of educational programs. The university has developed a map of the postgraduate training process, which contains indicators of the quality of the implementation of residency programs, a description of the management life cycle.

In addition, the university annually approves the Rules of Standard Procedures, which include the main activities for the process of postgraduate training, including the frequency of monitoring educational programs.

The main measures to ensure the quality of residency programs are reflected in the work plans of the Schools of postgraduate education, CEP of residency specialties, Academic Committee, work plan of the profile department.

The educational program in the specialty of the residency 7R01156 «Clinical laboratory diagnostics» fully meets the needs of practical healthcare. The clinical competencies that a graduate of the residency should master correspond to the qualification requirements for the doctor of laboratory diagnostics. The level of proficiency in clinical competencies and clinical skills also fully guarantees that a graduate of this residency specialty is able to independently perform the duties of the doctor of clinical laboratory diagnostics.

***Analytical part***

The Commission notes that the university has identified management structures, structural units and their functions, which include academic staff, students, representatives of practical healthcare and pharmacy, which is confirmed by the submitted documents, the results of interviews with various focus groups, ranging from the management of the educational organization and ending with employers.

The general management of the NCJSC «SMU» residency and the overall control of all aspects of the implementation of residency programs at the university level is carried out by the Deputy Chairman of the Board for Clinic and Postgraduate Education of NCJSC «SMU». The structural unit responsible for the implementation and effectiveness of residency educational programs is the School of Postgraduate Education.

The solution of key issues on the organization and implementation of residency programs is carried out at meetings of the CEP of residency specialties - a collegial body, which includes the heads of departments that implement the training of residents, those responsible for residency specialties, as well as representatives of practical healthcare, residents, etc.

The direct management of the training of residents for a specific program is carried out by the Responsible for the specialty of residency, individual training of residents - curators and clinical mentors.

Responsible for the specialty of residency, together with the School of postgraduate education and CEP of residency specialties, participates in the development of the curriculum of the residency program, educational trajectories, together with the graduating department



determines the key competencies of the residency graduate, the final learning outcomes, in coordination with other departments that train residents, the Committee of Educational Programs.

Responsible for the specialty of residency is appointed by the decision of the CEP, as a rule, from among doctors or candidates of sciences working at the profiling department (in rare cases, experienced representatives of practical healthcare working in departments of clinical bases are involved).

Financing of the residency program depends on the formation of the annual state order. Every year, the Decree of the Government of the Republic of Kazakhstan approves the state educational order for the training of specialists with higher and postgraduate education, in accordance with which the financing of programs at all levels of training, including residency, is determined.

The applicable norms for calculating the cost of training for one resident, adopted in the Republic of Kazakhstan, serve as a legal basis for the financial and economic calculation of the cost of training for a resident of NCJSC «SMU» within the framework of the state educational order, as well as for the rational use of funds allocated from the republican budget for the training of specialists with medical and pharmaceutical education.

All information about the University's educational programs is available on the official website [www.smu.edu.kz/](http://www.smu.edu.kz/), which has three versions in Kazakh, Russian, and English.

The section «Admission» <https://smu.edu.kz/ru/postuplenie/rezidentura/> provides information for applicants to the residency (a list of necessary documents, thematic plans, rules for the entrance exam, testing schedule).

Every year, the teaching staff, School of Postgraduate Education holds an open day for everyone who wants to enroll in residency in various specialties.

Placement of announcements about the competition for admission to the residency is carried out by publishing on the website, in the media, medical universities of Kazakhstan are notified.

The section «Tuition» <https://smu.edu.kz/ru/educational-programs/> contains information about the educational programs of the residency (the name of the specialty, mission, purpose of the EP, qualification, duration of training, prerequisites for applicants), the working curriculum and the schedule of classes.

Materials about graduates and their employment opportunities are posted on the university's website in the section «Employment of graduates» <https://smu.edu.kz/ru/trudoustroystvo-vypusnikov/>, and are also tracked by the Graduate Employment Department and the Medical Foundation.

