



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission on assessment of compliance with the requirements of the standards for international primary accreditation of basic medical and pharmaceutical education programmes (based on WFME/ AMSE/ ESG)

6B10115 Medicine (primary accreditation)

SOUTH KAZAKHSTAN MEDICAL ACADEMY

between 09 and 11 May 2024.

INDEPENDENT AGENCY for ACCREDITATION AND RATING

External Expert Committee

***Addressed to the IAAR
Accreditation Council***



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2024

(D)LIST OF NOTATIONS AND ABBREVIATIONS

JSC- Joint Stock Company
AIS-automated information system
AC-Academic Committee
SKMA JSC-South Kazakhstan Medical Academy Joint Stock Company
PSA-Practical skills attestation
BD-basic discipline
LIC-library and information centre
BME-Basic Medical Education;
IQC-intrauniversity quality control
UC-university component
MCH-Municipal Children's Hospital
MIH- Municipal Infectious Hospital
SMEonRSM-State municipal enterprise on the right of self-supporting management
SOES-state obligatory education standard
UNT-unified national testing
CT-comprehensive testing
IEP-individual educational plan
FAC- final attestation commission
EC-elective component
ESQC-Educational services quality control
CTPC-Computer, Test, Publishing Centre
CED-Catalogue of elective disciplines
MH of the RK-Ministry of Healthcare of the Republic of Kazakhstan
ME of the RK- Ministry of Education of the Republic of Kazakhstan
MSHE of the RK- Ministry of Science and Higher Education of the Republic of Kazakhstan
MEP-Modular educational programme
MC-Methodological Council
LSRW-Learner's scientific research work
CME-Continuing Medical Education
CPD-Continuing Professional Development
RPC-Regional Children's Hospital
RO-registrar's office
OSCE-Objective Structured Clinical Examination
OSPE-Objective Structured Practical Examination
PD-profiled disciplines
PHS-primary healthcare services
TS- teaching staff
LO-learning outcomes
RIEL-Republican Interuniversity Electronic Library
WC-working curriculum
MM-mass media
QMS-quality management system

LIW-Learner's individual work

LIWT-Learner's individual work with teacher

MC-model curriculum

EMCD-educational and methodical complex of the discipline

EMC- Educational and Methodological Center

AC-Academic Council

PSC- Practical Skills Centre

CBL-case-based learning.

GPA-Grade Point Average

MCQ-Multiple Choice Questions

PBL-problem-based learning

SGL-small group learning

TBL-team-based learning

SIQA-system of internal quality assurance



(II) INTRODUCTION

In accordance with the order №70-24-OD dated 09.02.2024 of the Independent Agency for Accreditation and Rating from 9 to 11 May 2024 the external expert commission conducted an assessment of compliance of the educational programme 6B10115 Medicine (primary accreditation) of South Kazakhstan Medical Academy according to the standards of international primary accreditation of basic medical and pharmaceutical education programmes (based on WFME/ AMSE/ ESG) №150-22-OD dated 21 December 2022, edition three.

The report of the External Expert Commission (EEC) contains the assessment of the submitted educational programme to the NAAR criteria, recommendations of the EEC on further improvement of the educational programme and parameters of the educational programme profile.

The composition of the EEC:

1) Chairman of the IAAR Commission - Irina Moroz, First Vice-Rector, Doctor of Medical Sciences, Professor, Belarusian State Medical University (Republic of Belarus) Off-line participation

2) IAAR Expert - Larisa Kirichenko, Doctor of Medical Sciences, Associate Professor, Perm State Medical University named after Academician E.A. Wagner, Ministry of Health of Russia (Russian Federation) Off-line participation

3) IAAR Expert - Omarkulov Bauyrzhan Kadenovich, Candidate of Medical Sciences, Associate Professor, Medical University of Karaganda (Republic of Kazakhstan) Off-line participation

4) IAAR Expert - Shim Victor Robertovich, M.M.S., Head Teacher, Department of Outpatient and Polyclinic Paediatrics, NJSC S.D. Asfendiyarov KazNMU (Republic of Kazakhstan) Off-line participation

5) IAAR Expert - Gulnar Dostanova Sultanova, Candidate of Medical Sciences, NJSC 'West Kazakhstan Medical University' (Republic of Kazakhstan), Off-line participation

6) IAAR Expert - Saulesh Akhatovna Apbasova, Candidate of Medical Sciences, Associate Professor, Semey Medical University (Republic of Kazakhstan) Off-line participation

7) IAAR Expert, employer - Saken Arystanovich Katbaev, Public Association 'Local trade union of workers of health care organisations "DENSAULYQ"' (Republic of Kazakhstan) Off-line participation

8) IAAR expert, student - Nabiullin Asylkhan, student of the 4th year of the speciality 'Medicine', NJSC 'West Kazakhstan Medical University' (Republic of Kazakhstan) Off-line participation

9) IAAR Expert, student - Kuziev Saidbek Karimovich, 3rd year student of 'Forensic Medical Examination', Medical University of Astana (Republic of Kazakhstan) On-line participation

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

(III) PRESENTATION OF EDUCATIONAL ORGANISATION

‘SKMA’ JSC is the leading medical higher education institution of the country, providing educational services in the market of Kazakhstan for more than 40 years.

‘SKMA’ JSC trains specialists of medical, pharmaceutical and engineering-pharmaceutical direction at the level of secondary technical professional education (medical college), higher education (bachelor's degree, internship), postgraduate education (master's degree, doctoral degree, residency); at the level of continuous professional development of health care personnel (advanced training and retraining of medical and pharmaceutical personnel) (licence №KZ36LAA00011387 of the Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan). Rector of the Academy is Rysbekov Myrzabek Myrzashevich, Doctor of Medical Sciences, professor.

The Academy provides education in Kazakh, Russian and English languages at 42 departments at higher and postgraduate levels of education, on the following EPs:

- 9 Bachelor EPs - ‘General Medicine’ (‘Medicine’), ‘Paediatrics’, ‘Stomatology’, ‘Nursing’, ‘Public Health’, ‘Pharmacy’, ‘Technology of Pharmaceutical Production’, ‘Public Health’, ‘Medical and Preventive Medicine’.
 - 5 Master's degree programmes: ‘Medicine’, ‘Public Health’, ‘Nursing’, ‘Pharmacy’ and ‘Medical and Preventive Medicine’;
 - 3 EPs of doctoral studies: ‘Pharmacy’, ‘Medicine’, ‘Public Health’
- <https://clck.ru/33fNb7..>
- 31 EPs of residency:

Educational process in ‘SKMA’ JSC is carried out in 4 own and 3 rented educational buildings with classrooms equipped with interactive equipment, scientific library with reading room and electronic library hall, research laboratories: ‘Medicinal Plant Laboratory’ and “**South Clinical &** Genetic Laboratory”, “Practical Skills Centre”, 2 dormitories, 52 clinical bases.

‘SKMA’ JSC carries out active international cooperation in the field of medical education, science and practice with medical and scientific centres of near and far abroad countries. Partners of ‘SKMA’ JSC are such universities as: ‘Institute of Biomedical Research, University of Barcelona’, Spain; Institute of Neurology, University College of London, UK; University of Medicine and Pharmacy, Romania, Institute of Neurology, University College London, “St. Petersburg State Paediatric Medical University”, Russia, “Tashkent Paediatric Medical Institute”, Uzbekistan; and others.

In 2020 ‘SKMA’ JSC within the Erasmus+ programme participated in the project ‘AcceLED - Improvement of nursing at the level of Master's degree and PhD doctoral studies in the system of higher education in Kazakhstan’, where the grant

applicant is the Lithuanian University of Health Sciences (Lithuania) (years of implementation: 2020-2023) (<https://clck.ru/33fNcn>).

According to the results of the National Rating of the demand for higher education institutions of Kazakhstan in the General Rating of Higher Education Institutions of the Republic of Kazakhstan 'Top-20' takes the 17th place (2021, 2022).

In SKMA the teaching staff is represented by famous scientists of Kazakhstan, academicians of the National Academy of Sciences of RK, Russian Academy of Medical Sciences, Academy of Preventive Medicine of RK, International Academies, honoured figures of science and education, honoured figures in the field of practical health care and pharmacy.

Since 2023-2024 academic year the university implements the NIMO EP '6B10115 Medicine', where 305 students study in 3 languages of instruction.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialised accreditation of OP 6B10115 Medicine (primary accreditation) of the South Kazakhstan Medical Academy according to IAAR standards is conducted for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Programme of the visit of the expert commission on specialized accreditation of educational programmes of the South Kazakhstan Medical Academy in the period from 09 to 11 May 2024.

In order to coordinate the work of the EEC, an on-line introductory meeting was held on 08.05.2024, during which the powers were distributed among the members of the Commission, the schedule of the visit was specified, and agreement was reached on the choice of methods of expertise.

In order to obtain objective information about the quality of educational programmes and the whole infrastructure of the university, to clarify the content of self-assessment reports, on 09.05.2024 a number of meetings with the rector, vice-rectors of the university in the areas of activity, heads of structural units, deans, heads of departments, teachers, students were held. During the meeting, EEC judged the following aspects of the HEI activity: administration of the educational process in the speciality and its compliance with the organisation of the educational process, support of the teaching staff and students by the AMP, resource support of the scientific and educational process in the HEI according to the EP and participation of stakeholders in its development. During the interviewing with the administration of the university and faculty members the information about the implementation of the educational process, scientific and clinical activities at the departments, conditions for their implementation was obtained. Also during the meeting the processes of motivation and stimulation of the teaching staff, conditions of employment and career development, financial support of the teaching staff,

provision of the educational process with necessary resources (material, material and clinical activities) were discussed.

the educational process with necessary resources (material and technical, informational, etc.), interaction with the administration.

etc.), co-operation with administrative and management structures. A total of 152 people took part in the meetings (Table 1).

Table 1 - Information about the staff and students who participated in meetings with the EEC NAAR:

Rector	1
Vice-Rector	3
Heads of structural subdivisions	19
Deans	2
Heads of departments	23
Teachers	45
Students	59
Total	152

Including teaching staff (EP 6B10115 Medicine) - 28 people, students - 25 people.

During the visual inspection the members of the EEC got acquainted with the state of material and technical base, visited pharmacological and physiological educational and scientific laboratories, anatomical class, library and information centre, practical skills centre.

During the meetings of the EEC NAAR with the university target groups, the mechanisms of the university policy implementation were clarified and some data presented in the self-assessment report of the university were specified.

On May 10 members of the EEC visited the practice bases of the accredited programmes: SME 'Shymkent city polyclinic № 2', SME on REM 'Regional children's hospital of Turkestan region HD.

The EEC members noted that all clinical bases are equipped with modern equipment and are highly specialised medical centres providing highly qualified specialised therapeutic and consultative medical care to adults and children. Interviews with the heads of the clinics revealed that the heads of the clinics participated in the development of the EP and are members of the collegial bodies of the university, and that trainees and faculty members are allowed in all departments to supervise patients, receive patients under the guidance of a teacher or mentor, have the opportunity to be present during surgical interventions, instrumental examinations, etc.

The clinics have classrooms, computers, projectors, Internet access and separate locker rooms for students.

Then EEC members conducted interviews with students, where they discussed questions about their participation in the collegial bodies of the university, the organisation of the educational process, social policy and a number of other topics.

Then the experts visited the training classes according to the approved schedule, according to the programme of the visit:

- EP 'Medicine', 2nd year, group №AA-11-22, on the topic: 'Implementation of project-oriented learning within the discipline: 'Introduction to scientific research: experience and results' (PhD lecturer, Ass. Prof. Ivanova M.B.);

- EP 'Dentistry', 2nd year, group №BM-ST-05-22, on the theme: 'Diagnostic value of determination of metabolites of carbohydrate metabolism' (teacher Ordabekova A.B.);

- EP 'Paediatrics', 2nd year, group №BM-ST-02-22 on the topic: 'Inferior vena cava' SIWT (teacher: candidate of medical sciences, acting professor, Tanabaev B.D.).

In accordance with the accreditation procedure a questionnaire survey was conducted among 45 teachers, 59 students, including junior and senior students.

The results of the questionnaire showed the satisfaction of the teaching staff with the content of the programme, conditions for continuous potential growth and development in educational and clinical activities, professional development of the staff, the possibility of active application of self-developed teaching methods in the educational process. All the interviewed respondents are satisfied with the equipment of the library fund with the necessary scientific and educational databases. Many participants of the survey are satisfied with the support of the management both with regard to the development of new educational programmes

educational programmes and motivational approaches. In general, vast majority of survey participants responded positively to all questions and believe that the Academy is an actively developing educational institution with favourable conditions, potential opportunities for career and personal growth for both teachers and staff and students.

In order to confirm the information presented in the self-assessment Report, the external experts requested and analysed the working documentation of the HEI. At the same time, the experts studied the internet positioning of the Academy through the official website of the HEI <https://skma.edu.kz/>.

Within the framework of the planned programme, the recommendations for the improvement of the accredited educational programmes of the University, developed by the EEC based on the results of the expertise, were presented at the meeting with the management on 11.05.2024.

(VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS

6.1 Standard Mission and Results

- Defining the mission

The educational organisation must:

- ✓ define the mission of the EP and communicate it to stakeholders and the health sector.

- ✓ reflect in the mission of the EP the objectives and educational strategy to produce a competent professional at tertiary level in health care with an appropriate foundation for a future career in any area of health care, encompassing all types of practice, administrative medicine and health services research; able to fulfil the roles and functions of a professional in accordance with the established requirements of the health sector; prepared for postgraduate education and committed to teaching and learning.

- ✓ ensure that the mission incorporates research advances in the biomedical, clinical, pharmaceutical, behavioural and social sciences, aspects of global health and reflects major international health issues.

- ✓ Institutional autonomy and academic freedom.

- ✓ The educational organisation must:

- ✓ 1.2.1 have the institutional autonomy to develop and implement a quality assurance policy for which the administration and faculty are responsible, especially with regard to the design of the educational programme and the allocation of resources needed to implement the educational programme.

- ✓ 1.2.2. ensure academic freedom for staff and students to implement the educational programme and use the results of new research to improve the study of specific disciplines/issues without expanding the EP.

- ✓ Learning Outcomes

- ✓ The educational organisation must:

- ✓ identify the expected learning outcomes that learners should achieve on completion of their studies in relation to attainment at a basic level of knowledge, skills and professional attitudes; an appropriate foundation for a future career in any area of the health sector; future roles in the health sector; further postgraduate training; commitment to lifelong learning; community health needs, health system needs and other aspects of social responsibility.

- ✓ ensure that students behave appropriately towards fellow students, teachers, medical staff, patients and their relatives.

- ✓ publish the expected learning outcomes of the EP

- ✓ identify and co-ordinate the linking of the learning outcomes required on completion with those required in postgraduate study

- ✓ provide opportunities for trainees to participate in research in the relevant health area

- ✓ pay attention to the intended learning outcomes related to global health

- ✓ participate in the formulation of mission and learning outcomes

- ✓ The educational organisation must:

- ✓ ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes
- ✓ ensure that the stated mission and expected learning outcomes are based on the views/suggestions of other stakeholders

Evidentiary part

Mission of educational programme 6B101115 "Medicine": Training of qualified and competitive personnel capable of self-improvement and scientific research. The mission of the EP is developed in accordance with the mission of SKMA JSC, which is based on being a recognised leader in the field of training competitive personnel, taking into account the requirements of the State Programme of Health Care Development of the RK for 2020- 2025, Strategic Directions of "South Kazakhstan Medical Academy" JSC for 2024-2028. The mission of EP "Medicine" is brought to the attention of stakeholders by publication on the official website of "SKMA" JSC - (<https://skma.edu.kz>), social network Facebook - (<https://www.facebook.com/SKMA.kz/>). The mission of EP includes integration of science, education and practice, which is realised through gradual and consistent learning of critical and analytical thinking skills, basics of evidence-based medicine, modern methods of research. To attract students to scientific work outside the educational process at the departments there are scientific circles. The mission of EP "Medicine" is developed with the participation of stakeholders: leading specialists and teaching staff of «SKMA» JSC, representatives of NCE "Atameken", representatives of the Health Department, as well as students of this EP. When forming the mission of EP "Medicine", the opinion of all interested parties is taken into account - heads of subdivisions of «SKMA» JSC, scientific and pedagogical staff, students, graduates, health care organisations - employers, health care and education authorities. Annually, together with stakeholders (practical health care of Shymkent city, Southern region of the country - Turkestan region, Zhambyl, Kyzyl-Orda regions, Northern and Western regions of Kazakhstan, NCE RK "Atameken" on Shymkent city, Department of the Committee for Medical and Pharmaceutical Control of the Ministry of Health of the Republic of Kazakhstan) 2 round tables, joint meetings, job fairs, etc., discussion of issues of improvement of training, mission, learning outcomes and content of EP is held, possibly Since 2018, HEIs in Kazakhstan have been granted institutional autonomy in the management, development and implementation of educational programmes for which the faculty and management are responsible. The development of EPs at SKMA is the responsibility of the Academic Committee (hereinafter - AC), whose members are the teaching staff, representatives of practical health care, as well as students. "SKMA" JSC has sufficient autonomy in the development of the Working Curriculum (WC) of the implemented EP: the list, content and volume of basic and profile disciplines, variety of elective disciplines, professional practice, etc., maximally ensuring their compliance with the standards (Order of the Minister of Healthcare of the Republic of Kazakhstan from 4 July 2022 № KR DSM-63). Academic autonomy of the OP is realised within the framework of the Statute of «SKMA» JSC, Academic Policy of «SKMA» JSC, Provision of the SKMA "On the

organisation of the educational process on credit technology of education", Provisions on the AC, EMC and other subdivisions, collegial management bodies responsible for the implementation of the EP and educational and methodological activities, which define the powers and rights to develop the EP, working curricula, syllabus and allocation of resources necessary for the implementation of the EP. The final LOs are developed on the basis of the mission of the EP "Medicine" with regard to achievements at the basic level and subsequent postgraduate training, including a commitment to lifelong learning and social responsibility. Mastering the core competences is the basis for future careers in any branch of medicine, future roles learnt in the health sector. The expected outcomes of the EP are developed on the basis of competences comparable to the requirements of the Dublin Level 1 descriptors. Criteria for assessing the achievement of the outcomes for each discipline and for the EP as a whole have been developed. At each stage of training, the LOs for each discipline and for each module of students are clearly defined, thanks to which the stage of competences formation is achieved. In accordance with the traditions and values of the Academy, all team members, students and clinical teachers follow the norms of ethical behaviour and comply with the "Code of Academic Integrity", "Code of Ethics for Student" (Academic Policy of "SKMA" JSC dated 12.06.2023), which are the norms of corporate ethics.

Analytical part

EEC members note that the EP of the accredited speciality meets the criteria of this Standard, is developed on the basis of the Academy mission, taking into account the requirements of the State Standards of Higher Education of the Republic of Kazakhstan and professional standard of the speciality of the Republic of Kazakhstan. It demonstrates the focus, strategy and vision to meet the needs of the state, society, health care and science sectors, as well as potential stakeholders. The mission of the EP includes integration of science, education, practice and is realised through gradual and consistent mastering of critical and analytical thinking skills, basics of evidence-based medicine, modern research methods along with obtaining professional skills of clinical work. The head of the EP and those responsible for monitoring will further analyse the target indicators of the areas of activity, monitoring and measures to improve the quality of the EP (documents). During the analysis of documents and interviewing of focus groups it was found out by the members of the EEC that all participants of the educational process know the mission of the EP, took part in the discussion, as well as in the formation of proposals in the formulation of the mission. The content of all main documents is brought to the attention of the teaching staff, students and stakeholders at collegial meetings of the Academy, schools, departments, meetings with teaching staff and students, corporate mail, posting on the SKMA website (interviews, 3 documents, report).

Strengths/best practices:

South Kazakhstan Medical Academy JSC has "institutional autonomy" with respect to the development of the educational programme and the allocation and distribution of resources for the effective implementation of the educational programme 6B10115 "Medicine".

EEC Recommendations:

Absent.

EEC findings on criteria:

- Strong – 1
- Satisfactory - 12
- Predicting improvements - 0
- Unsatisfactory - 0

6.2 Standard Educational Programme**Education programme model and teaching methods**

- ✓ *The educational organisation must:*
 - ✓ *define the specifications of the EP, including a statement of intended learning outcomes, a curriculum based on a modular or spiral structure, the qualification to be awarded*
 - ✓ *use teaching and learning methods that stimulate, prepare and support learners to take responsibility for the learning process*
 - ✓ *ensure that the EP is implemented in line with equality principles.*
 - ✓ *develop learners' capacities for lifelong learning*
- ✓ *Scientific method*
 - ✓ *The educational organisation must:*
 - ✓ *throughout the training programme, instil in trainees the principles of scientific methodology, including analytical and critical thinking techniques; research methods in health care and evidence-based medicine.*
 - ✓ *provide for the possibility to include in the content of the programme the results of modern scientific research*
 - ✓ *Basic biomedical sciences*
 - ✓ *The educational organisation must:*
 - ✓ *identify and incorporate the achievements of the basic biomedical sciences into the EP to develop students' understanding of the scientific knowledge, concepts and methods that form the basis for the acquisition and application of clinical scientific knowledge.*
 - ✓ *provide mechanisms for revising and updating the EP to reflect advances in the biomedical sciences, reflecting scientific, technological, medical and pharmaceutical developments, current and anticipated needs of society and the health care system.*
 - ✓ *Behavioural, social sciences and medical/pharmaceutical ethics*
 - ✓ *The educational organisation must:*
 - ✓ *identify and incorporate advances in behavioural sciences, social sciences, medical/pharmaceutical ethics and jurisprudence into the EPs*
 - ✓ *provide mechanisms for revising and updating the EP to reflect advances in behavioural and social sciences, medical/pharmaceutical ethics and jurisprudence, including current scientific, technological and medical and pharmaceutical developments, current and anticipated societal and health system needs; changing demographic and cultural contexts*
 - ✓ *Clinical/pharmaceutical sciences and skills*
- ✓ *The educational organisation must:*
 - ✓ *identify and incorporate advances in clinical/pharmaceutical sciences into the EP to ensure that trainees on completion of training have acquired sufficient knowledge, clinical and professional skills to take appropriate responsibility in subsequent professional careers;*
 - ✓ *ensure that trainees spend a sufficient proportion of the programme in planned contact with patients, service users in appropriate clinical/workplace settings and gain experience in health promotion and disease prevention.*

- ✓ *determine the amount of time allocated to core clinical/professional disciplines*
- ✓ *organise training with appropriate attention to the safety of the learning environment and patients, including observation of the trainee's activities in clinical/production facilities.*
- ✓ *Provide for the possibility to modify the OP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the health care system.*
- ✓ *ensure that each trainee has early contact with real patients, service users, including their gradual involvement in service delivery and including responsibility:*
 - ✓ *- in terms of the examination and/or treatment of the patient under supervision in an appropriate clinical setting;*
 - ✓ *- in sanitary and epidemiological surveillance procedures in terms of survey and/or inspection of the object under surveillance, which is carried out in the relevant production bases (sanitary and epidemiological control centres, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and health care facilities);*
 - ✓ *- in terms of counselling the patient on the rational use of medicines, which is carried out in an appropriate working environment*
- ✓ *Structure the various components of training in clinical, environmental and occupational health monitoring and other workplace skills according to the specific stage of the training programme.*
- ✓ *structure of the educational programme, content and duration*
- ✓ *The educational organisation must:*
 - ✓ *describe the content, scope and sequence of disciplines/modules, including maintaining an appropriate balance between core biomedical, behavioural, social and clinical/professional disciplines*
 - ✓ *provide for horizontal integration of related sciences and disciplines; }Provide for vertical integration of clinical/professional sciences with basic biomedical and behavioural and social sciences*
 - ✓ *provide opportunities for elective content (electives) and determine the balance between compulsory and elective parts of the EP*
 - ✓ *determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of the impact of the environment and technogenic production loads, social situation on the health of the population*
- ✓ *Programme management*
- ✓ *The educational organisation must:*
 - ✓ *define procedures for the development, approval and revision of the EPs*
 - ✓ *identify a committee, under the direction of academic management, responsible for planning and implementing the EP to ensure the achievement of the expected learning outcomes*
 - ✓ *ensure representation of teachers, trainees, representatives from other stakeholders, including representatives from clinical, industrial bases, health care professionals involved in the training process in the committee responsible for the EP*
 - ✓ *provide an opportunity to plan and implement innovations in the EP through the committee responsible for the EP*
 - ✓ *Linking with medical/pharmaceutical practice and the health care system*
- ✓ *The educational organisation must:*
 - ✓ *ensure continuity between the programme and the subsequent stages of professional training or practical activity to which the student will be assigned upon completion of his/her studies.*
 - ✓ *take into account the peculiarities of the conditions in which graduates will have to work and modify the EP accordingly*

Evidentiary part

«SKMA» JSC implements EP 6B10115 "Medicine" from 2023, according to the phased implementation of EP NIMO on the basis of the order of Vice - Minister Dudnik V.Y. № 661 from 08.08.2022 and the letter of the Director of the Department of Science and Human Resources M3 RK Aldyngurov D.K. inh. № 1011-K from 15.08.2023, on the programme **NIMO "Pediatrics"** accepted students 1 year and transferred students 2 year 2022 year of admission. Persons who have completed the programme of continuous integrated medical education and successfully passed the final certification, are awarded the degree of "Master of Medicine" with the issuance of a diploma of postgraduate education with a transcript and (or) a pan-European diploma supplement, as well as a certificate of completion of internship with the qualification "Doctor". The graduate qualification level corresponds to level 7 of the National Qualifications Framework. Upon graduation, a state diploma with a transcript (transcript) is issued free of charge and the HEI additionally issues a European Diploma Supplement (Diploma Supplement) to the graduate. To fully complete their medical education and obtain the qualification "specialist doctor", graduates of the continuous integrated training programme **"Paediatrics"** enter the residency. SKMA JSC has developed and approved other regulatory documents, which present algorithms for all processes: admission of applicants, enrolment, formation of WC, PSC, selection of educational paths, training, control of knowledge and skills (intermediate, final), the order of using educational resources, etc. The first graduation at the undergraduate level is expected in the 2027-2028 academic year. The content of EP "Medicine" on the compulsory component of the curriculum and their volume corresponds to the requirements of the State Educational Standards of the Republic of Kazakhstan, Model Curriculum. The structure of the Working Curriculum consists of cycles of disciplines: general education disciplines (GED), basic disciplines (BD) and profile disciplines (PD) and master's disciplines, as well as intermediate and final certification. EP "Medicine" is realised during 6 years and consists of 10800 hours (360 ECTS credits), including 900 hours of internship (30 ECTS credits) and 390 hours (13 ECTS credits) of experimental-research work of a Master student. General Education Disciplines (GED) - a total of 56 credits (1680 hours), including 51 credits Compulsory Component (GED/CC) (1530 hours) and 5 credits (150 hours) - University Component (GED/UC). GED/CC disciplines: "History of Kazakhstan", "Philosophy" are determined by the standard curricula. GED/UC disciplines: the module "Introduction to the Profession" includes the disciplines Fundamentals of Medicine and Safe Care, Medical Ethics and Communication Skills, Medical Law. Basic disciplines (GED) - a total of 95 credits (2850 hours), of which - University component (GED/UC) 91 credits (2730), including 4 credits (120 hours) of EC. Profile disciplines (PD) total 184 credits (5520 hours), including 181 credits (5430 hours) University Component (PD/UC), Elective Component (PD/EC) 3 credits (90 hours). The list of PD/EC is presented in the catalogue of elective disciplines. Writing, defence of the Master's project and preparation and passing of the comprehensive examination 12 credits (360 hours). The duration of the academic term, according to the State Educational Standards, is from 15 to 18 weeks. Training

is organised on a full-time basis. The WC ensures the sequence of disciplines study based on continuity, rational distribution of disciplines by semesters from the point of view of uniformity of students' academic work, allows to effectively use the Academy's human and material-technical potential. The WCs are developed on the basis of the standard curricula of the State Educational Programme. When developing the WC, the observance of the principle of the sequence of disciplines (the principle of pre- and postrequisites) specified in the Academic Policy is taken into account first of all. The EP and WC include the title of the EP, the list of disciplines, the total volume of hours, classroom hours, LIW hours, LIWT hours, practice and the distribution of workload by semesters. The EP contains a complete list of academic disciplines, including an elective component, competence matrix with ECTS credits, general and subject competences. The EP defines the types and duration of practices, as well as forms of progress control and evaluation (differentiated credit, exam, final certification) by semesters. The WC serves as a basis for drawing up syllabuses, timetables, as well as for calculating the teaching load for teachers. The principle of interdisciplinarity and transdisciplinarity is ensured by the implementation of horizontal and vertical integration. An example of horizontal integration is the integration of basic science topics: for example, in the module "Organ systems (norm)", integrated biomedical knowledge is formed about electrophysiological properties of the cell and organism; anatomohistological structure and physiological processes of organs and organ systems in norm in different age periods, which is the basis for the study of organ systems in pathology; the ability to apply knowledge of functional and laboratory methods of research in the process of further education is formed. The elective component is 12 credits (360 hours), of which the basic 120 hours (2%), the profile - 90 hours. Elective disciplines are formed and approved according to the procedures, presented in the catalogue and placed in the rubric "Elective disciplines", which is formed according to the requests of departments and the results of feedback from stakeholders, discussed at the meetings of the AC and approved at the Methodological Council. Registration for elective disciplines for the next academic year is carried out according to the Academic Calendar at the beginning of February of the current academic year. EP "Medicine" regulates the contact of students with patients and guarantees the training of clinical skills, starting from the junior courses. The students of the 1st-3rd years have the opportunity to have contact with patients, while studying the disciplines "Fundamentals of Medicine and Safe Care", "Introduction to the Clinic" and practical training. Trainees acquire and develop new practical skills in providing inpatient medical care to patients of surgical and children's departments. In teaching clinical disciplines it is necessary to note such effective methods of teaching as: supervision of patients; role-playing games; work in receiving departments of hospitals, dressing rooms, operating theatres, procedure rooms; participation in rounds of professors and associate professors; analysis of X-rays, ECG, ultrasound, etc.; discussion of case patients; presence in the hospital reception rooms, dressing rooms, operating theatres, procedure rooms; participation in rounds of professors and associate professors; analysis of X-rays, ECG, ultrasound and others.; analysis

of thematic patients; presence at autopsies; mastering of practical skills on phantoms and moulages, at the bedside of the patient; work at the medical areas of polyclinics; filling in medical documentation, etc. (documents, interviews, interviews, etc.). (documents, interviews). EP "Medicine" allows to conduct training in direct contact with patients, starting from the 1st year with a gradual increase starting from the 3rd year. In the 1st year in the module "Introduction to the profession" in the discipline "Fundamentals of medicine and safe care" students acquire work experience in the scope of nursing staff. Training from the 3rd year is conducted integrated in modules with basic and clinical disciplines on clinical bases and in the PSC. From the 4th year, all modular disciplines are conducted at clinical departments, where access to patients in the relevant profile of the discipline taught is maximised. In the process of training at the clinical departments of detailed understanding of clinical protocols of diagnosis and treatment of the Ministry of Healthcare of the Republic of Kazakhstan, international recommendations for the management of patients with different pathologies based on evidence-based medicine. Mastering of practical skills is organised taking into account the safety of the patient, which helps the Centre of practical skills, which allows practicing on moulages under the guidance of doctors of clinical bases, clinical mentors, heads of departments, under the direct supervision of which patients are supervised (bilateral agreement between the university and clinical bases). Before starting work, students are familiarised with the content of the Code of the Republic of Kazakhstan "On the health of the people and the health care system", Chapter 12 "Rights and duties of persons in the field of health care", Article 134 "Rights of patients". The EP provides for the following types of practice: "Nurse's assistant" "Assistant to a therapist, surgeon, paediatrician, obstetrician-gynaecologist", "Assistant to a family doctor", and General medical practice (Internship). During the clinical disciplines, about 40% of the time is devoted to clinical practice in the CPN, clinical base departments and polyclinics, including work with documentation, case histories, outpatient records, etc. (SIWT and SIW). Patient safety is addressed during the learning of the legal competence and during the training practice "Safe Care". Modern achievements of scientific, technological and clinical developments are reflected in the annually updated: catalogue of elective disciplines, EMCD through acts of implementation, active learning methods and results of scientific works in the educational process, with the revision and addition of the list of recommended literature, Internet resources are annually revised, updated and supplemented. On issues of education, participation in scientific research, social life of SKMA, etc., students have the opportunity to contact the Vice-Rector for AMUW, Office of the Registrar, dean offices, Youth Policy Department, Department of Strategic Development and International Cooperation, BIC and other departments of the Academy, as well as the blog on educational and methodological work. The content and design of the working curricula of the quality assessment and examination of the EP provides the control of the fulfilment of the curricula and the set tasks, as well as the feedback for their improvement <https://clck.ru/33Us3Y>. Amendments and additions to the EP are considered at the meetings of the collegial management bodies of the Academy (AC,

FC, Methodological Council, Academic Council). Updating of the EP is carried out based on the results of monitoring and periodic review of the EP, regular internal self-assessment, external quality assessment system of the EP implementation, analysis of the opinions of employers, teachers, students and other subjects of the educational process. Innovative teaching methods in the educational process (PBL, TBL, RBL, project-research methods and others), allow the development of independent and self-directed learning, improve the quality of educational services, form in students such qualities as the search for reliable information, critical analysis of the received information, the ability to adapt the acquired knowledge in real practice, which becomes a solid foundation of self-esteem of students. The programme is designed in accordance with the principles of equality in relation to students regardless of gender, nationality, religion, socio-economic status and taking into account physical abilities. The programme does not discriminate on the basis of age, religion, gender, national origin, etc. «SKMA» JSC prioritises student-centred approach in Bachelor's training and dictates the necessity to apply innovative teaching technologies to achieve the RL of disciplines, modules and, in general, the EP. In the "Learner-teacher" relationship both parties follow the "Learner's Code of Honour" and the "Teacher's Code of Honour" of «SKMA» JSC, which form an atmosphere of benevolence and tolerance, contributing to the discovery of scientific and creative potential of teachers and students. The student is not only a participant, but also the main active link in the educational process. Training based on the integration of basic and clinical disciplines with the use of active educational technology and integrated assessment shows high satisfaction of students, brings them as close as possible to medical practice and allows to determine the professional trajectory at the initial stages of training.