The University's website provides information about teaching staff, their achievements in research, clinical, educational, methodical, educational activities <https://smu.edu.kz/ru/o-nas/korporativnoe-upravlenie/struktura/kafedry/>.

The University is represented on social networks - Facebook, Twitter, Instagram, Youtube, Vkontakte, Telegram, where information about the educational program and its achievements is announced.

### ***Strengths / best practice***

No strengths identified for this standard.

### ***EEP recommendations***

There are no recommendations for this standard.

***Conclusions of the EEP on the criteria:*** strong – 0, satisfactory – 13, suggest improvements – 0, unsatisfactory – 0.

## (VII) REVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD

### 7.1 Standard «Mission and learning outcomes»

The organization includes professionalism in the training of doctors and ensures that training promotes professional autonomy to enable future action in the best interests of the patient and society.

### 7.2 Standard «Educational program»

No strengths identified for this standard.

### 7.3 Standard «Residents assessment policy»

No strengths identified for this standard.

### 7.4 Standard «Residents»

No strengths identified for this standard.

### 7.5 Standard «Academic staff / Teachers»

No strengths identified for this standard.

### 7.6. Standard «Educational resources»

No strengths identified for this standard.

### 7.7 Standard «Evaluation of the educational program»

No strengths identified for this standard.

### 7.8 Standard «Management and administering»

No strengths identified for this standard.

## (VIII) REVIEW RECOMMENDATIONS FOR QUALITY IMPROVEMENT

### 8.1 Standard «Mission and learning outcomes»

There are no recommendations for this standard.

### 8.2 Standard «Educational program»

The management of the EP should develop and reflect in the EP the accounting of the results of previous basic medical education (disciplines or learning outcomes).

The deadline is until the beginning of the 2023-2024 academic year.

### 8.3 Standard «Residents assessment policy»

The management of the EP should expand the set of assessment methods and formats used, including the use of several evaluators and several assessment methods.

The deadline is until the end of the 2023-2024 academic year.

The management of the educational organization should develop a system for assessing the reliability, validity and fairness of the assessment methods used, as well as conduct training of teaching staff on this system.

The deadline is until the beginning of the 2024-2025 academic year.

### 8.4. Standard «Residents»

There are no recommendations for this standard.



#### **8.5 Standard «Academic staff / Teachers»**

The management of the educational organization should expand the support of the academic staff based on the results of the assessment of scientific and academic achievements of teachers.

The deadline is until the end of the 2023-2024 academic year.

The management of the educational organization should expand the involvement of employees in conducting research in medical education

The deadline is until the beginning of the 2024-2025 academic year.

#### **8.6 Standard «Educational resources»**

The management of the educational organization on the basis of monitoring the needs of the implementation of the EP in the specialty of the residency «Clinical laboratory diagnostics» to develop a long-term plan for improving the learning environment.

The deadline is until the beginning of 2024.

#### **8.7 Standard «Evaluation of the educational program»**

There are no recommendations for this standard.

#### **8.8 Standard «Management and administering»**

There are no recommendations for this standard.

### **(IX) REVIEW RECOMMENDATIONS ON THE DEVELOPMENT OF THE EDUCATIONAL ORGANIZATION**

During the work of the IAAR EEC, which took place in full-time and distance format, meetings were held with the University administration, heads of structural divisions, teaching staff, students, key stakeholders, documents of the educational organization, Internet resources were studied, the results of which can be judged on the process of improvement in the University as a whole, and on the EP «Clinical Laboratory Diagnostics» in particular.

The recommendations focus on improving the work on the inclusion of innovations, scientific and technological developments in the educational program, as well as the motivation of teaching staff, which will allow maintaining the educational process at a high level within the framework of integration into the world community in the field of medical and pharmaceutical education.

### **(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL**

The members of the external expert commission came to the unanimous opinion that the educational program of the residency 7R01156 «Clinical Laboratory Diagnostics», implemented by the Non-Commercial Joint-Stock Company «Semey Medical University», can be accredited for a period of 5 years.