Analytical part

The analysis of educational activity of the Academy has shown that BD and PD are based on interdisciplinary and multidisciplinary approach with the use of simulation technologies, which provide training of graduates at the intersection of the combination of knowledge of theory and practice, aimed at mastering and consolidation of knowledge obtained during training, mastering of practical skills and mastering of professional competences. The content of the programmes of the studied disciplines takes into account regional and national peculiarities, the current state of medical science and practice, taking into account the basic requirements of the professional standard of the Republic of Kazakhstan on Therapy. Presented to the experts of the WC on the speciality, provides consistent study of disciplines, based on continuity, rational even distribution over semesters of the educational process, based on the construction of "horizontal" and "vertical" integration of disciplines, taking into account clinical problems and diseases, thus providing a student-centred approach, science-oriented learning and interdisciplinary approach, which assumes a gradual deepening in the study of certain topics/clinical problems from normal to pa For the implementation of the EP at all departments there are EMCD, where the purpose of the discipline is defined, the integration of practical

and theoretical components, independent work is taken into account. There is a catalogue of elective disciplines in the process of formation. In a conversation with the head of AC it was explained that electives on EP are provided for 3-5 courses and will be built on an interdisciplinary basis (interview). There is an advisor on the EP, providing consultative assistance to students on the formation of individual learning trajectories. The members of the EEC during the interview with the head of the AC, heads and teachers of the profile departments it was noted that the work on the formation of a bank of topics of master's projects has begun. The work on the formation of internal guidelines, regulations and procedures for NIMO students in order to ensure the quality of the educational process has not yet begun, while the students together with their advisors could already form their learning path based on the approved internal procedures and regulations. The experts also drew attention to the safety of the learning environment, as during the visit to the departments and discussions with lecturers it was found that there is a Safety Logbook, the briefing is conducted by a lecturer who teaches the classes but does not have a certificate/evidence of his own safety training (documents, interviews).

Strengths/best practices:

No strengths were identified for this standard.

EEC Recommendations:

1. The management of the «SKMA» JSC should train the Academy staff to ensure the safety of the learning environment and patients at the clinical and internship bases. Due date - during the 2024/2025 academic year, further - permanently.
2. The Head of OP "Medicine" to develop the Regulations on the procedure of expert examination of research work (EIR) of students on NIMO programme. Deadline - during 2024/2025 academic year, further - permanently.

EEC findings on criteria:

- Strong - 0
- Satisfactory - 26
- Predicting improvements - 2
- Unsatisfactory - 0

6.3 Standard Students' Assessment Policy

Evaluation methods

- ✓ *The educational organisation must:*
- ✓ *define and approve the principles, methods and practices used to assess learners, including the number of examinations, the criteria for setting pass marks, grades and the number of retakes allowed;*
- ✓ *ensure that assessment procedures cover knowledge, skills, attitudes and professional behaviour*
- ✓ *Use a wide range of assessment methods and formats according to their 'utility assessment', which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format*
- ✓ *Provide for the possibility of securing external expertise on the process and methods of evaluation*

- ✓ *Demonstrate a willingness to ensure that assessment methods and results avoid conflicts of interest and utilise a system for appealing learner assessment results*
- ✓ *Provide for the possibility of ensuring an open assessment procedure and its results, informing students about the assessment criteria and procedures used*
- ✓ *provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as the use of external examiners.*
- ✓ *The relationship between assessment and learning*
- ✓ *The educational organisation must:*
- ✓ *Use assessment principles, methods and practices that are comparable to the intended LOs and teaching and learning methods, ensure achievement of the intended learning outcomes, support student learning, and provide an appropriate balance of formative and summative assessment to guide learning and make judgements about academic performance*
- ✓ *Provide for the possibility of adjusting the number and nature of examinations to stimulate both knowledge acquisition and integrated learning*
- ✓ *Provide timely, specific, constructive and fair feedback to learners on assessment results*

Evidentiary part

Assessment of learning achievements of students at «SKMA» JSC is carried out using criteria, regulations and procedures developed in accordance with the set goals and objectives for the implementation of the educational programme (EP) and qualifications awarded in the framework of the current rating system and control of the educational process in accordance with regulatory documents. The departments develop methods and tools of assessment for all types of control, with the help of which it is possible to assess the achievement of planned learning outcomes (LOs) at the discipline level in the most effective way. The principles of assessment are: achievability; measurability; transparency; systematicity; validity; objectivity (reliability); inclusiveness and fairness; authenticity; feedback. The "Policy of Assessment of Learning Outcomes" was approved, which regulates the procedure of planning, organisation and control of the process of assessment of students' achievements of «SKMA» JSC in the context of studentcentred learning, which provides: comprehensive, accurate, consistent, transparent and objective assessment of learning achievements; compliance with the requirements of professional standards for the measurement of professional competencies; a high degree of involvement of the student at all stages of the academic process. The following types of control are used within the assessment system: current control (CC) (types and criteria of CC evaluation are developed by the department taking into account the specifics of the discipline and are prescribed in the syllabus; evaluation of TC of learning achievements (admission rating) is 60% of the final assessment of knowledge in the discipline); midterm control (MC) (conducted at least 2 times during one academic period in the form of colloquiums, control works, testing, in oral or written form, based on the specifics and LO of the discipline; the terms of RC are reflected in the syllabus; MC is part of the CC; at the last session of the cycle/discipline is calculated assessment of current performance, which is an assessment of the rating of admission of the student in the discipline); final control (FC) (held after the completion of the study discipline in the period of interim certification according to the schedule; FC is conducted in the form of computer testing, oral or written exam; the share of the assessment for the exam is 40% of the

total score for mastering the discipline). For all basic and clinical disciplines examinations are held in two stages. The first stage - certification of practical skills with the involvement of independent examiners. The organisation and carrying out of intermediate attestation of students is assigned to the office of the registrar (OR) and is carried out according to the working curriculum in accordance with the ND approved by the Academic Council of the university: "Regulations on the organisation and carrying out of attestation of practical skills in the final control of educational achievements of students of SKMA"; Regulations on the organisation and carrying out of attestation of practical skills of students of «SKMA» JSC; "Regulations on the order of organisation and carrying out of examinations in written and oral form in SKMA"; "Regulations on the process of development of the final control of 9 practical skills of students of SKMA". The form of the final control is discussed at the Faculty Council and approved by the Academic Council on the proposal of the Dean not later than one month from the beginning of the academic year. To the final control of the discipline are allowed students who have a passing score of 50% and above in all types of control (current control, boundary control №1 and/or №2). In the case of obtaining a grade of "unsatisfactory" corresponding to the sign "FX" student has the opportunity to retake the final control without retaking the programme of study discipline / module not more than once. In the case of receiving a grade of "unsatisfactory" corresponding to the sign "F" student is re-enrolled in this academic discipline / module, attend all types of training sessions, perform all types of academic work according to the programme and retake the final control. Reset positive assessment of the final control in order to increase it in the same period of interim certification is not allowed. Final attestation of students is carried out in the forms established by the State Educational Standards, the duration and timing of which are provided by the academic calendar and working curriculum of the EP. To the final attestation are allowed students who have fully completed the theoretical and practical course in accordance with the requirements of the individual educational plan (IEP) and training programmes. The syllabuses of academic disciplines reflect the policy of discipline evaluation, which includes criteria and methods of evaluation of LO, as well as AIS "Platonus" defines the conditions for calculating the rating and the formation of indicators of learning achievements. The evaluation policy contains various types of assignments with the description of evaluation criteria and the conditions for calculating the total summarised indicator of academic achievement in the discipline. To record the learning achievements of students are used different types of tasks that are evaluated during the academic period, as well as approved in the prescribed manner forms of final control. For each academic discipline are defined assessment tools (control and measurement tools) to measure and assess the level of achievement of the results of its training. Control-measuring means (CMM) contain all necessary information, are set out in a clear and understandable form (do not require additional explanations during the examination) and are checked by the commission of intra-university quality control (IQC). The academic calendar for the current academic year is posted on the Academy website, which reflects the dates of interim and final attestation. The

number of examinations in each course is regulated by the WC. Final control on disciplines is carried out according to the form approved by the system of assessment of learning achievements (SALA). Standard Operating Procedures (SOP) are posted on the Academy website and are available for all students. When conducting examinations in written form, it is mandatory to comply with the procedure of encryption and decryption of students' work according to the rules specified in the SOP "Organisation and conduct of written examinations, including in the distance mode". The list of examination questions, evaluation sheets is developed by the teaching staff of the relevant departments, approved by the AC. The University, being a part of the League of Academic Integrity of the Republic of Kazakhstan, in order to minimise corruption risks in the assessment of students, examinations are conducted in writing. In the assessment of academic achievements is used 100-point system of evaluation of students during the interim and final attestation. Final attestation is aimed at verification of knowledge, skills, abilities and competences acquired by students in the process of mastering the relevant specialty, the methodology of which is prescribed in the Programme of Final Attestation of Graduates and is conducted in the form prescribed by the State Compulsory Standard of Education. Monitoring of the quality of classes is carried out in the process of intra-departmental control (IDC), as well as by the Committees of Educational Programmes (CEP) during the academic year according to the SOP "Monitoring of the quality of the educational process, the use of active learning methods and multilingualism". The results of monitoring are considered at the meetings of the department, AC and Academic Council and are communicated to all stakeholders. Standardised assessment methods, assessment sheets/checklists containing clear and specific assessment criteria are introduced and used to guide and stimulate learners in the learning process. Regular questionnaires; traditional meetings of the Rector with student activists, where administrative and management staff, deans of faculties, heads of departments/centres and representatives of departments are present; functioning Rector's blog on the Academy's website <http://surl.li/faabz>; personal reception of the Rector; helpline for students and representatives of stakeholders; Helpline boxes are mechanisms for studying the needs and expectations of the student body and dialogue with the top management. Feedback is achieved through social media. <http://surl.li/faacj>. Feedback from faculty members on the work and academic achievements of students is also provided by writing feedback in portfolios, reviews of diploma projects, comments in checklists. Learning achievements (knowledge, skills, skills and competences) of students are assessed in points on a 100-point scale, corresponding to the adopted in international practice letter system with a digital equivalent (positive grades, in descending order, from "A" to "D-", and "unsatisfactory" - "FX", "F",) and assessments of the traditional system according to the order of the Ministry of Education and Science of the Republic of Kazakhstan № 152 from 20.04.2011. "Rules of organisation of educational process on credit technology of education. Organisational support of credit re-crediting in ECTS credits in the Academy is carried out in accordance with the "Regulations on credit re-crediting on ECTS type". The system of assessment of

learning outcomes within a discipline/module consists of several stages: selection of assessment tools and learning activities corresponding to learning outcomes; selection of assessment system and development of necessary assessment criteria (rubric formation); selection of adequate feedback tools. LOs are assessed by the assessment methods and formats developed for the EP, modules and disciplines. The following methods are used for the final assessment of LO in the discipline at the university: testing, oral and written examinations, certification of practical skills, mini-clinical examination. Test tasks are developed according to the "Regulations on the process of developing test tasks for intermediate and final control of knowledge of students in SKMA". An important criterion for maintaining transparency and objectivity is the exclusion of the human factor from the assessment process. For this purpose, during the last years the method of computerised real-time examination has been introduced, which is conducted centrally in the Computer Testing and Publishing Centre (CTPC) in AIS Platonus with the use of online proctoring technology, which allows verifying the learner, tracking the learner's screen and behaviour, as well as recording the whole examination on video. Test results are available immediately after the exam is completed. Written exams are administered at CTIC using the SKMA-WEX automated programme. At the end of the exam, TEC representatives run the SKMA-WEX-PPS software to check and score the answers by the examiner. To ensure the reliability and validity of the applied methods of evaluation of students, SKMA has a system of verification, which includes: quality control of test tasks in terms of content and design structure. Test tasks are developed by certified testologists of the departments according to the "Provision on the process of development of test tasks for intermediate and final control of students' knowledge in SKMA" <http://surl.li/eyozn>. Determination of compliance of the structure and design of the test task with the requirements is carried out by the commission on IQC according to the approved schedule before the beginning of the examination session. The system for appealing assessment results at «SKMA» JSC is presented in the Academic Policy of the university. The appeal results are also used to assess the validity of exam tests and assignments. According to the results of the examination sessions of students on EP "Medicine" in the academic year 2023-2024, 44 (18.8%) applications were submitted for appeal, 24 (28.08%) applications were satisfied. Feedback is achieved through social networks, in particular, a great response from the learners currently the university receives from Instagram (7983 subscribers).

Analytical part

Analysing the report of the standard data, the results of focus group interviewees during the visit to the HEI by the commission members, it is noted that the policy and assessment of students' knowledge is based on the Academic Policy of the HEI, as well as procedures that ensure transparency, validity and reliability of methods for assessing the training of students (documents, interviews). Full automation of the assessment process and openness of methods and policy of assessment of students' academic achievements allows avoiding conflict of interests in the Academy. Achievement of students' final results is recorded and evaluated in the electronic

journal during interim and final attestation. Assessment of learning outcomes is achieved through a balance between formative and summative forms of assessment. All forms and rules of assessment are prescribed in the syllabuses for the disciplines taught. The balance between formative and summative assessments is reflected in the matrix of the syllabus. The AIS "Platonus" programme provides a personal account of the student, where his/her data, individual study plan, history of educational achievements (report, documents, interviews) are placed. The EEC experts studied the documents on the organisation of knowledge and practical skills assessment. When reviewing the syllabuses, the experts noted that the evaluation of students is provided using the most valid methods according to the final results of each discipline and each course of study. In the course of focus group interviews, respondents (both teaching staff and students) indicated that the main method of feedback, the preference is given to the questionnaire, which is conducted mainly on the results of completion of training in disciplines (report, documents, interviews). During the interviews with students, it was found out that students did not participate in the process of discussion of evaluation criteria. During the interviewing by the experts of the Academy teaching staff there were no convincing answers on the various methods of evaluation of students in disciplines implemented in the Academy.

Strengths/best practices:

No strengths have been identified for this standard.

EEC Recommendations:

1. Vice-rector for Academic Affairs and Head of EP "Medicine" to ensure the diversity of assessment methods, including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format to assess different aspects of knowledge, skills, behaviour of students. Deadline - during 2024/2025 academic year, further - permanently.

2. The Vice-Rector for Academic Affairs and Head of EP "Medicine" shall ensure expertise of the process and evaluation methods with the involvement of external experts. Deadline - during the 2024/2025 academic year, further - permanently.

3. Vice-rector for academic work and head of EP "Medicine" to ensure the participation of students of all EPs and stakeholders in the evaluation process, discussion of evaluation criteria and suggesting improvements in the evaluation system to make a decision on academic performance. Deadline - during the academic year 2024/2025, further - continuously.

EEC findings on criteria:

- Strong - 0
- Satisfactory - 9
- Suggest improvements - 1
- Unsatisfactory – 0

6.4 Standard Students

Admissions and selection policy

- ✓ *An educational organisation should:*
- ✓ *have a policy and implement admission practices that are based on principles of objectivity and include a clear statement of the process for selecting learners*
- ✓ *have a policy and implement practices for the admission of persons with disabilities*
- ✓ *have a policy and implement a practice of transferring learners from other educational organisations, including foreign ones*
- ✓ *establish a link between selection and the mission of the educational organisation, the educational programme and the desired quality of graduates; periodically review the admission policy*
- ✓ *demonstrate readiness to use the system of appealing decisions on admission of students*
- ✓ *Enrollment of students*
- ✓ *The educational organisation must:*
- ✓ *determine the number of students to be admitted according to the educational organisation's capacity at all stages of the educational programme*
- ✓ *demonstrate a willingness to periodically regulate the number and contingent of enrolled students, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole*
- ✓ *Counselling and support for learners*
- ✓ *The educational organisation must:*
- ✓ *demonstrate the potential for using an academic counselling system for learners*
- ✓ *Demonstrate a willingness to offer students a support program focused on social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counseling and support*
- ✓ *demonstrate readiness to use the system of feedback with students on the assessment of conditions and organisation of the educational process*
- ✓ *demonstrate readiness to provide learners with documents confirming the obtained qualification (diploma) and diploma supplement (transcript)*
- ✓ *to provide for the possibility to take into account the needs of different groups of students and to provide opportunities for the formation of individual educational trajectories*
- ✓ *demonstrate readiness to provide academic counselling that is based on monitoring of the learner's progress and includes issues of professional orientation and career planning*
- ✓ *Learner representation*
- ✓ *The education organisation must:*
- ✓ *have policies and implement practices for learner representation and appropriate participation in the definition of the mission, design, management and evaluation of the educational programme and other matters relating to learners*
- ✓ *provide for the possibility of encouraging and providing assistance and support to student activities and student organisations*

Evidentiary part

The policy of admission of students to the Academy is conducted according to the Law of RK 'On Education' and the Order of the Minister of Education and Science of RK from 31 October 2018 № 600 'On approval of the Model rules of admission to training in educational organisations implementing educational programmes of higher and postgraduate education' (additions and amendments №189 from 15.12.2022) (report, documents).