**Appendix 1. Assessment table «PARAMETERS OF A SPECIALIZED PROFILE» EP  
7R01156 «Clinical laboratory diagnostics»**

№	№	№	Evaluation criteria	Position of EO			
				Strong	Satisfying	Involves improving	Unsatisfying
Standart 1 «Mission and learning outcomes »							
1.1 Defining the mission							
The educational organization must:							
1	1	1.1.1.	define the mission of the EP postgraduate medical education and inform stakeholders and the health care sector of the following.		+		
2	2	1.1.2.	define a mission based on society's health needs, health care delivery system needs, and other aspects of social responsibility.		+		
3	3	1.1.3.	- define a program of study containing theoretical and practical components with an emphasis on the last, the result of which will be a doctor: - competent in a selected area of medicine that includes good medical practice, - able to work independently at a high professional level, - able to work in a professional and interprofessional team, - ready for lifelong learning and to participate in continuing medical education/professional development, -able to provide appropriate patient care that is effective, compassionate, and safe in handling health problems and health improvement issues, incorporating a patient-centered and systems approach.		+		
4	4	1.1.4.	provide appropriate working conditions for students to maintain their health.		+		
Educational organizations should:							
5	5	1.1.5.	ensure that the mission includes the development of innovations in the educational process that allow the improvement of broader and more specialized competencies than those defined within the core competencies required; the development of scientific competencies of learners to enable doctors to conduct research in their chosen field of medicine; and opportunities for doctors to become active participants in solving problems related to the social determinants of health.		+		
1.2 Professionalism and Professional Autonomy							
The educational program must:							
6	6	1.2.1.	include professionalism in the training of doctors and ensure that training promotes professional autonomy to enable them to act in the best interests of the patient and society in the future.	+			
Educational organizations should:							
7	7	1.2.2.	provide cooperation with government and other partners, while maintaining appropriate independence from them.		+		
1.3. Learning outcomes							
The educational program must:							
8	8	1.3.1.	define the expected learning outcomes to be achieved by the learners upon completion of training in relation to their achievements at postgraduate level in terms of knowledge, skills and behavior/attitudes, appropriate basis for future career in the chosen branch of medicine, their future roles in the health sector, commitment and skills in implementing continuing education, public health needs, health system needs and other		+		

			aspects of social responsibility, professional behavior.				
9	9	1.3.2.	define and publish the expected learning outcomes: general and major-specific, which are required to be achieved by the learners.		+		
10	10	1.3.3.	ensure that students behave appropriately toward their peers, academic and medical staff, patients, and their relatives.		+		
<b>Educational organizations should:</b>							
11	11	1.3.4.	define the expected learning outcomes based on the results obtained at the level of basic medical education to ensure the interaction between elementary and postgraduate medical education.		+		
<b>1.4. Participation in the formulation of the mission and learning outcomes</b>							
<b>The educational organization must:</b>							
12	12	1.4.1.	provide participation of key stakeholders in defining the mission and expected learning outcomes.		+		
<b>Educational organizations should:</b>							
13	13	1.4.2.	ensure that the defined mission and expected learning outcomes are based on the views/suggestions of other stakeholders.		+		
<b>Total</b>				<b>1</b>	<b>12</b>		
<b>Standart 2. Educational program</b>							
<b>2.1. Learning approach</b>							
<b>The educational organization must:</b>							
14	1	2.1.1.	define training approach based on the expected learning outcomes and official certificates of qualification provided as the basis for official recognition of a specialist in the chosen field of medicine at the national and international level.		+		
15	2	2.1.2.	define a learning approach based on the outcome of basic medical education, in a systematic and transparent manner, using practice-oriented learning that includes and supports the learner's personal involvement in the delivery of health care and responsibility for the patient, own learning process and clinical practice.		+		
16	3	2.1.3.	use an appropriate teaching methods that integrate practical and theoretical components, guide the learner through mentoring and regular evaluation and feedback, including a commitment to ethical requirements and standards.		+		
17	4	2.1.4.	ensure that the educational program is implemented in accordance with the principles of equality, to inform students about the program, the rights and obligations of learners		+		
<b>Educational organizations should:</b>							
18	5	2.1.5.	increase the level of independence and responsibility of the learner as knowledge, skills, and experience improvements.		+		
19	6	2.1.6.	provide opportunities to identify gender, cultural and religious characteristics and prepare learners appropriately interact with this patient community.		+		
<b>2.2. Scientific method</b>							
<b>The educational organization must:</b>							
20	7	2.2.1.	introduce throughout the educational program the principles of scientific methodology, including methods of analytical and critical thinking; research methods in health care and evidence-based medicine to the students.		+		
<b>Educational organizations should:</b>							
21	8	2.2.2.	strive implementation of critical evaluation of literature and scientific data in EP, adapt content based on scientific developments in medicine, modify EP taking into account achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and health care system.		+		
<b>2.3 Learning content</b>							
<b>The educational organization must:</b>							
22	9	2.3.1.	include in the process of learning the practice and theory of		+		

			basic biomedical, clinical, behavioral, social sciences and preventive medicine, clinical decision-making, communication skills, medical ethics, public health, medical jurisprudence and forensic medicine, management disciplines, patient safety, physician protection, complementary medicine.				
23	10	2.3.2.	organize an educational program with appropriate attention to patient safety and independence.		+		
<b>Educational organizations should:</b>							
24	11	2.3.3.	adjust and modify the EP to ensure the development of knowledge, skills and thinking of the various roles of the graduate, compliance of EP content with the changing conditions and needs of society and the health care system.		+		
<b>2.4. Structure of the educational program, content and duration</b>							
<b>The educational organization must:</b>							
25	12	2.4.1.	describe the content, scope and sequence of courses and the duration of the EP; to identify mandatory and elective components; to integrate practice and theory in the learning process; to guarantee compliance with national legislation, which must be presented and described; to ensure appropriate impact on the way how local, national or regional health systems respond to health problems and health care needs of the population.		+		
<b>Educational organizations should:</b>							
26	13	2.4.2.	take into account the results of previous basic medical education related to the chosen field of medicine.			+	
27	14	2.4.3.	identify requirements for graduates to fulfill various roles in the health care system.		+		
<b>2.5. Organization of learning</b>							
<b>The educational organization must:</b>							
28	15	2.5.1.	define responsibilities and mandate for organizing, coordinating, managing, and evaluating the individual learning environment and learning process.		+		
29	16	2.5.2.	include in the planning and development of the educational program proper representations from faculty, students, and other main and relevant stakeholders.		+		
30	17	2.5.3.	plan learning in such a way as to make the student familiar with a wide range of existing practical experience in the chosen field of medicine.		+		
<b>Educational organizations should:</b>							
31	18	2.5.4.	ensure a variety of training places, coordinate multiple training placements to gain appropriate access to different aspects of the chosen field of medicine.		+		
<b>2.6. The relationship between education, medical practice and healthcare system</b>							
<b>The educational organization must:</b>							
32	19	2.6.1.	describe and observe the integration between theoretical training and professional development, develop learning through medical practice and professional development; integrate learning and medical practice through delivery of medical care to patients; ensure that learning is complementary and responsive to the needs of medical care.		+		
<b>Educational organizations should:</b>							
33	20	2.6.2.	effectively use the capabilities of health care system to provide medical care for training purposes.		+		
<b>Total</b>					<b>19</b>	<b>1</b>	
<b>Standart 3. Residents assessment policy</b>							
<b>3.1. Methods of evaluation</b>							
<b>The educational organization must:</b>							
34	1	3.1.1.	develop and implement a policy for evaluating/assessing students; define, approve, and publish principles, goals, methods, and practices for evaluating students, including, if necessary, with expert review;		+		
35	2	3.1.2.	ensure that assessment procedures cover knowledge, skills,		+		