The work of the Admissions Committee is regulated by the Regulations on the Admissions Committee of SKMA JSC and is carried out in accordance with the

Regulations 'Rules for Admission to Bachelor's Degree Studies of SKMA JSC' developed on the basis of legal acts in the field of education. The policy and procedure of admission to SKMA JSC are published in mass media and on the website <https://skma.edu.kz/ru/pages/abiturientu> and are available to all interested parties. Formation of the student contingent is carried out through budget financing, placement of the state order for training, as well as payment of tuition fees at the expense of citizens' own funds and other sources. JSC 'SKMA' admits persons with general secondary, technical and vocational, post-secondary, higher education. Persons who have secondary, technical and vocational or post-secondary education, except for those entering in related areas of higher education training, providing shortened terms of study, who passed the UNT and wish to participate in the competition for the award of educational grants of higher education at the expense of the republican budget or local budget and (or) to enrol for paid training in JSC 'SKMA' must score at least 70 points on the results of the UNT, including at least 5 points - in the history of Kaz Kazan Admission to training on the programmes of scientifically integrated medical education is carried out taking into account the results of a special examination in the form of psychometric testing, which is evaluated in the form - 'admission' or 'non-admission'. Admission of foreign citizens is carried out according to the 'Rules of admission of foreign students to study at SKMA' on a paid basis according to the results of testing in general education disciplines: language of instruction, mathematics, biology, chemistry and psychometric testing, conducted by the admission committee during the calendar year. At the same time enrolment of foreign citizens is carried out in accordance with the academic calendar 5 (five) days before the beginning of the next academic period. Admission of persons entering the university is carried out on the basis of their applications on a competitive basis in accordance with the scores of UNT (certificate of the established sample). Citizens with disabilities of the first and second groups, as well as persons with disabilities since childhood submit to the admission committee a medical report on the absence of contraindications for training in the selected group of educational programmes. The number of admitted students is regulated by the state order of the Ministry of Education and Science of the Republic of Kazakhstan for training of medical personnel, as well as according to the material and technical capabilities, taking into account the area of classrooms, the availability of teaching staff, the degree of provision with manuals and scientific literature, the possibility of providing adequate conditions for study and accommodation of students. Counselling of students on issues of academic, social and personal support is carried out at the level of the dean's office and administration by contacting the public reception centre of the academy, through meetings both offline and online modes and promptly through messengers. Study at the university for students begins with orientation week, within the framework of which annual meetings are held by the educational and methodological centre, deans of faculties, registrar's office, department of social work and youth policy and others with the purpose of acquaintance with the Charter, mission and strategy of JSC 'SKMA', rules of conduct in the university; rules of study; current, interim, final certification

of knowledge of students; summer semester; calculation of GPA; transfer from course to course, to another educational programme, reinstatement; passing of vocational education and training.

The advisory work at the departments consists of counselling during the training and before the examination session. Before the beginning of each examination session, the department develops and approves the schedule of counselling on disciplines. Experienced teachers, associate professors, professors, lecturers in the relevant disciplines are involved in the counselling. Information about lecturers is placed on the portal of AIS 'Platonus'. There are services for students: the Department of Social Affairs and Youth Policy; Library and Information Centre; student dormitories with reading rooms, wireless Internet Wi-Fi; medical stations; canteens; buffets, etc. to meet the social, financial and personal needs of the students in JSC 'SKMA'. The following services are available for students. Taking into account the suggestions from the students, the psychological support service <https://skma.edu.kz/ru/pages/psihologicheskaya-sluzhba> has been functioning since 2022.

With regard to counselling and charitable assistance provided to orphans, socially vulnerable students are fully guaranteed confidentiality, which allows them to communicate freely. Information about support services is communicated to students through the Department of Social Affairs and Youth Policy, dean's offices of faculties, information stands and the official website of JSC 'SKMA'. Learners are members of faculty councils, educational programme committees, methodological council, academic council; they participate in the development, management and evaluation of the Educational Programme, as well as other issues relevant to learners.

At present 1587 foreign citizens are studying at the Academy under the speciality 'Medicine' and 'General Medicine': 1516 from far abroad, 61 from near abroad, 6 - from Uzbekistan, 4 - from Kyrgyzstan.

In 2022-2023 academic years 1 student was enrolled in the programme 'Medicine' according to the quota 'disabled from childhood'.

In the current academic year 20 passes to the swimming pool and 15 certificates to the fitness club of the water sports complex 'Kazhymukan', 60 passes to the canteen for free meals, 131 students - material (financial) assistance, 60 tickets to the drama theatre and opera and ballet theatre were issued.

Analytical part

The result of the visual inspection and the interviewing of the focus groups showed that the requirements set out in the "Students" standard are fully fulfilled. The mission, vision, and strategic goals of the academy are fully consistent with the policy of forming a contingent of students. The recruitment of students for the educational program is formed according to the material and technical capabilities of the University: the area of educational premises, the availability of teaching staff, the degree of availability of scientific material for the development of knowledge

and practice, the possibility of providing adequate conditions for study and residence of students (report, documents, and interviews).

The interviewing and questioning of students showed that at meetings with the staff of the dean's office and the university management, students have the right to express their opinions and wishes regarding their joint participation with the management and teaching staff in the decision-making process, ensuring academic quality and other professional, financial and social issues. All issues raised and discussed at these meetings are resolved in a timely and appropriate manner. All interviewees (interviews) spoke about the practice of academic counseling and personal support.

Academic advisory work at the department consists of counselling students during the entire period of study and before the examination session. Before the beginning of each examination session, the department develops and approves the schedule of consultations on disciplines with the involvement of experienced teachers, associate professors, professors for counselling. Also students confirmed that they are included in the advisory bodies of the faculty and university (report, documents, and interviews).

Strengths/best practices:

According to this standard, no strengths have been identified.

EEC Recommendations:

Absent.

EEC findings on criteria:

- Strong – 0
- Satisfactory – 16
- Suggest improvements – 0
- Unsatisfactory – 0

6.5 Standard Academic/Teachers Staff

Selection and Recruitment Policy

✓ *The educational organisation must:*

✓ *Determine their categorisation, responsibility and balance of academic staff/faculty in the basic biomedical sciences, behavioural and social sciences and medical/pharmaceutical sciences to adequately deliver of EP, including the appropriate balance of medical, non-medical, pharmaceutical, full-time and part-time faculty, and the balance between academic and non-academic staff.*

✓ *considers criteria for academic, educational, and clinical excellence, including the balance between teaching, research, and 'service' roles*

✓ *define and ensure monitoring of academic staff/faculty responsibilities for basic biomedical sciences, behavioural and social sciences and clinical, hygiene, pharmaceutical sciences*

✓ *enable selection and recruitment policies to take into account criteria and characteristics such as relevance to the mission and economic opportunities of the educational organisation, as well as relevant regional characteristics*

- ✓ *Policies for staff performance and development*
- ✓ *An educational organisation should develop and implement a staff activity and development policy that aims to:*
 - ✓ *balancing opportunities between teaching, research and 'service' functions, ensuring that worthwhile academic activity is recognised with appropriate emphasis on teaching, research and professional qualifications*
 - ✓ *ensuring sufficient knowledge by individual employees of the entire educational program, as well as training and advanced training of teachers, their development and evaluation*
 - ✓ *provide for the possibility of taking into account the teacher-student ratio in relation to the different components of the educational programme*
 - ✓ *develop and implement a career development policy for staff*

Evidentiary part

When hiring teaching staff and personnel, the University is guided by State regulatory documents, in particular the Labor Code of the Republic of Kazakhstan dated January 01, 2016, the Law "On Education" (with amendments and additions), the Code of the Republic of Kazakhstan "On the Health of the People and the Healthcare system" and internal documents of the Academy, namely:

- The Charter of the SKMA;
- Rules of internal labour order;
- Rules of competitive replacement of positions of teaching staff and scientific workers.

The recruitment and admission policy of teachers and staff, their category and responsibility are reflected in the Personnel Policy of SKMA JSC and posted on the Academy's website. Recruitment is carried out by concluding employment contracts in accordance with the Labor Code of the Republic of Kazakhstan, or by competition, the procedure for which is regulated on the basis of the "Rules for competitive replacement of positions of teaching staff and researchers" of JSC "SKMA". In SKMA, the average ratio of the number of students to teachers for calculating the total number of teaching staff is determined on the basis of the order of the Ministry of Education and Science of the Republic of Kazakhstan dated 31.10.2018, No. 606 "On approval of the average ratio of the number of students to teachers for calculating the total number of teaching staff of organizations of higher and (or) postgraduate education, with the exception of military, special educational institutions, educational organizations in the field of culture." Thus, the total number of teaching staff is formed based on the average ratio of students to teachers: in bachelor's degree - 10:1, in master's degree - 6:1, in residency – 3:1, in doctoral studies – 4:1. The general indicator of the total result of the activities of the teaching staff of SKMA JSC is to fulfill the individual work plan of the teacher by all teaching staff of the departments (hereinafter IWPT), which is coordinated and analyzed by the deans, the educational and methodological center.

The IWPT contains plans and information on the fulfilment of teaching load (academic work), methodological, research, educational, social and clinical work of the teaching staff. When talking to faculty members and heads of departments, all of them pointed out the lack of time to perform scientific work, due to the heavy

load in the curriculum. But at the same time, young teachers pointed out that they are not against doing science while reducing the academic load. The approximate ratio (balance) between the listed types of teaching staff activities is presented in the following form:

- Academic work - 40 %;
- Methodological work - 25 %;
- Research work - 25%;
- Educational work, including social work - 10%.

The ratio is decided by the head of the department and is reflected in the individual plans of teachers. In order to plan the teaching load of teaching staff and to calculate the norms of time by types of academic work, the 'Provision on the teaching load of teaching staff' is developed. In order to evaluate pedagogical, scientific, clinical and educational activities in JSC 'SKMA' the system of key performance indicators of teaching staff is implemented, which is a hierarchically organised structure of indicators that characterise the evaluation of teaching staff activities and is designed for regular planning and control of their performance. In JSC 'SKMA' there is a system of remuneration of teachers for teaching skills, scientific and clinical results and dedication, as well as the Decision of the Board of Directors of JSC 'SKMA' since 2022 introduced a system of remuneration for teachers-applicants who defended the degree of Doctor of Philosophy (PhD) in the form of a monetary award personally on behalf of the Chief Founder of JSC 'SKMA' S.S.Seitzhanov in the amount of 2 000 000 (two million) tenge. To support teachers who teach classes in English, the Academy introduced additional payment to the official salary of the employee in accordance with the 'Regulations on remuneration, bonuses, financial assistance and payment of allowance for alleviation' of JSC 'SKMA' (with amendments and additions), approved by the Rector of the Academy on 29 August 2018.

The university's policy is aimed at providing access of the teaching staff to career development opportunities by motivating and introducing specific ways of remuneration; introducing effective forms of continuing education, applying various methods of material and non-material incentives, motivating and promoting staff for achievements in the professional sphere. At the same time, other types of material incentives are applied, such as partial and full funding/covering of expenses related to the participation of teaching staff in various scientific forums. The Academy creates conditions for continuous training and retraining of teaching staff and provides support for mobility to achieve educational, research and professional goals. Thus, for the purpose of continuous professional development of teaching staff, the Academy annually plans financial resources for participation in academic mobility. Participation of the teaching staff in academic mobility programmes is achieved as a result of cooperation agreements concluded with partner universities. In order to promote staff and teachers, the Academy adheres to the policy of formation and training of personnel reserve 'Regulations on the formation of personnel reserve for managerial positions'. When selecting applicants for managerial positions, the professional, personal and business qualities of the

employee are taken into account. Personnel reserve plans are made by management levels, namely: for the position of rector is appointed by the decision of the Board of Directors of JSC 'SKMA'; for the positions of vice-rectors - from among the deans, heads of departments; for the positions of deans - from among the heads of departments. The personnel reserve for the positions of heads of departments is formed from the number of teachers who read lecture courses at the departments, who have academic degrees and academic titles, who are mentors, as well as according to the results of the forecast of expected personnel changes in the Academy (by faculties, departments, structural subdivisions) and collection of information about professional, personal and business qualities of candidates.

To develop the potential of staff, support and evaluation of teachers' performance, modules are permanently functioning at the Academy: 'Project-oriented learning', "Researcher and scientist", "Use of simulation technologies in training programmes to develop clinical competencies", "Effective teacher", "Development of educational programmes". During the reporting period the teaching staff of the educational programme 'Medicine' is represented by 121 staff units, including: heads of departments - 13, professors - 4, associate professors - 16, associate professors - 2; 3 people have the academic title of Doctor of Science, 40 people - Candidate of Science, 6 people - Doctor of Philosophy (PhD), 12 people have the academic degree of Master, as well as specialists with the highest qualification category of doctor - 1 person, the retention is 40.5%.

Attracted to the educational process freelance staff (part-time teachers, mentors) on the educational programme 'Medicine' the total number of attracted part-time teachers - 16 people, including 1 person - Doctor of Science; 3 people - Candidate of Science; attracted specialists with the highest qualification category of doctor - 1 person, the balance between full-time teachers and part-time teachers is 13.2%.

Analytical part

In order to confirm this standard, the members of the External Expert Committee have studied normative documents of the hiring rules and competition for vacant positions, which showed their legal basis on the existing normative documents of the Republic of Kazakhstan (report, documents).

Individual work plan of the teaching staff consists of educational, methodical, scientific and educational sections. In order to take into account the effective qualification activity of teachers, the Academy has developed criteria that allow for a systematic evaluation of teaching staff.

The Academy Charter has clear mechanisms for promotion of employees depending on the degree of qualification growth from assistant to professor and head of department. The current legislative acts allow to elect colleagues to all management positions and to be elected with the guarantee right to carry out this activity. Promotion mechanisms in both academic and managerial areas ensure that each employee has the necessary conditions to work and fulfil his or her job responsibilities. Opinion on personnel policy was obtained through conversations

with heads and teachers of departments, which allowed experts to learn about approaches to attracting staff for teaching, recruitment strategy and tactics, information provision of the educational programme, motivation, job satisfaction, material rewards, etc. (report, documents, interviews).

The interview included such questions as ‘are you satisfied with your salary, how often do you improve your professional competences and on what basis and other questions’, which allowed the experts to learn about the approaches to attracting staff for teaching, information provision of EP. The experts received answers about the programme of professional development of teachers. The University has implemented a policy of activity and development of the teaching staff, which guarantees recognition of academic activities, with appropriate emphasis on teaching, research and clinical qualifications, which is realised in the form of awards, promotion and/or remuneration (interview).

To the questionnaire question: Forms of stimulation and encouragement of the teaching staff are reflected in the Regulations on remuneration of labour, bonuses, financial assistance and payment of allowance for health care’ of JSC “SKMA”. Also scientific faculty members have access to international scientific internships in leading foreign universities at the expense of the university (report, documents, and interviews).

During the reporting period teachers of profile departments of the educational programme ‘Medicine’ within the framework of the academic mobility programme read lectures and conducted practical classes in Astana Medical University (head of the department G.Zh. Sarsenbaeva), in the Tajik State Medical University named after Abuali ibni Sino (Tajikistan, Professor M.M.Esirkepov), in Samarkand MMU (Uzbekistan, Professor M.M.Esirkepov), KazNMU named after S.J. Asfendiyarov (Head of Department B.T. Seitkhanova) (report, documents).

Strengths/best practices:

No strengths were identified for this standard.

EEC Recommendations:

The management of JSC ‘SKMA’ should develop and implement a mechanism of material incentives for faculty members for improving the quality of the educational process. Deadline - during the academic year 2024/2025, further - permanently.