			attitudes and professional behavior;				
36	3	3.1.3.	use an additional set of evaluation methods and formats in accordance with their "evaluation effectiveness", including the use of multiple evaluators and multiple evaluation methods;			+	
37	4	3.1.4.	determine the criteria for exams or other types of assessment, including the number of permissible retakes;		+		
38	5	3.1.5.	evaluate and document the reliability, validity, and fairness of evaluation methods;			+	
39	6	3.1.6.	use the system of appeal of assessment results based on principles of fairness or in accordance with proper legal procedures.		+		
<b>Educational organizations should:</b>							
40	7	3.1.7.	introduce new methods of assessment in accordance with the need, document different types and stages of training and assessment;		+		
41	8	3.1.8.	encourage the process of expertise evaluation methods by external experts.		+		
<b>3.2. The relationship between assessment and learning</b>							
<b>The educational organization must:</b>							
42	9	3.2.1.	use evaluation principles, methods and practices that are comparable to the expected learning outcomes and methods; guarantee that learners achieve the expected learning outcomes; promote learning of students; ensure relevance and suitability of learning; provide timely, specific, constructive and objective feedback to students based on evaluation of their performance		+		
<b>Educational organizations should:</b>							
43	10	3.2.2.	strive to use evaluation principles, methods and practices that encourage integrated learning, promote involvement of learners in clinical practice, support interprofessional training.		+		
<b>Total</b>					<b>8</b>	<b>2</b>	
<b>Standart 4. Residents</b>							
<b>4.1. Selection and Admission Policy</b>							
<b>The educational organization must:</b>							
44	1	4.1.1.	define and implement an admissions policy that is based on the mission of the organization and includes a clearly established provision for the student selection process.		+		
45	2	4.1.2.	ensure a balance between learning opportunities and admission of students; formulate and implement a policy/rules for the selection of students according to established criteria; possess and implement practices for admission of students with disabilities in accordance with current laws and regulations of the country; ensure a high level of knowledge, skills in the basic biomedical sciences, achieved at the previous level of primary medical education; to ensure transparency and fairness of the selection procedure.		+		
46	3	4.1.3.	have policy and implement the practice of students transfer from other educational organizations, including those abroad.		+		
<b>Educational organizations should:</b>							
47	4	4.1.4.	take into account in the selection procedure the specific capabilities of potential learners for improving the quality of training in the chosen field of medicine; guarantee the transparency of the selection procedure; provide a mechanism for appeal against decisions on admission.		+		
48	5	4.1.5.	involve student associations and other interested parties in the development of policies and the selection process, periodically reviewing admission regulations and rules.		+		
<b>4.2. Number of students</b>							
<b>The educational organization must:</b>							
49	6	4.2.1.	determine the number of enrolled students in accordance with: clinical/practical training opportunities, the ability of the EO to carry out appropriate control and monitoring of the educational process, material-technical and other available resources information on the health needs of society and community.		+		

<b>Educational organizations should:</b>							
50	7	4.2.2.	periodically review the number and contingent of accepted learners in the process of consultation with relevant stakeholders who are responsible for planning and development of human resources in the health sector.		+		
51	8	4.2.3.	adapt the number of potential learners based on available information about the number of qualified candidates and information about national and international labor markets; adjust the number of potential learners based on the inherent unpredictability of the exact workforce needs of specialists in the various fields of medicine.		+		
<b>4.3. Consultation and support of students</b>							
<b>The educational organization must:</b>							
52	9	4.3.1.	provide access to academic advising system for students.		+		
53	10	4.3.2.	make the academic counseling based on monitoring and control of the learner's progress, including analysis of unintentional incidents.		+		
54	11	4.3.3.	offer a program of support for learners, aimed on social, financial and personal needs.		+		
55	12	4.3.4.	provide resources for social and personal support of students; ensure privacy regarding consultation and support.		+		
56	13	4.3.5.	offer professional guidance, consultation for planning professional career.		+		
<b>Educational organizations should:</b>							
57	14	4.3.6.	provide consultation, in order to support in case of professional crisis; involve organizations/associations of students in solving problem situations of students		+		
<b>4.4. Representation of students</b>							
<b>The educational organization must:</b>							
58	15	4.4.1.	define and implement the policy of representation of learners and their appropriate participation in the development of the mission and intended learning outcomes, in the development of EP, planning of learning conditions for students, assessment and management of EP.		+		
<b>Educational organizations should:</b>							
59	16	4.4.2.	encourage representation of students to participate in making decisions on educational processes, conditions and rules of education.		+		
<b>4.5 Work conditions</b>							
<b>The educational organization must:</b>							
60	17	4.5.1.	implement the educational program with the presence of appropriate remuneration/scholarships or other ways of financing and motivation of learners.		+		
61	18	4.5.2.	ensure that students have access to medical care for patients, including calling a doctor, where it is acceptable.		+		
62	19	4.5.3.	define and publish the working conditions and responsibilities of students.		+		
63	20	4.5.4.	provide interruptions in training caused by pregnancy (including maternity/paternity leave, child care), illness, military service, or secondment for additional training.		+		
<b>Educational organizations should:</b>							
64	21	4.5.5.	strive to ensure that the work components of the student's work do not dominate the educational component/learning.		+		
65	22	4.5.6.	take into account the needs of patients, the continuity of medical care and the educational needs of students, while developing a work plan and schedule, including work on call.		+		
66	23	4.5.7.	allow distance learning in special circumstances, in accordance with the individual educational trajectory and work experience of the student, providing evidence that the overall duration and quality of distance learning is not less than in full-time education.		+		
67	24	4.5.8.	provide the possibility to continue the learning in the conditions		+		

			of interruptions related to pregnancy (including maternity / paternity leave), illness, military service or secondment				
<b>Total</b>					<b>24</b>		
<b>Standart 5. ACADEMIC STAFF/TEACHERS</b>							
<b>5.1. Recruitment and selection policy</b>							
<b>The educational organization should develop and implement a staff selection and recruitment policy that:</b>							
68	1	5.1.1.	considers the necessary criteria for employment with the condition of the examination of documents; contains criteria on scientific, pedagogical and clinical/professional advantages of applicants, including the proper relationship between pedagogical, scientific and professional qualifications.		+		
69	2	5.1.2.	determines faculty responsibilities, including the balance between teaching, research and other functions, taking into account the mission of the EP, the needs of the educational system and health care system.			+	
<b>The organization of education should be in the development and implementation of personnel policy:</b>							
70	3	5.1.3.	ensures that instructors have practical experience in the relevant field, that they are recognized specialists in the particular field, and that narrow specialty instructors, if necessary, are approved for specific periods of study, depending on their qualifications.		+		
71	4	5.1.4.	encourage participation in programs to develop their educational capacity, use the expertise of educational activities to improve the capacity of the academic staff, determine the level of remuneration for participation in postgraduate education.		+		
<b>5.2. Policy of activity and staff development</b>							
<b>The educational organization must develop and implement a policy of activity and staff development that is aimed at:</b>							
72	5	5.2.1.	the assurance that teachers have sufficient time for training, advising and self-development.		+		
73	6	5.2.2.	existence of a structure responsible for the development of academic staff, ensuring periodic evaluation of academic staff.		+		
<b>Educational organizations should:</b>							
74	7	5.2.3.	development and implementation of policies to support academic staff related to pedagogy and professional development for further professional improvement; to evaluate and recognize the scientific and academic achievements of faculty members.		+		
75	8	5.2.4.	the ability to take into account the teacher-student ratio, depending on the different components of the EP including the features that ensure close personal interaction and monitoring of students.		+		
<b>Total</b>					<b>7</b>	<b>1</b>	
<b>STANDART 6. EDUCATIONAL RESOURCES</b>							
<b>6.1. Material-technical base</b>							
<b>The educational organization must:</b>							
76	1	6.1.1.	provide students with sufficient material and technical resources to ensure relevant implementation of the EP, space and opportunities for practical and theoretical research; access to relevant professional literature; relevant information and communication technologies; modern equipment for teaching practical methods; safe learning environment.		+		
<b>Educational organizations should:</b>							
77	2	6.1.2.	improve the learning environment through regular updates, expansion and strengthening of material and technical facilities and equipment to maintain an appropriate quality of education at the postgraduate level.			+	
<b>6.2. Educational environment</b>							
<b>The educational organization must:</b>							
78	3	6.2.1.	provide the necessary resources for the learners to gain appropriate practical experience, including selection and approval of the clinical site as an educational environment;		+		