EEC findings on criteria:

- Strong - 0
- Satisfactory - 7
- Suggestive of improvement - 1
- Unsatisfactory - 0

6.6 Standard Educational Resources

Material and technical basis

- ✓ *The educational organisation must:*
- ✓ *demonstrate readiness to provide sufficient material and technical base to ensure adequate implementation of the educational programme, as well as to create a safe learning environment for staff, learners, patients and their relatives*
- ✓ *demonstrate a willingness to improve the learning environment by regularly updating and expanding the facilities to keep pace with changes in educational practice*
- ✓ *Resources for practical training*
- ✓ *The educational organisation must:*
- ✓ *demonstrate a willingness to provide the necessary resources to provide trainees with appropriate clinical/practical experiences, including:*
- ✓ *quality and categories of patients/service users*
- ✓ *number and categories of clinical/production sites, which include:*
- ✓ *observation of trainees' practice*
- ✓ *demonstrate a willingness to assess, adapt and improve the clinical/practical training environment to meet the needs of the population*
- ✓ *Information Technology*
- ✓ *An educational organisation should:*
- ✓ *develop and implement policies for the effective and ethical use and evaluation of appropriate information and communication technologies*
- ✓ *make provision for access to websites or other electronic media*
- ✓ *enable faculty and trainees to access relevant patient data and health information systems using existing and appropriate new information and communication technologies for self-learning, access to information, patient databases and health information systems*
- ✓ *Research and scientific advances*
- ✓ *The educational organisation must:*
- ✓ *demonstrate a willingness to use research activities and scientific advances in medicine, pharmacy as a basis for the educational programme*
- ✓ *formulate and implement policies that promote the link between research and education; provide information on the educational organisation's research base and research priorities*
- ✓ *provide that the relationship between research and education is integrated into teaching, encourages and prepares trainees for and participation in health-related research*
- ✓ *Expertise in education*
- ✓ *The educational organisation should:*
- ✓ *have a policy and implement access to educational expertise in medical and pharmaceutical education processes, practices and problems involving specialists, educational psychologists, sociologists at university, inter-university and international levels; develop and implement a policy of expertise in the design, implementation and evaluation of the educational programme, development of teaching and assessment methods*
- ✓ *demonstrate a willingness to provide evidence of the use of internal or external educational expertise in staff development, taking account of current experience in medical/pharmaceutical education and promoting staff interests in educational research*
- ✓ *Education Exchange*
- ✓ *An educational organisation should:*
- ✓ *have a policy and implement practices for national and international collaboration with other educational organisations, including staff and learner mobility and transfer of educational credits*
- ✓ *demonstrate a willingness to facilitate the participation of teachers and learners in academic mobility programmes at home and abroad and allocate appropriate resources for this purpose*

Evidentiary part

SKMA JSC has modern material and technical base. Material-technical base used for the organisation of the learning process under the EP. Material-technical base is sufficient, complies with the established norms and safety rules. The university provides free access of each student to information resources, library funds and material and technical equipment in the form of classroom fund, medical equipment, multimedia equipment, and premises where it is possible to work out practical skills. The University has 4 own and 3 rented educational buildings, sports and gyms. The buildings have canteens and medical centres. The dormitories have favourable living conditions: they are located in an accessible area, not far from the centre and from SKMA. Video surveillance is organised in all buildings and security is ensured.

Conditions for students to study in the library and information centre and in the computer-test publishing centre have been created. Due to the equipment of the department with computers, laptops, office equipment and other technical means of training, each teacher of JSC 'SKMA' has the opportunity for independent access to information. Clinical bases of JSC 'SKMA' have the opportunity to use electronic document flow, keeping records in the history of diseases in electronic version which provide faculty members with the opportunity to use modern information and communication technologies to manage patients and work in the health care system. The corporate network of JSC 'SKMA' provides access to modern databases in the field of medicine and health care of large publishing houses with an extensive list of information for both students and faculty.

Practical Skills Centre (PSC), with an area of more than 800 sq.m., where modern models and simulators are located. It is intended for training, mastering and evaluation of practical (clinical) skills of students in accordance with the requirements of the State Educational Standards and Standard Curriculum for disciplines on training models and virtual simulators.

South Clinical & Genetic Laboratory 'SC&GL' and the laboratory of medicinal plants provide scientific research work of students, there is necessary modern equipment for carrying out appropriate genomic studies and clinical diagnostic laboratory, which has all necessary conditions for the latest clinical and laboratory studies (haematological, immunological, molecular-genetic, biochemical and others with high analytical and diagnostic reliability of scientific research.

In order to expand the material and technical base and to raise the level of SKMA JSC to a new level, construction of the University Hospital for 800 beds and a clinical and diagnostic centre for 700 visits per shift was started with China Machinery Engineering Corporation. The University Hospital will be one of the largest modern clinics meeting the requirements of the world level of medical care. Integration of the university and the multidisciplinary clinic will require scientists, teachers, researchers, managers, and heads of departments, directorates, divisions, clinical doctors of the highest qualification capable of providing highly specialised and high-tech care.

Computer testing and publishing centre with a total area of 326.2 sq.m., consists of the following rooms: 'Server', five computer classrooms, repair and technical room, typography room; room of web-site and virtual base of JSC 'SKMA'.

The centralised network Internet system of statistics and administration, allows keeping a clear control over all servers and services in the network, as well as to distribute and control the use of the Internet. The Wi-Fi wireless communication system functions in parallel. All computers can access the Internet via the local network at a speed of 200 Mbit/sec. A fibre-optic communication line has been laid in JSC SKMA.

6 computer classes – 191 units of new generation computers (monoblock), computer class (building No. 2) -25 units of new generation computers connected to the Internet.

AIS "PLATONUS" is designed to provide effective information support for the management processes of the education system.

"Salem Offis" Electronic document management system

The clinical bases of SKMA JSCare medical and preventive institutions, private dental clinics, health centers, laboratories in Shymkent, Turkestan region. SKMA JSCplans to further improve the learning environment for students through the development, constant updating, expansion and strengthening of the material and technical base for students and teaching staff, which allows for high-quality training of medical personnel in accordance with international standards and the experience of the world's leading universities and medical schools.

The research laboratory of medicinal plants has the necessary modern equipment for conducting relevant scientific research. There is the South Clinical & Genetic Laboratory "SC&GL", established in 2021 by combining the research laboratory of genomic research and the clinical diagnostic laboratory, which has all the necessary conditions for conducting the latest clinical and laboratory studies (hematological, immunological, molecular genetic, biochemical and others, having high analytical and diagnostic reliability). In this laboratory, it is possible to conduct scientific research in the field of diagnosis of hereditary diseases and genetic predisposition: ontogenetics, cardiogenetics, neurogenetics, GMO detection.

In order to create organizational and educational conditions for improving the quality of training of students; retraining and advanced training, as well as for the development of professional competence of healthcare professionals, the SKMA JSCoperates a Practical Skills Center (CPN) with an area of 1231.8 m² where modern models and simulators are located. The center is designed to teach, master and evaluate the practical (clinical) skills of students in accordance with the requirements of the State Educational Standard and the Standard Curriculum for disciplines on training models and virtual simulators.

JSC "SKMA" has created a system of library and information support in the field of education and training. Information and library services for undergraduates and teaching staff of SKMA JSCare provided by the library and information center, where a significant fund of educational, scientific and reference literature, periodicals on all cycles of the studied disciplines is collected.

The structure of the library and information center has 2 circulating departments, 3 book depositories, 7 reading rooms, and a media library. The unified information and library fund consists of 547037 copies, including 242542 copies in the state language, 21664 copies of all types and types of publications in a foreign language. The main part of the fund consists of educational literature, which totals 391424 copies, which is 71% of the total volume of the fund, including 196762 copies in the state language. The fund of scientific literature is 155535 copies, including 45724 copies in the state language, and is represented by abstracts, monographs, dissertations, reference literature and periodicals on the profile of each educational program. Periodicals are represented by a sufficient volume of Kazakhstani and Russian medical publications, the total fund of which is 16610 copies. The library's collection contains the following specialized medical journals: Attending physician, Medicine, Nephrology, Pediatrics journal named after G. N. Speransky, Preventive medicine, Pulmonology, Therapy, Therapeutic archive, Pediatric infection, Infectious diseases, Epidemiology and infectious diseases, Obstetrics and Gynecology, Cardiology, Bulletin of Surgery named after Grekov, Surgery journal named after N. I. Pirogov, Bulletin of Surgery of Kazakhstan, Nursing, General Medicine, etc.

The acquisition of the fund is determined by the profile of academic disciplines and the subject of scientific research. The replenishment of the library fund over the past five years has amounted to 25,279 copies of literature, including 15,650 copies in the state language, 7635 in Russian, and 1994 copies in English. Of these: educational literature – 23,273 copies, including 14,848 copies in the state language, 1954 copies in English; scientific literature – 2003 copies, including 802 copies in the state language. The library fund is equipped with printed and electronic editions of the main educational and scientific literature in the disciplines of general scientific and professional cycles, published over the past ten years. The fund of educational, methodical and scientific literature on the EP "General Medicine" on paper and electronic media is 39,683 copies, and provides 100% of the disciplines of this educational program. Of these, there are 28565 copies of educational literature, 11118 educational - methodological, scientific literature.

Currently, students have access to: international databases – Web of Science, Science direct, Cochrane Library (Agreement No. 25288 dated 04/15/2022); domestic electronic resources include the Republican Interuniversity Electronic Library (Agreement No. 84 dated 05.01.2022), the Digital Library "Aknurpress" (Agreement No. 1 dated 15.01.2021), the Electronic Library "Epigraph" (Agreement No.06/06-22 dated 06.06.2022), the information and legal system "Zan" (Agreement No.02-23/w dated 01/10/2023), the Paragraph information system (Agreement No. 4/191 dated 11/30/2022), the Techsmith multimedia textbook portal (Agreement No. 15/12-1 (Y), No. 15/12-2 (Y) dated 12/15/2022), the KazNU EB. Al-Farabi (Agreement No.4/03 dated 03/17/2021), EB of the Kazakh-Russian Medical University (Agreement dated 03/11/2021).

Analytical part

External Expert Commission states that within the framework of the Educational Resources standard, during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard (report, documents, visual inspection, and interview) was revealed. SKMA has a well-developed material and technical base for the implementation of professional training in EP 6B10115 Medicine. The material and technical base includes: lecture halls, study rooms, research laboratories, a library, information technology facilities, cultural and social facilities, its own dental clinic and clinical bases -the leading medical clinics of the region and the city. The main focus of the EP is "patient-oriented training", by providing them with wide access to patients in clinics in the region and the city, teaching staff with scientific achievements and higher medical qualifications, working closely with practical healthcare (report, documents, visual examination, interviews).

Members of the Higher Attestation Commission, when visiting departments at clinical bases, during a survey of resources, revealed compliance with training programs, accessibility for teaching staff and students of modern equipment appropriate to the needs of students and practical healthcare. It is worth noting that the clinical bases have classrooms equipped with an interactive whiteboard, a multimedia installation and laptops for conducting the theoretical part of the lesson and a sufficient number of thematic patients. Students have free access to patients at clinical bases and all conditions for improving their practical skills.

Currently, the construction of a Multidisciplinary university clinic with 800 beds and a clinical diagnostic center for 700 visits per shift based on the State Emergency Committee has begun. A review of the resources showed that they correspond to the goals and objectives of the EP, and employees of the educational organization ensure collegial and ethical relations with medical staff, the management of the clinical base to achieve the final results. Due to the fact that students are trained in academic buildings, chemical and other laboratories, in clinical bases, in order to avoid industrial accidents, it is necessary to train personnel who are trained in the basics of safety with toxic harmful substances and electricity. A sufficient number of thematic patients have been provided. Modern equipment demonstrates accessibility to students, and employees who simultaneously perform the roles of teachers and curators (mentors) provide high-quality training in compliance with ethics and deontology (visual inspection, interviews).

An external expert commission confirms the availability of student support systems, including support through the university's website, through personal appeals to the curator, mentor, adviser, dean, vice-rector, rector.

During the interview, the students expressed complete satisfaction with their studies, scientific work, nutrition and medical care, and accommodation in dormitories (interviews).

The University administration allocates the necessary funds from the budget for continuous improvement of the material and technical base, which are spent on: capital and current repairs, technical support for educational, scientific and information activities, purchase of furniture and educational equipment,

maintenance of engineering communications and networks, buildings and structures (report, documents, applications, interviews).

University staff has the opportunity to share their experience and knowledge through participation in university, regional, international conferences, forums and seminars. Experienced professors travel to partner universities within the framework of academic mobility, give lectures, hold seminars, and share their experience in conducting scientific work. Visits of foreign professors (interviews, reports) are used with maximum efficiency.

Strengths/best practices:

According to this standard, no strengths have been identified.

EEC Recommendations:

The management of SKMA JSC should organize training on safety of teaching staff and ensure the availability and modernity of resources, including educational materials, laboratory equipment, library collections and information technologies to ensure a safe educational environment. The deadline is during the 2024/2025 academic year, then permanently.

EEC findings on criteria:

- Strong – 0
- Satisfactory – 13
- Suggest improvements – 1
- Unsatisfactory – 0

6.7 Standard Educational Programme Assessment

Evidentiary part

JSC “SKMA” conducts continuous monitoring of the quality of EP to analyze the completeness of the implementation of educational standards of the EP, compliance with the mission of the EP, the Development Program of JSC “SKMA”, the requirements of the labor market, etc.

Procedures of the internal quality assurance system are implemented in order to: improve the efficiency of the Academy's educational process management; improve the quality of students' professional training; improve the competitiveness of the educational programs of SKMA; develop the diversity of educational programs (QMS Standards, Policy in the field of internal quality assurance of educational programs of SKMA JSC, “ST 044/023-2020. Standards of internal quality assurance of educational activity of South Kazakhstan Medical Academy JSC”, ST 044/001-2022. Quality Management System Manual”, ST 044/015-2021. Evaluation of customer satisfaction”, ST 044/020-2021. Internal audits”, P 044_465-2021. REGULATION on rating evaluation of faculty and departmental performance”, Regulations and Rules of the SKMA).

The evaluation is carried out through the following monitoring mechanisms and tools:

1. Monitoring of the implementation of the Development Program of SKMA JSC for 2023-2025.

2. Activity of the collegial management bodies of JSC “SKMA” - Faculty Council, Methodical Council, Clinical Council, Scientific Council, Rectorate, Academic Council. At the meetings of collegial bodies discuss issues related to the evaluation of the EP:

- Academic progress of students, attendance of classes (every meeting of the Rectorate);

- Results of mid-term assessment, results of state certification on graduates program; results of independent examination on graduates program, analysis of assessment on competencies, learning outcomes [https://base.ukgfa.kz/wp-content/uploads/2022/11/Policy-Assessment - Results-Learning- JSC “SKMA” - 2022.pdf](https://base.ukgfa.kz/wp-content/uploads/2022/11/Policy-Assessment-Results-Learning-JSC-“SKMA”-2022.pdf) (Faculty Council, Academic Council, Rectorate);

- Monitoring on graduates employment of the corresponding levels of education; this type of monitoring is carried out by the dean's office of internship and employment of graduates together with deans' offices and graduating departments (Rectorate, Methodical Council). Monitoring includes tracking the employment of graduates for 3 years after graduation;

- Feedback with employers (needs of practical healthcare, assessment of graduates' competence, compliance with qualification requirements);

- Results of scientific work of faculty and students (Scientific Council);

- Resource, personnel, information support of the programs (Faculty Council, Rectorate, Methodical Council, Clinical Council (provision of clinical bases), Academic Council);

3. Activity of the intra-university quality control, acting on the basis of the Regulation on intra-university quality control. The Commission ensures the quality of examination materials for interim, final attestation, the reliability of supporting documents on the nomenclature of departments of the organization of higher and postgraduate education;

4. Activity of the Academic Committee, ensuring the quality of EP realization;

5. Activity of the Educational and Methodical Center, ensuring the quality of educational and methodical complex of the discipline, educational and methodical materials, planning the educational process of the EP (Curriculum Work Program, planning and implementation of teaching load of teaching staff, monitoring the use of the classroom fund, development of class schedules, etc.).

6. Activity of the Office Registration, dean's office, dean's office of internship and employment of graduates, providing monitoring of students' achievements at all stages of attestation and control of knowledge, skills, abilities of students.

7. Analysis of the personnel policy of JSC “SKMA”, holding a competition to fill vacant positions (the competition to fill vacant positions of faculty members of JSC “SKMA” was held on August 27 and 31, 2022;

8. Results of questionnaire survey of students about the degree of satisfaction with the educational process (results of questionnaire survey on the results of interim attestation are presented at the Rectorate and Academic Council 2 times a year);

9. Meetings with employers, organization and holding of round tables with employers' representatives to discuss the issues of EP improvement, etc;

10. Internal audits, organized by the OKM department, providing monitoring of the quality of EP and being one of the tools of O assessment;

11. Self-evaluation of EP according to “Standards of internal quality assurance of educational activity of JSC SKMA” <https://clck.ru/eozW2>; the results will be analyzed by the relevant bodies of the Academy and reported at the meetings of the Academic Committee, Quality Assurance Committee, Faculty Council, Academic Council and Academic Council, with the application of appropriate measures to eliminate deficiencies and improve the quality of the Educational Program.

The results of the program evaluation are discussed at the meetings of the academy collegial bodies, which include representatives of all stakeholders. Also these results are demonstrated during round tables with employers' participation.

Analytical part

The members of the External Expert Committee state that the examination of the standard “Evaluation of the educational program” and the analysis of the submitted documentation notes its compliance with the requirements of the EP (report, documents, interviews).

Assessment of satisfaction with the EP will be carried out within the framework of annual planning and implementation of the processes of receiving feedback from students, faculty, administration of the university, employers - on the content of the EP, organization of the educational process, quality of training and assessment, support from faculty and dean's office, identification of difficulties, problems in the learning process and areas for improvement; receiving suggestions and recommendations from EP stakeholders; development of a corrective action plan (report, interviews).

In the future, one of the criteria for the success of the program will be the results of the independent examination and defense of master's projects. Electronic questionnaires on Google MO 365 platforms, focus group interviews, discussions of EPs at councils, round tables, etc. will be used as feedback tools. The results of feedback will be heard at the meetings of the Academic Committee, Faculty and HEI Councils, as well as at the Academic Council of the Academy, the results of which will influence the decision-making on corrective actions (report, documents, and interviews).

Also, the experts of the External Expert Commission note that availability and monitoring of the Educational Program Development Plan, systematic analysis, involvement of all stakeholders in the discussion of students' achievement of learning outcomes will ensure continuous improvement at all stages of the Educational Program “Medicine” (report, interviews).

Strengths/best practices:

No strengths have been identified for this standard.

EEC Recommendations:

None.

EEC findings on criteria:

- Strong - 0
- Satisfactory - 9
- Suggestive of improvement - 0
- Unsatisfactory – 0

6.8 Standard Management and Administration**Program monitoring and evaluation mechanisms**

- ✓ *The educational organization must:*
- ✓ *have regulated procedures for monitoring, periodic evaluation of the educational program and the learning outcomes, progress and performance of students*
- ✓ *To develop and demonstrate readiness to implement an educational program evaluation mechanism that reviews the program, its major components, learner progress, identifies and addresses problems, and ensures that relevant evaluation results impact on EP.*
- ✓ *Demonstrate a willingness to periodically evaluate the program by comprehensively considering the educational process, components of the educational program, expected learning outcomes, and social responsibility*
- ✓ *Educator and learner feedback*
- ✓ *The educational organization should:*
- ✓ *provide for systematically conducting, analyzing and responding to feedback from instructors and learners*
- ✓ *demonstrate a willingness to use the results of feedback to improve the educational program*
- ✓ *Learning achievements of students*
- ✓ *An educational organization must:*
- ✓ *Demonstrate readiness to analyze the performance of students in accordance with the mission and expected learning outcomes, training program and resource availability.*
- ✓ *demonstrate readiness to analyze the performance of students, taking into account the conditions of their previous education, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of educational program, counseling students*
- ✓ *Stakeholder involvement*
- ✓ *The educational organization must:*
- ✓ *demonstrate readiness to involve key stakeholders in monitoring and evaluation of the educational program*
- ✓ *demonstrate a willingness to provide stakeholders with access to the results of program evaluation, collect and study feedback from them and feedback on the educational program*
- ✓ *Management*
- ✓ *An educational organization should:*
- ✓ *define structural units and their functions, including relationships within the university*
- ✓ *define committees in the governance structure, their responsibilities and composition, reflecting the representation of key and other stakeholders, ensuring transparency of the work of the governance bodies and their decisions*
- ✓ *Academic leadership*
- ✓ *An educational organization should:*

- ✓ *describe the responsibilities of academic leadership in defining and managing the educational program*
- ✓ *demonstrate a willingness to periodically assess academic leadership with respect to the achievement of its mission and expected learning outcomes*
- ✓ *Instructional budget and resource allocation*
- ✓ *An educational organization must:*
- ✓ *have a clear allocation of responsibility and authority for providing resources for the educational program, including a dedicated instructional budget*
- ✓ *demonstrate a willingness to allocate the resources needed to implement the EP and to allocate educational resources according to their needs*
- ✓ *provide for the ability to allocate resources independently, including rewarding faculty members who adequately achieve the intended learning outcomes; take into account scientific advances in health and community health issues and needs when allocating resources*
- ✓ *Administrative staff and management*
- ✓ *An educational organization must:*
- ✓ *demonstrate a willingness to have administrative and professional staff, to implement the educational program and related activities, ensure proper management and allocation of resources*
- ✓ *demonstrate willingness to ensure the participation of all units of the educational organization in the processes and procedures of the internal quality assurance system*
- ✓ *Interaction with the health sector*
- ✓ *The educational organization must:*
- ✓ *demonstrate a willingness to engage constructively with the health care system and health-related sectors of society and government, including foreign ones*
- ✓ *demonstrate a willingness to formalize collaboration, including the involvement of staff and learners, with partners in the health sector*
- ✓ *Public awareness*
- ✓ *The education organization should:*
- ✓ *provide for regular publication on the official website of the educational organization and in the media full and accurate information about the educational program, its achievements*

Evidentiary part

The Academy is a joint stock company and has full autonomy in resource allocation. The shareholder of SKMA JSC creates good conditions for creative and scientific and pedagogical growth of employees.

In accordance with the Law of RK “On Education” and other normative legal acts regulating the activities of higher educational institutions of medical profile, the Academy has developed and approved documents defining the range of responsibilities and powers. At the present time, the construction of the Multidisciplinary University Clinic for 800 beds and clinical and diagnostic center for 700 visits per shift has begun on the basis of the city private enterprise. With the completion of the project, according to the management and quality policy, a separate administrative staff should be provided for the proper management and resource allocation of this powerful material resource in the future. SKMA is a joint stock company, which provides its management system, contributing to the achievement of the mission and objectives, maintaining institutional effectiveness and integrity, creating and supporting conditions for the educational process, research and creative activities. In fulfillment of the mission and realization of the set objectives, the activity of academic management is studied and evaluated on the

basis of analysis of the fulfillment of the goals and objectives of the strategic plan and internal audit reports. The results of academic activities, the effectiveness of modern forms of educational process management, the prospects for further improvement of management and quality of education are considered and discussed in the final reports of the rector, vice-rectors and heads of structural units. In accordance with the requirements of the international standard ISO 9001:2015 annual analyses by the management of the degree of achievement of the mission and goals of the organization of higher and postgraduate education is carried out. (<https://skma.edu.kz/ru/pages/missiya-videnie-cennosti-i-eticheskie-principy>). The Academy closely cooperates with state bodies. So the order of the MH RK from 21.09.2022 № 828 “On organization of work on the formation of medical and pharmaceutical clusters for the development of innovative medicines and medical devices”, the Academy entered the Medical and Pharmaceutical Cluster “Shymkent”. Cooperation with clinical bases is carried out by concluding contracts with medical organizations of the city and the region for training and formation of professional competencies of students. In medical organizations, qualified practitioners are involved in the educational process as clinical mentors. The continuous work of the Academy's management department is aimed at strengthening the position and improving the conditions of educational and work activities in the National Rankings of the country.

The University administration creates conditions for young teachers by providing financial motivation for career growth at the university, creating a pool of personnel reserve. Thus, by the decision of the Board of Directors of JSC SKMA, since 2022, a remuneration system has been introduced for teachers-applicants who have defended the degree of Doctor of Philosophy (PhD) in the form of a cash award personally on behalf of the Main Founder of JSC SKMA, S.S. Seitzhanov in the amount of 2,000,000 (two million) tenge, to support teachers who teach classes in English, the Academy introduced additional payment to the official salary of an employee in accordance with the "Regulations on Remuneration, bonuses, financial assistance and payment of health benefits" of JSC "SKMA" (with amendments and additions), approved by the Rector of the Academy on August 29, 2018.

The responsible structural unit for the EP "Medicine" is the Dean's office of the Faculty of Medicine. The activities of SKMA JSCare regularly covered on the University's website <https://skma.edu.kz/>, which is automatically published on social networks on the pages of YSKMA on Instagram https://www.instagram.com/medacadem_skma / Facebook <https://www.facebook.com/SKMA.kz/>.

The analytical part

Based on the results of the analysis of the data provided, it allows us to confirm that the quality management system for the training of SKMA specialists is aimed at implementing strategic goals by forming and defining tasks to achieve and improve the quality of educational activities (report, documents).

The Dean's Office of the Faculty of Medicine is an administrative and structural unit in the organization of the educational process of the Faculty, the management of which is carried out by the dean of the Faculty. The Academy independently carries out financial and economic activities, the financial autonomy of which correlates with the principles of responsibility to society for the quality of all professional training activities within the framework of the Educational Institution, scientific research, provision of services, with the effective disposal of funds and property of the University. Financial support is provided in accordance with the approved Development Plan and Procurement Plan of the Academy according to the cost estimates for the purchase of goods and services, work aimed at developing and equipping the material and technical well-being of the University.

When interviewing AUP AVII and heads of departments, members of the Internal Expert Commission noted that the Academy clearly defines the responsibility of the academic leadership in relation to the development and management of the EP (interview, report).

According to the 'Model rules for the activity of educational organisations implementing internal quality assurance, Academy is based on the standards and guidelines for quality assurance of higher and postgraduate education in the European Higher Education Area (ESG), which includes: quality assurance policy; programme development and approval; student-centred learning, teaching and assessment; student admission, performance, recognition and certification; teaching staff; learning resources and support system. In order to ensure satisfaction with training, annual meetings of the management with students are organised, where the quality of the content of educational programmes, the quality of teaching, the quality of the organisation of the educational process, the quality of teaching technologies, the quality of forms of control of students' knowledge, learning conditions, material, technical, methodological, informational support of the educational process, living conditions, food conditions, etc. are directly discussed.

Thus, during the conversation with the university faculty, it was noted that the university administration quickly responds to problems in the field of implementation of the EP, fulfilling in a short time all requests for the purchase of necessary equipment and materials. Meetings of vice-rectors, deans are organised throughout the year, the requirements of students are studied daily by deans' offices. The Rector's blog, telephones and trust boxes (interviews, report) are freely available.

The mechanism of interaction between the Academy as a medical higher education institution and the health sector is regulated by: the legislation of the Republic of Kazakhstan; contracts and agreements with management bodies and health care organisations; written requests of authorised state bodies and medical and preventive organisations. Clinical departments provide organisational, consultative and educational assistance to the practical health care of the city and region both with direct participation and in the online format. The teaching staff participates in the work of expert commissions to assess the quality of medical services initiated by various organisations of the Republic, namely the Committee

for the Protection of Public Health, a branch of the ROO 'National Medical Association', and other authorised state bodies (visual inspection, documents, report, interviews).

The Academy carries out its activities on the basis of the principle of transparency of the management system and decisions made. This is ensured through the participation of the teaching staff of the HEI, employees of structural units of the academic block, students, representatives of employers, other stakeholders in the discussion and decision-making regarding the content of the EP, the organisation of the educational process and its evaluation. Information about the University: mission, vision, development strategy, structure, corporate documents, contacts and other background information is available at <https://skma.edu.kz/>, access to all tabs is open to all users without restriction.

The Academy management has started the construction of the Multidisciplinary University Clinic for 800 beds and clinical-diagnostic centre for 700 visits per shift, in connection with the upcoming work and to supervise and ensure the implementation of all activities related to clinical activities, the members of the EEC believe that it is necessary to introduce the position of Vice-Rector for clinical work in the staff schedule of SKMA.

According to the results of questionnaire survey of teaching staff and students, the members of the EEC found that the vast majority of respondents highly appreciate the activities of the university administration (interviews).

Strengths/best practices:

1. Institutional autonomy of the SKMA and timely responsiveness of the Administration in allocating resources required for quality implementation of the EP;
2. Allocation of motivational rewards to faculty members who achieve the planned results;
3. Constructive co-operation with health authorities, heads of health care institutions of different forms of ownership, due to the availability of professional human resources, and the provision of clinical bases and equipment, ensuring access to patients.

EEC Recommendations:

In connection with the construction of the university clinic, the management of SKMA JSC should provide for the possibility of introducing the position of vice-rector for clinical work into the staff of SKMA in order to effectively implement the "trinity" in education. The deadline is September 2024.

EEC findings on criteria:

- Strong - 3
- Satisfactory - 9
- Suggestive of improvement - 0
- Unsatisfactory - 0

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

6.1 Standard Mission and Results “South Kazakhstan Medical Academy” JSC has “institutional autonomy” with respect to the development of the educational program and the allocation, and distribution of resources for the effective implementation of the educational program 6B10115 “Medicine”.

6.2 Standard Educational Programm

No strengths were identified for this standard.

6.3 Standard Students’ Assessment Policy

No strengths have been identified for this standard.

6.4 Standard Students

No strengths were identified for this standard.

6.5 Standard Academic/Teachers Staff

No strengths were identified for this standard.

6.6 Standard Educational Resources

No strengths were identified for this standard.

6.7 Standard Educational Programme Assessment

No strengths were identified for this standard.

6.8 Standard Management and Administration

1. Institutional autonomy of the SKMA and timely responsiveness of the Administration in allocating the resources required for quality implementation of the EP;

2. Allocation of motivational rewards to faculty members who achieve the planned results;

3. Constructive cooperation with health authorities, heads of health care institutions of different forms of ownership, due to the availability of professional human resources, and the provision of clinical bases and equipment, providing access to patients.

(VIII) REVIEW OF THE RECOMMENDATIONS FOR QUALITY IMPROVEMENT

6.1 Standard Mission and Results

Absent.

6.2 Standard Educational Programm

1. The management of the JSC “SKMA” shall conduct training of the Academy staff to ensure the safety of the learning environment and patients at the clinical bases and on-the-job practice bases. Deadline - during the 2024/2025 academic year, further – continuously

2. The Head of EP “Medicine” must develop the Regulations on the procedure of examination of research work (ERW) of students on NIMO program. Deadline - during 2024/2025 academic year, further - permanently.

6.3 Standard Students’ Assessment Policy

Vice-Rector for Academic Affairs and Head of the EP “Medicine” shall ensure the diversity of assessment methods, including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format to assess different aspects of knowledge, skills, behavior of students. Deadline - during 2024/2025 academic year, further - permanently.

The Vice-Rector for Academic Affairs and the Head of EP “Medicine” shall ensure expertise of the process and evaluation methods with the involvement of external experts. Deadline - during 2024/2025 academic year, further - permanently.

Vice-rector for Academic Affairs and head of EP “Medicine” shall ensure the participation of students of all EPs and stakeholders in the evaluation process, discussion of evaluation criteria and suggesting improvements in the evaluation system to make a decision on academic performance. Deadline - during the 2024/2025 academic year, further - permanently.

6.4 Standard Students

Absent.

6.5 Standard Academic/Teachers Staff

The management of “SKMA” JSC should develop and implement a mechanism of financial incentives for faculty members to improve the quality of the educational process. Deadline - during 2024/2025 academic year, further - permanently.

6.6 Standard Educational Resources

The management of JSC “SKMA” shall organize safety training for teaching staff and ensure that resources, including teaching materials, laboratory equipment, library collections and information technology, which are available and up-to-date to ensure a safe educational environment. Deadline - during the 2024/2025 academic year, further - permanently.

6.7 Standard Educational Programme Assessment
Absent.

6.8 Standard Management and Administration

Management of JSC “SKMA” in connection with the construction of the university clinic and for effective realization and for effective realization of the “trinity” in education should provide the possibility of introducing the position of vice-rector for clinical work into the staff of SKMA in order to effectively implement the "trinity" in education. The deadline is September 2024.

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

Absent.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the External Expert Committee unanimously agreed that EP 6B10115 Medicine (primary accreditation) is recommended for accreditation for a period of 5 years.

Appendix 1. Evaluation table «PROGRAM PROFILE PARAMETERS»

№ П\П	№ П\П	№ крит.	EVALUATION CRITERIA	Position of JSC			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard 1 «MISSION AND RESULTS»							
1.1 Definition of mission							
The education organization should:							
1	1	1.1.1.	Identify the EP mission and bring it to the attention of stakeholders and the health sector.		+		
2	2	1.1.2.	To reflect the objectives and educational strategy of preparing a competent professional at the level of higher education in health with appropriate foundation for future career in any field of health, including all practices, Administrative medicine and research in health care; capable of performing the role and functions of a specialist according to the established requirements of the health sector; Prepared for post-graduate education and committed to lifelong learning		+		
3	3	1.1.3.	Ensure that the EP mission includes research achievements in the biomedical, clinical, pharmaceutical, and behavioral and social sciences, global health aspects and reflects major international health issues.		+		
1.2 Institutional autonomy and academic freedom							

The education organization should:							
4	4	1.2.1.	Have institutional autonomy to design and implement quality assurance policies for which the administration and teachers are responsible, especially with regard to curriculum development and resource allocation; Necessary for the implementation of the educational program	+			
5	5	1.2.2.	Provide academic freedom to staff and trainees to implement the educational program and use new research results to improve the study of specific disciplines/issues without expanding EP		+		
1.3 Learning outcomes							
The education organization should:							
6	6	1.3.1.	To identify the expected learning outcomes that students should achieve at the end of their training in relation to basic knowledge, skills and professional relationships; appropriate foundation for future career in any field of health care; future roles in the health sector; post-graduate training; lifelong learning commitments; public health needs, Health care and other social responsibility needs		+		
7	7	1.3.2.	Ensure that students behave appropriately towards fellow students, teachers, medical staff, patients and their families		+		
8	8	1.3.3.	Publish expected EP learning outcomes		+		
9	9	1.3.4.	Identify and coordinate the relationship between the learning outcomes required at completion and		+		

			those required in postgraduate education				
10	10	1.3.5.	provide for the participation of students in research in the relevant health field		+		
11	11	1.3.6.	Pay attention to the expected learning outcomes related to global health		+		
1.4 Participation in mission formulation and learning outcomes							
The education organization should:							
12	12	1.4.1.	Ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes		+		
13	13	1.4.2.	Ensure that the stated mission and expected learning outcomes are based on the views/suggestions of other stakeholders.		+		
Total				1	12	0	0
Standard 2. EDUCATIONAL PROGRAM							
2.1 Educational curriculum model and teaching methods							
The education organization should:							
14	1	2.1.1.	Determine the EP specifications, including a statement of expected learning outcomes, curriculum based on modular or spiral structure, assigned qualification.		+		
15	2	2.1.2.	Use teaching and learning methods that encourage, prepare and support learners to take responsibility for the learning process		+		
16	3	2.1.3.	Ensure that the EP is implemented in accordance with the principles of equality.		+		
17	4	2.1.4.	Develop the learner's lifelong learning capacity		+		