			access to sufficient clinical/practical facilities/sites to provide study; sufficient number and variety of patients; appropriate variety of clinical cases to achieve the learning goals and objectives, including use of resources at both inpatient and outpatient levels to give the learner a broad experience in the chosen field.				
<b>Educational organizations should:</b>							
79	4	6.2.2.	ensure the number of patients and appropriate variety of clinical cases in selecting the learning environment that allow to gain clinical experience in all aspects of the chosen specialty, including learning about health care organization and management and disease prevention; training in a university hospital; and other relevant clinics/institutions and community facilities/locations, in case it is necessary.		+		
<b>6.3. Information technologies</b>							
<b>The educational organization must:</b>							
80	5	6.3.1.	provide access to information and communication technologies and other electronic media.		+		
81	6	6.3.2.	effectively and ethically use information and communication technologies in the EP.		+		
<b>Educational organizations should:</b>							
82	7	6.3.3.	provide access for teachers and students to use information and communication technologies: for self-study; to communicate with colleagues; to access health information resources and relevant patient data; to supervise patients and work in the health care system on providing medical care.		+		
<b>6.4 Clinical teams</b>							
<b>The educational organization must:</b>							
83	8	6.4.1.	provide learners the opportunity to gain experience by working in a team with colleagues and other health care professionals.		+		
<b>Educational organizations should:</b>							
84	9	6.4.2.	encourage learning in a multidisciplinary/interprofessional team, promote the ability to guide and train other health care professionals.		+		
<b>6.5. Medical and Scientific Research</b>							
<b>The educational organization must:</b>							
85	10	6.5.1.	guarantee and provide conditions for students to acquire knowledge in the methodology of scientific research and the ability to apply the scientific basis and methods of research in the chosen field of medicine, to ensure integration and balance between learning and research.		+		
<b>Educational organizations should:</b>							
86	11	6.5.2.	encourage students to participate in medical scientific research focusing on the study of the condition and quality of public health and health care system, provide sufficient time within the educational program for students to conduct research, provide access to scientific research facilities and activities in places of study.		+		
<b>6.6. Expertise in the field of education</b>							
<b>The educational organization must:</b>							
87	12	6.6.1.	define and implement policy of usage of expertise in the field of education at the stage of planning, implementation and evaluation of program.		+		
<b>Educational organizations should:</b>							
88	13	6.6.2.	stimulate the development of expertise in the evaluation of education and research on medical education as a discipline, promote the desire and interest of employees in research of medical education.			+	
<b>6.7. Learning in alternative terms and exchange in the field of education</b>							
<b>The educational organization must:</b>							
89	14	6.7.1.	define and implement a policy of accessibility of individual learning opportunities in other educational organizations at the		+		