2.2. Scientific method							
The education organization should:							
18	5	2.2.1.	throughout the curriculum to teach students the principles of scientific methodology, including analytical and critical thinking methods; research methods in health care and evidence-based medicine		+		
19	6	2.2.2.	Allow for the inclusion of results of modern scientific research in EP		+		
2.3 Basic biomedical sciences							
The education organization should:							
20	7	2.3.1.	Identify and incorporate into the EP the achievements of basic biomedical sciences to provide students with an understanding of scientific knowledge, concepts and methods that are the basis for acquiring and applying clinical scientific knowledge		+		
21	8	2.3.2.	Provide mechanisms for the revision and updating of the EP in the light of advances in biomedical sciences, reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and health systems		+		
2.4. Behavioral and social sciences, medical/pharmaceutical ethics and law							
The education organization should:							
22	9	2.4.1.	Identify and include in the EP achievements in behavioral sciences, social sciences, medical/pharmaceutical ethics and law		+		
23	10	2.4.2.	Provide mechanisms for the revision and updating of the EP in the light of developments, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical		+		

			ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, Current and expected needs of society and health systems; changing demographic and cultural context				
2.5. Clinical/pharmaceutical sciences and skills							
The education organization should:							
24	11	2.5.1.	Identify and include clinical/pharmaceutical science achievements in the EP to ensure that students have acquired sufficient knowledge upon completion of their studies, Clinical and professional skills to take appropriate responsibility for subsequent professional activities;		+		
25	12	2.5.2.	ensure that trainees are conducting a sufficient portion of the program in planned contacts with patients, service users in appropriate clinical/production conditions and receive health promotion and disease prevention experience		+		
26	13	2.5.3.	Determine the amount of time to spend on the main clinical/subject-specific disciplines		+		
27	14	2.5.4.	Provide training with appropriate attention to the safety of the learning environment and patients, including monitoring of the learning actions performed in clinical/production facilities			+	
28	15	2.5.5.	Allow for the possibility of changing the EP, taking into account the advances in scientific, technological, medical and pharmaceutical developments, current and expected needs of society and health systems		+		

29	16	2.5.6.	<p>ensure that each student has early contact with real patients, service users, including his or her gradual participation in the provision of services and including responsibility for:</p> <ul style="list-style-type: none"> - in the area of examination and/or treatment of a patient under appropriate clinical conditions; - in the procedures of sanitary surveillance in the part of the examination and/or inspection of the facility under observation, which is carried out at the appropriate production bases (epidemiological expertise centers, territorial departments of sanitary and epidemiological control, incl. transport, organizations of disinfection); - in the area of advice to patients on the rational use of drugs, which is carried out under appropriate production conditions 		+		
30	17	2.5.7.	Structure the different components of clinical, hygiene monitoring and other occupational skills according to the specific stage of the training programme.		+		
2.6. Structure, content and duration of the educational programme							
The education organization should:							
31	18	2.6.1.	Describe the content, scope and sequence of disciplines/modules, including the appropriate relationship between basic biomedical, behavioral, social and clinical/professional disciplines.		+		
32	19	2.6.2.	To provide for the integration of related sciences and disciplines;		+		

33	20	2.6.3.	Consider integration of vertical clinical/specialty sciences with basic biomedical and behavioral and social sciences		+		
34	21	2.6.4.	provide the possibility of elective content (electives) and determine the balance between mandatory and elective part of EP		+		
35	22	2.6.5.	Identify the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of environmental impact and technological workloads, social environment on health of the population.		+		
2.7. Programme management							
The education organization should:							
36	23	2.7.1.	Define procedures for the development, approval and review of the EP			+	
37	24	2.7.2.	To identify a committee, under the direction of academic leadership, responsible for planning and implementing the EP to ensure that the expected learning outcomes are achieved.		+		
38	25	2.7.3.	Ensure representation of the teaching staff, representatives from other stakeholders including representatives from clinical, production bases, health professionals involved in the training process on the CO committee responsible for EP.		+		
39	26	2.7.4.	Allow for the ability to plan and implement innovation in EP through the EP committee		+		

2.8. Relationship with medical/pharmaceutical practice and health care system							
The education organization should:							
40	27	2.8.1.	Provide continuity between the OP and subsequent phases of training or practical activities to be undertaken by the trainee upon completion of the course		+		
41	28	2.8.2.	Take into account the specific conditions in which the graduates will work and modify the EP accordingly		+		
Total				0	26	2	0
Standard 3. STUDENT ASSESSMENT POLICY							
3.1. Methods of assessment							
The education organization should:							
42	1	3.1.1.	To define and approve the principles, methods and practices used for the evaluation of students, including the number of examinations, criteria for establishing passing marks, evaluations and the number of retakes allowed;		+		
43	2	3.1.2.	Ensure that the assessment procedures cover knowledge, skills, attitudes and professional behaviour		+		
44	3	3.1.3.	Use a wide range of assessment methods and formats according to their "utility" assessments, including a combination of validity, reliability, learning impact, acceptability and effectiveness of assessment methods and format		+p		
45	4	3.1.4.	Provide for the possibility of external experts providing expertise on the evaluation process and methods		+p		
46	5	3.1.5.	demonstrate a willingness to ensure that evaluation methods and results avoid conflicts of interest and use a		+		

			system for reviewing the evaluation results of learners				
47	6	3.1.6.	Provide for the possibility of ensuring an open evaluation procedure and its results, informing trainees about the criteria used and the evaluation procedures		+		
48	7	3.1.7.	Provide for the possibility of documentation and evaluation of reliability and validity of assessment methods, as well as the involvement of external examiners		+		
3.2. The relationship between assessment and learning							
The education organization should:							
49	8	3.2.1.	use principles, methods and practices of evaluation that are comparable with planned RO and teaching and learning methods, guarantee the achievement of planned learning results, promote the learning of learners, provide the right balance of formative and final assessment for learning direction and decision making on academic achievement			+	
50	9	3.2.2.	Allow for adjustments in the number and nature of examinations to encourage both learning and integrated learning		+		
51	10	3.2.3.	Provide timely, concrete, constructive and fair feedback to learners on the assessment results		+		
Total				0	9	1	0
Standard 4. TRAINEES							
4.1. Reception and selection policy							
The education organization should:							
52	1	4.1.1.	Have a policy and practice of admission based on the principles of		+		

			objectivity, including a clear statement about the process of selection of students				
53	2	4.1.2.	Have a policy and implement the practice of accepting people with disabilities		+		
54	3	4.1.3.	have a policy and implement the practice of transferring students from other educational institutions, including foreign		+		
55	4	4.1.4.	Establish a link between selection and the mission of the education organisation, the curriculum and the desired quality of graduates; periodically review admission policy		+		
56	5	4.1.5.	demonstrate willingness to use the system of appeals against decisions on admission of students		+		
4.2. Recruitment of learners							
The education organization should:							
57	6	4.2.1.	Determine the number of students admitted according to the possibilities of organizing education at all stages of the educational program		+		
58	7	4.2.2.	Demonstrate willingness to regulate the number and size of students, taking into account the opinion of stakeholders, responsible for planning and developing health sector staff to meet the health needs of the population and society at large		+		
59	8	4.2.3.	Provide for the possibility of periodically reviewing the number and nature of students admitted in consultation with other stakeholders and to regulate to meet the health needs of the population and society at large		+		

4.3. Counselling and support for learners							
The education organization should:							
60	9	4.3.1.	Demonstrate the possibilities of using the academic counselling system for students		+		
61	10	4.3.2.	demonstrate a willingness to offer students a support programme focused on social, financial and personal needs by allocating appropriate resources and ensuring the confidentiality of counselling and support		+		
62	11	4.3.3.	demonstrate readiness to use the feedback system with students on assessment of conditions and organization of educational process		+		
63	12	4.3.4.	demonstrate readiness to provide student documents confirming the qualification obtained (diploma) and an attachment to the diploma (transcript)		+		
64	13	4.3.5.	Provide for the individual educational trajectory while accommodating the needs of different groups of learners		+		
65	14	4.3.6.	demonstrate a willingness to provide academic counselling that is based on student performance monitoring and includes career guidance and planning issues		+		
4.4. Representation of learners							
The education organization should:							
66	15	4.4.1.	have a policy and practice of student representation and their proper participation in the definition of mission, design, management and evaluation of educational program and other matters related to students		+		

67	16	4.4.2.	Provide for the possibility of encouraging and facilitating student activities and student organizations		+		
Total				0	16	0	0
Standard 5. ACADEMIC STAFF/FACULTY							
5.1. Recruitment and selection policy							
The education organization should develop and implement a recruitment policy that:							
68	1	5.1.1.	Defines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for adequate implementation of the OP, including due ratio between medical professors, non-medical, pharmaceutical, full-time and part-time faculty, and academic and non-academic staff balance		+		
69	2	5.1.2.	Takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research activities and «service» functions		+		
70	3	5.1.3.	Identifies and monitors responsibilities of academic staff/faculty in basic biomedical sciences, behavioral and social sciences and clinical, hygienic, pharmaceutical sciences.		+		
71	4	5.1.4.	Provides for the possibility of taking into account criteria and characteristics such as attitude to the mission and economic possibilities of the educational institution, as well as relevant features of the region in personnel selection and recruitment policy		+		

5.2. Staff Performance and Development Policy							
The education organization should develop and implement a policy for staff development and activities that aims to:							
72	5	5.2.1.	Balance of opportunities between teaching, research and «service» functions, ensuring recognition of worthy academic activities with appropriate emphasis on teaching, research and professional qualifications			+	
73	6	5.2.2.	Ensuring sufficient knowledge of individual staff throughout the educational program, as well as training and upgrading of teachers, their development and evaluation			+	
74	7	5.2.3.	The teacher-student ratio can be analyzed based on the various aspects of the educational program.			+	
75	8	5.2.4.	staff career development				
Total				0	7	1	0
Standard 6. EDUCATIONAL RESOURCES							
6.1. Logistics base							
The education organization should:							
76	1	6.1.1.	Demonstrate a willingness to provide sufficient material and technical base to ensure adequate implementation of the educational program, as well as to create a safe learning environment for staff, students, patients and their families			+	
77	2	6.1.2.	demonstrate a willingness to improve the learning environment by regularly updating and expanding the material base to meet changes in educational practice			+	
6.2. Resources for practical training							

The education organization should:							
78	3	6.2.1.	demonstrate willingness to provide the necessary resources to provide students with appropriate clinical/practical experience, including: quality and categories of patients/service users, number and categories of clinical/production bases; Observation of student practice		+		
79	4	6.2.2.	Demonstrate a willingness to assess, adapt and improve the conditions of clinical/practical training to meet the needs of the population		+		
6.3. Information technology							
The education organization should:							
80	5	6.3.1.	Develop and implement policies aimed at the effective and ethical use and assessment of relevant information and communication technologies		+		
81	6	6.3.2.	Provide for the possibility of access to websites or other electronic media		+		
82	7	6.3.3.	Provide teachers and students with access to relevant patient data and health information systems using existing and relevant new information and communication technologies for self-learning; access to information, patient databases and health information systems		+		
6.4. Research and scientific achievements							
The education organization should:							
83	8	6.4.1.	demonstrate a willingness to use research and scientific achievements		+		

			in medicine, pharmacy as the basis for an educational program				
84	9	6.4.2.	Formulate and implement policies that strengthen the relationship between research and education; provide information on the research base and research priorities of the organization of education		+		
85	10	6.4.3.	Provide for the relationship between research and education is taken into account in teaching, encourages and prepares students to participate in health research		+		
6.5. Education expertise							
The education organization should:							
86	11	6.5.1.	have a policy and implement in practice access to educational expertise processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, pedagogues-psychologists, sociologists of university, inter-university and international levels; to develop and implement a policy of expertise in the development, implementation and evaluation of educational programs, development of teaching methods and evaluation		+		
87	12	6.5.2.	demonstrate willingness to provide evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting staff interests in conducting research in education		+		
6.6. Exchange in the field of education							
The education organization should:							

88	13	6.6.1.	have a policy and implement practices of national and international cooperation with other educational organizations, including staff and student mobility, as well as the translation of education credits		+		
89	14	6.6.2.	Demonstrate a willingness to facilitate the participation of teachers and students in academic mobility programmes at home and abroad, and allocate appropriate resources for this purpose		+		
Total				0	13	1	0
Standard 7. EVALUATION OF THE EDUCATIONAL PROGRAMME							
7.1 Mechanisms for monitoring and evaluation of the programme							
The educational organisation shall:							
90	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational programme and learning outcomes, progress and performance of students		+		
91	2	7.1.2.	develop and demonstrate readiness to apply an evaluation mechanism for an educational programme that examines the programme, its main components, learner performance, identifies and addresses problems, and ensures that relevant evaluation results have an impact on the EP		+		
92	3	7.1.3.	Demonstrate a willingness to periodically evaluate the programme, looking comprehensively at the educational process, components of the educational programme, expected learning outcomes and social responsibility		+		
7.2 Feedback from the teacher and the learner							
The educational organisation should:							

93	4	7.2.1.	Provide for systematically conducting, analysing and responding to feedback from teachers and learners		+		
94	5	7.2.2.	demonstrate a willingness to use the results of feedback to improve the educational programme		+		
7.3 Learning achievements of learners							
The educational organisation shall:							
95	6	7.3.1.	Demonstrate a willingness to analyse student performance in relation to mission and expected learning outcomes, curriculum and resourcing		+		
96	7	7.3.2.	demonstrate readiness to analyse the performance of students, taking into account the conditions of their previous studies, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, development of the educational programme, advising students		+		
7.4 Stakeholder involvement							
The education organisation should:							
97	8	7.4.1.	demonstrate readiness to involve key stakeholders in the monitoring and evaluation of the education programme		+		
98	9	7.4.2.	demonstrate a willingness to provide stakeholders with access to the results of programme evaluation and to collect and review feedback from them about the educational programme.		+		
Total				0	9	0	0
Standard 8. MANAGEMENT AND ADMINISTRATION							

8.1 Governance							
The educational organisation shall:							
99	1	8.1.1.	Identify structural units and their functions, including relationships within the university		+		
100	2	8.1.2.	Define committees in the management structure, their responsibilities and composition reflecting the representation of key and other stakeholders, ensuring transparency of the work of the management bodies and their decisions		+p		
8.2 Academic Leadership							
An educational organisation should:							
101	3	8.2.1.	describe the responsibilities of academic management in defining and managing the educational programme		+		
102	4	8.2.2.	Demonstrate a willingness to periodically assess academic leadership in relation to the achievement of its mission and expected learning outcomes		+		
8.3 Learning budget and resource allocation							
The education organisation should:							
103	5	8.3.1.	have a clear division of responsibility and authority for resourcing the education programme, including a dedicated training budget		+		
104	6	8.3.2.	demonstrate readiness to allocate resources necessary for the implementation of the OP and distribute educational resources in accordance with their needs	+			
105	7	8.3.3.	Provide for the ability to allocate resources independently, including	+			

			rewarding teachers who adequately achieve the intended learning outcomes; take into account scientific advances in health and public health issues and needs when allocating resources.				
8.4 Administrative staff and management							
An educational organisation should:							
106	8	8.4.1.	demonstrate a willingness to have administrative and professional staff, to implement the educational programme and related activities, to ensure proper management and allocation of resources		+		
107	9	8.4.2.	demonstrate readiness to ensure the participation of all units of the educational organisation in the processes and procedures of the internal quality assurance system		+		
8.5 Collaboration with the health sector							
The education organisation should:							
108	10	8.5.1.	Demonstrate a willingness to engage constructively with the health care system and health-related sectors of society and government, including those overseas		+		
109	11	8.5.2.	Demonstrate a willingness to formalise collaboration, including staff and learner engagement, with health sector partners	+			
8.6 Informing the public							
The educational organisation shall:							
110	12	8.6.1.	Provide for regular publication on the official website of the educational organisation and in the media of complete and reliable information		+		

			about the educational programme and its achievements				
TOTAL				3	9	0	0
TOTAL IN GENERAL				4	101	5	0

Appendix 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION

APPROVED
General Director
 NU "Independent Agency for Accreditation and Rating"
 _____ Zhumagulova A. B.
 "April 29, 2024"
AGREED
Rector of the South Kazakhstan
Medical Academy
 _____ Rysbekov M.M.
 April 29, 2024

PROGRAM OF THE VISIT OF THE EXTERNAL EXPERT COMMISSION OF THE INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR) TO THE SOUTH KAZAKHSTAN MEDICAL ACADEMY (SKMA) (INTERNATIONAL SPECIALISED ACCREDITATION

Date of the visit: May 9-11, 2024 (Shymkent time)

Cluster 1	1) 6B10115 Medicine (primary accreditation) 2) 6B10116 Pediatrics (initial accreditation) 3) 6B10117 Dentistry (primary accreditation) 4) 6B10118 Medical and preventive care (initial accreditation)
Cluster 2	5) 7R01134 Forensic medical examination (initial accreditation) 6) R01150 Pathological Anatomy (Initial Accreditation)