			appropriate level within or outside the country, transfer and mutual offset of educational credits and learning outcomes.				
<b>Educational organizations should:</b>							
90	15	6.7.2.	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing them with appropriate resources; create links with relevant national and international organs for exchange and mutual recognition of learning elements.		+		
<b>Total</b>					<b>13</b>	<b>2</b>	
<b>STANDART 7. EVALUATION OF THE EDUCATIONAL PROGRAM</b>							
<b>7.1. Mechanisms of program monitoring and evaluation</b>							
<b>The educational organization must:</b>							
91	1	7.1.1.	establish regulated procedures for monitoring and periodic assessment of EP, learning outcomes, progress and achievements of students with the involvement of key stakeholders.		+		
92	2	7.1.2.	monitor the EP on a regular basis, assess the relationship between human resource policies and educational and health system needs, evaluate the educational process, student assessment methods, student progress, academic staff qualifications, grade and analyze identified problems, make sure that relevant assessment results affect the quality of the EP.		+		
<b>Educational organizations should:</b>							
93	3	7.1.3.	make the evaluation process and results transparent to all stakeholders.		+		
<b>7.2. Feedback of students and teachers</b>							
<b>The educational organization must:</b>							
94	4	7.2.1.	systematically conduct, analyze, and respond to feedback from faculty and students.		+		
<b>Educational organizations should:</b>							
95	5	7.2.2.	actively involve faculty and students in planning program evaluation and use the results of the evaluation to improve the program.		+		
<b>7.3 Learning outcomes of qualified professionals</b>							
<b>The educational organization must:</b>							
96	6	7.3.1.	monitor qualified specialists / graduates permanently; provide feedback about clinical practice of qualified specialists / graduates from employers; establish and apply mechanism for program evaluation using collected data on results of clinical practice of qualified specialists / graduates.		+		
<b>Educational organizations should:</b>							
97	7	7.3.2.	inform the structural units responsible for selection of students, development and planning of educational program, counseling of students about the results of evaluation of clinical practice of graduates. программы, консультирование обучающихся		+		
<b>7.4. Involvement of stakeholders</b>							
<b>The educational organization must:</b>							
98	8	7.4.1.	involve key stakeholders in monitoring and evaluation of EP.		+		
<b>Educational organizations should:</b>							
99	9	7.4.2.	provide stakeholders for access to the results of course and educational program evaluation; take into account the results of feedback from qualified specialists / graduates; take into account the results of feedback on the EP.		+		
<b>Total</b>					<b>9</b>		
<b>STANDART 8. MANAGEMENT AND ADMINISTRATION</b>							
<b>8.1. Administration</b>							
<b>The educational organization must:</b>							
100	1	8.1.1.	document completion of learning by releasing degrees, diplomas, certificates or other official certificates of qualification; provide evidence of formal qualifications provided as the basis for official recognition of the specialist in		+		

			the chosen field of medicine at national and international level.				
101	2	8.1.2.	ensure responsibility for quality assurance processes.		+		
<b>Educational organizations should:</b>							
102	3	8.1.3.	ensure that the OP meets the needs of society in the level of health and the health care system, provide transparency in the work of management structures and their decisions.		+		
<b>8.2. Academic guidance</b>							
<b>The educational organization must:</b>							
103	4	8.2.1.	guide/academic leadership and organization of postgraduate medical education.		+		
<b>Educational organizations should:</b>							
104	5	8.2.2.	periodically evaluate the academic leadership regarding the achievement of the mission of the EP and the expected learning outcomes.		+		
<b>8.3. Budget on training and resource allocation</b>							
<b>The educational organization must:</b>							
105	6	8.3.1.	possess a precise distribution of responsibility and authority to provide resources for the educational program, including the target budget for training.		+		
106	7	8.3.2.	provide the resources necessary for implementation of EP and distribute the educational resources in accordance with their needs.		+		
<b>Educational organizations should:</b>							
107	8	8.3.3.	manage the budget in such a way as to comply with the functional responsibilities of the academic staff and students, introduction of innovations in the program.		+		
<b>8.4. Administrative staff and management</b>							
<b>The educational organization must:</b>							
108	9	8.4.1.	possess the appropriate administrative staff, including their number and structure in accordance with the qualifications, to ensure the implementation of the EP and the relevant activities; ensure proper management and allocation of resources.		+		
<b>Educational organizations should:</b>							
109	10	8.4.2.	develop and implement an internal management quality assurance program that includes regular reviews and submission to the academic administration of the EP for regular review to achieve high quality.		+		
<b>8.5. Requirements and regulations</b>							
<b>The educational organization must:</b>							
110	11	8.5.1.	follow the national legislation regarding the number and types of recognized medical specialties for which the approved EPs are developed.		+		
<b>Educational organizations should:</b>							
111	12	8.5.2.	conduct discussion and approval of the postgraduate medical education program in cooperation with all interested parties.		+		
<b>8.6. Public awareness</b>							
<b>The educational organization must:</b>							
112	13	8.6.1.	publish on the official website of the educational organization and in the media complete and reliable information about the educational program, its achievements.		+		
<b>Total</b>					<b>13</b>		
<b>TOTAL</b>				<b>1</b>	<b>105</b>	<b>6</b>	