Date & Time	EEC's work with target groups	Surname, first name, patronymic and position of the participants in the target groups	Venue
8 May 2024			
19.00-20.00	Preliminary meeting of the EEC (discussion of key issues and programme of the visit)	External experts of IAAR	Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
Day 1: 9 May 2024			
10.00-10.30	Allocation of expert responsibilities, resolution of organisational issues	External experts of IAAR	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
10.30-11.00	Meeting with the Rector	Rector - Rysbekov Myrzabek Myrzashevich Rysbekov, Doctor of Medical Sciences, Professor	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
11.00-11.15	Technical break	External experts of IAAR	Small Hall of the SKMA
11.15-12.00	Meeting with Vice-Rectors	1) First Vice-Rector - Esirkepov Marlen Makhmudovich, Candidate of Medical Sciences, Professor 2) Vice-rector for financial and economic activity - Zhanna Serikzhanovna Seitzhanova, MBA 3) Vice-rector for educational and methodical work - Maria Ulasbekova Anartaeva, Doctor of medical sciences, Associate Professor	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
12.00-12.15	Technical break	External experts of IAAR	Small Hall of the SKMA
12.15-13.00	Meeting with heads of structural subdivisions	1) Head of the Department of Scientific and Clinical Work, Doctoral Studies and Master's Degree - Seyil	Assembly Hall of SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765

		<p>Birzhan Seyitulyi 2) Head of the Department of Strategic Development and International Cooperation - Alma Abdukarimovna Akhmetova 3) Chief Accountant - Baymbetova Dinara Ashirkhanovna 4) Head of Administrative and Legal Support Department - Kabishtaev Orynbasar Abdukarimovich 5) Head of Training and Methodological Centre - Bibigul Zaidullaevna Doltaeva 6) Head of Personnel Service Department - Gulsara Lesovna Yeleusizova 7) Head of Practical Skills Centre (PSC) - Nurlan Zhumanovich Kalmenov 8) Dean of Internship and Graduate Employment - Kemelbekov Kanatzhau Saubanbekovich 9) Head of Registrar's Office - Saulet Akmurzaevna Syzdykova 10) Head of Library Information Centre (LIC) - Darbicheva Raushan Iskakovna 11) Head of Computer-Testing and Publishing Centre (CTPC) - Uksikbaev Maksat Turarovich 12) Head of the Department of Social Affairs and Youth Policy - Salim Yerbol Kaltursynovich 13) Head of Quality Assurance and QMS Department - Nurlan Amirovich Yerzhanov 14) Head of DOT Department - Shakhnoza Abdulakimovna Khalmetova 15) Head of Student</p>	<p>Conference ID: 389 293 1765</p>
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		Records Department - Urzhan Konakbayevna Zhipsibayeva 16) Director of AHCH Department - Yunusov Samukhzhhan Kasymovich 17) Head of Chancellery - Spataeva Gulnara Zhangubekovna 18) Compliance Officer - Nurgali Alikhanovich Pernebaev 19) Commercialisation Office - Bekarysova Dana	
13.00- 14.00	Lunchtime	External experts of IAAR	
14.00- 14.15	Work of EEC	External experts of IAAR	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
14.15- 15.00	Meeting with the Deans	1) Dean of the Faculty of Medicine - Seydakhmetova Aizat Ashimkhanovna 2) Dean of residency - Bektenova Gulmira Erseitovna	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
15.00- 15.15	Technical break	External experts of IAAR	Small Hall of the SKMA
15.15- 16.00	Meeting with Heads of EPs, Heads of Departments	Appendix No.1 Heads of OPs, Heads of Departments	Assembly Hall of SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
16.00- 16.15	Technical break	External experts of IAAR	Small Hall of the SKMA
16.15- 17.00	Meeting with the TS	Annex No. 2 List of names	Assembly Hall of SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
17.00- 18.30	Questionnaires TS (parallel)	Annex No. 2 (list with valid e-mail addresses)	The link is sent to the teacher's email personally 5 min before the start of the questionnaire
17.00- 17.15	Technical break	External experts of IAAR	Small Hall of the SKMA

17.15-18.30	Visual inspection of the GE	Annex No. 3 (Itinerary by clusters with responsible persons)	En-route. Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
18.30-18.40	Work of the EEC (discussion of results and summarising the results of day 1)	External experts of IAAR	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
Day 2: 10 May 2024			
10.00-12.00	Attendance of EP practice bases (in parallel)	Annex No. 6 practice bases (route by clusters)	En-route.
12.00-12.10	Technical break	External experts of IAAR	Small Hall of the SKMA
12.10-13.00	Meeting with students	Annex No. 4 List of names	Assembly Hall of SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
13.00-15.00	Questionnaire survey of students (in parallel)	Annex No. 4 (list with valid e-mail addresses)	The link is sent to the teacher's email personally 5 min before the start of the questionnaire
13.00-14.00	Lunchtime	External experts of IAAR	
14.00-16.00	Work with the documents of the departments and attendance of classes of faculty members according to the schedule (Annex No. 5)	Appendix No. 1	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
16.00-16.10	Technical break	External experts of IAAR	Small Hall of the SKMA
16.10-18.30	EEC work, discussion of the results of the second day and parameters of the profiles	External experts of IAAR	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765

	(recording is in progress)		
Day 3 : 11 May 2024			
10.00-11.30	Work of the EEC (development and discussion of recommendations) (recorded)	External experts of IAAR	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
11.30-11.40	Technical break	External experts of IAAR	Small Hall of the SKMA
11.40-13.00	EEC work, development and discussion of recommendations	External experts of IAAR	Small Hall of the SKMA (Individualised work of an offline expert)
13.00-14.00	Lunchtime	External experts of IAAR	
14.00-16.15	EEC work, discussion, decision-making by voting (recorded)	External experts of IAAR	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
16.15-16.30	Technical break	External experts of IAAR	Small Hall of the SKMA
16.30-17.00	Final meeting of the EEC with the university administration	Heads of the university and structural subdivisions	Small Hall of the SKMA Click the link Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765

Appendix 3. RESULTS OF THE TEACHER'S QUESTIONNAIRE

Total number: 33

1. Your department/faculty?

Medicine	29 p.	87,88%
Medical	1 p.	3,03%
Paediatrics	1 p.	3,03%
Pharmacology, pharmacotherapy and clinical pharmacology	1 p.	3,03%
Department of Therapeutic and Paediatric Dentistry	1 p.	3,03%

3. Position

Professor	3 p.	9,1%
Associate Professor	4 p.	12,12%
Senior Lecturer	10 p.	30,3%
Lecturer	12 p.	36,36%
Head of Department	0 p.	0%
Acting Professor	0 p.	0%
Lecturer	0 p.	0%
Assistant	4 p.	12,12%

4. Academic degree, academic title

Honoured Worker of the Republic of Kazakhstan	0 p.	0%
Doctor of Sciences	0 p.	0%
Candidate of Sciences	7 p.	21,21%
Master	17 p.	51,52%
PhD	0 p.	0%
Professor	0 p.	0%
Associate Professor	0 p.	0%
No	8 p.	24,24%
Assistant, clinician	1 p.	3,03%

5. Work experience

Over 5 years	1 p.	3,03%
1- 5 years	6 p.	18,18%
Less than 1 year	26 p.	78,79%

№	Вопросы	Очень хорошо	Хорошо	Относительно плохо	Плохо	Очень плохо	Не ответили
6	To what extent does the content of the educational programme meet your scientific and professional interests and needs?	23 p. (69,7%)	10 p. (30,3%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
7	How do you assess the opportunities provided by the	24 p. (72,73%)	9 p. (27,27%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-

	University for the professional development of the teaching staff?						
8	How do you assess the opportunities provided by the University for career development of the teaching staff?	17 p. (51,52%)	16 p. (48,48%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
9	How do you assess the degree of academic freedom of the teaching staff?	18 p. (54,55%)	15 p. (45,45 %)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
	To what extent are the lecturers able to use their own						
10	- Strategies	23 p. (69,7%)	9 p. (27,27%)	1 p. (3,03 %)	0 p. (0%)	0 p. (0%)	-
11	- Methods	23p. (69,7%)	10p. (30,3%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
12	- Innovations in the learning process	22 p. (66,67%)	11 p. (33,33%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
13	How do you evaluate the work on organisation of medical care and disease prevention at the university?	20 p. (60.6%)	13 p. (39,4%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
14	How much attention is paid by the management of the institution to the content of the educational programme?	24 p. (72,73%)	9 p. (27,27%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
15	How do you assess the sufficiency and availability of necessary scientific and educational literature in the library?	27 p. (81,82%)	5 p. (15,15%)	1 p. (3,03%)	0 p. (0%)	0 p. (0%)	-
16	Assess the level of created conditions, taking into account the needs of different groups of students?	20 p. (60,6%)	12 p. (36,36%)	1 p. (3,03%)	0 p. (0%)	0 p. (0%)	-
	Assess the accessibility of the management						
17	- Students	20 p. (60,6%)	13 p. (39,39%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
18	- Teachers	17 p. (51,52%)	16 p. (48,48%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
19	Assess the involvement of faculty in managerial and strategic decision-making processes	19 p. (57,58%)	12 p. (36,36%)	2 p. (6,06%)	0 p. (0%)	0 p. (0%)	-
20	How are faculty members encouraged to be innovative?	15 p. (45,45%)	16 p. (48,48%)	2 p. (6,06%)	0 p. (0%)	0 p. (0%)	-
21	Evaluate the level of feedback of the teaching staff to the management.	14 p. (42,42%)	19 p. (57,58%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
22	What is the level of stimulation and involvement	18 p. (54,55%)	15 p. (45,45%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-

	of young specialists in the educational process?						
23	Evaluate the opportunities created for professional and personal growth for each faculty and staff member.	14 p. (42,42%)	19 p. (57,58%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
24	Evaluate the adequacy of recognition of the potential and abilities of teachers	14 p. (42,42%)	18 p. (54,55%)	1 p. (3,03%)	0 p. (0%)	0 p. (0%)	-
	How is the work organized						
25	- On academic mobility	23 p. (69,7%)	10 p. (30,3%)	1 p. (3,03%)	0 p. (0%)	0 p. (0%)	-
26	- On professional development of the teaching staff	24 p. (72,73%)	8 p. (24,24%)	1 p. (3,03%)	0 p. (0%)	0 p. (0%)	-
	Evaluate the support of the university and its management						
27	- Research endeavours of the teaching staff	24 p. (72,73%)	9 p. (27,27%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
28	- Development of new educational programmes/curriculum disciplines/methods	25 p. (75,76%)	8 p. (24,24%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
	Evaluate the level of faculty members' ability to combine teaching						
29	- With research	12 p. (36,36%)	20 p. (60,6%)	1 p. (3,03%)	0 p. (0%)	0 p. (0%)	-
30	- With practical activities	16 p. (48,48%)	16 p. (48,48%)	1 p. (3,03%)	0 p. (0%)	0 p. (0%)	-
31	Assess the extent to which the knowledge of students received at this university corresponds to the realities of the requirements of the modern labour market.	16 p. (48,48%)	17 p. (51,52%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
32	How do the management and administration of the university perceive criticism?	8 p. (24,24%)	23 p. (69,7%)	2 p. (6,06%)	0 p. (0%)	0 p. (0%)	-
33	Evaluate to what extent your study load corresponds to your expectations and possibilities.	8 p. (24,24%)	22 p. (66,7%)	3 p. (9,09%)	0 p. (0%)	0 p. (0%)	-
34	Evaluate the focus of educational programmes/curricula on the	15 p. (45,45%)	18 p. (54,55%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-

	formation of students' abilities and skills to analyse the situation and make forecasts.						
35	Assess the extent to which the content and quality of the educational programme meets the expectations of the labour market and employers.	15 p. (45,45%)	18 p. (54,55%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-

36. Why do you work at this particular university?

- Because I live in this city.
- To educate local youth
- Medical school in the region.
- Because of the location.
- Started as an assistant, worked my way up to professor. There is understanding, support and career advancement.
- Finished residency here, and fell in love with its faculty.
- I can't go abroad because of my family situation.
- Academy prestige, internship opportunities, decent salary, career growth.
- Opportunities and requirements for employees from this university are acceptable to me.
- After graduating from this educational institution I decided to continue working. All conditions for work and career development are created.
- I am satisfied with the state of this educational institution for a teacher, For the reason I live in Shymkent.
- I like working with students
- Because I live here. And I love my subject.
- I live here I would like to change the formed idea that in our university the quality of knowledge is low. Desire to improve the knowledge of current students.
- because it offers incomparable opportunities for my personal and professional growth.
- Osy vuzdy ayaktap master's degree. I have a Master's Degree. Mumkindikter öte көп.
- Meets all requirements
- , teaching experience of 27 years, likes
- personal academic freedom, comfortable teaching load, sufficient resources for my activities
- Because my knowledge and clinical experience match
- I love my job
- loves working with learners
- Because my specialty matches, I could not be hired for another job
- Because I like the work
- I am comfortable in it at the moment

37. How often are master classes and reading topics with practitioners organized as part of your course?

Very often	12 p.	36,36%
Often	18 p.	54,55%

Sometimes	3 p.	9,09%
Very rarely	0 p.	0%
Never	0 p.	0%

38. How often do external guest lecturers (domestic and foreign) participate in the training process?

Very often	8 p.	24,24%
Often	19 p.	57,58%
Sometimes	6 p.	18,18%
Very rarely	0 p.	0%
Never	0 p.	0%

39. How often do you face the following problems in your work: (please give an answer in each line)

	Often	Sometimes	Never	No answer
Lack of classrooms	0 p. (0%)	14 p. (42,42%)	19 p. (57,58%)	-
Unbalanced teaching load by semesters	0 p. (0%)	8 p. (24,24%)	25 p. (75,76%)	-
Unavailability of necessary literature in the library	1 p. (3,03%)	5 p. (15,15%)	27 p. (81,82%)	-
Overcrowding of study groups (too many students in a group)	9 p. (27,27%)	24 p. (72,73%)	0 p. (0%)	-
Uncomfortable timetable	2 p. (6,06%)	11 p. (33,33%)	20 p. (60,61%)	-
Inadequate conditions for classes in classrooms	2 p. (6,06%)	6 p. (18,18%)	25 p. (75,76%)	-
Lack of Internet access/weak Internet connection	0 p. (0%)	8 p. (24,24%)	25 p. (75,76%)	-
Lack of students' interest in learning	1 p. (3,03%)	11 p. (33,33%)	21 p. (63,64%)	-
Late receipt of information about events	0 p. (0%)	7 p. (21,21%)	26 p. (78,79%)	-
Lack of technical facilities in classrooms	0 p. (0%)	11 p. (33,33%)	22 p. (66,67%)	-
Other problems	<ul style="list-style-type: none"> ✓✓No ✓✓No ✓✓No problem ✓✓No problems ✓✓No other problems ✓✓I am completely satisfied with my work ✓✓- ✓✓Salary is not commensurate with workload ✓✓No problems ✓✓Low pay ✓✓The lack of involvement of international students in practical work with patients 			

40. There are many different facets and aspects of university life that affect every faculty and staff member in one way or another. Evaluate how satisfied you are:

Question	Fully satisfied	Partially satisfied	Not satisfied	Difficult to answer
Attitude of the university administration towards you	26 p. (78,79%)	7 p. (21,21%)	0 p. (0%)	0 p. (0%)
Relationship with your immediate superiors	24 p. (72,73%)	9 p. (27,27%)	0 p. (0%)	0 p. (0%)
Relationship with colleagues at the department	27 p. (81,82%)	6 p. (18,18%)	0 p. (0%)	0 p. (0%)
Participation in management decision making	22 p. (66,67%)	9 p. (27,27%)	0 p. (0%)	2 p. (6,06%)
Relationship with students	30 p. (90,9%)	3 p. (9,1%)	0 p. (0%)	0 p. (0%)
Recognition of your successes and achievements by the administration	25 p. (75,76%)	8 p. (24,24%)	0 p. (0%)	0 p. (0%)
Support of your suggestions and remarks	25 p. (75,76%)	8 p. (24,24%)	0 p. (0%)	0 p. (0%)
Activity of the university administration	23 p. (69,7%)	10 p. (30,3%)	0 p. (0%)	0 p. (0%)
Conditions of labor remuneration	22 p. (66,7%)	7 p. (21,21%)	3 p. (9,09%)	1 p. (3,03%)
Working conditions, list and quality of services provided at the university	26 p. (78,8%)	7 p. (21,2%)	0 p. (0%)	0 p. (0%)
Labor protection and safety	27 p. (81,82%)	6 p. (18,18%)	0 p. (0%)	0 p. (0%)
Management of changes in the university activity	24 p. (72,73%)	7 p. (21,21%)	0 p. (0%)	2 p. (6,06%)
Provision of social package: recreation, sanatorium treatment, etc.	16 p. (48,48%)	8 p. (24,24%)	4 p. (12,12%)	5 p. (15,15%)
Organization and quality of catering at the university	18 p. (54,55%)	9 p. (27,27%)	2 p. (6,06%)	4 p. (12,12%)
Organization and quality of medical services	25 p. (75,76%)	7 p. (21,21%)	0 p. (0%)	1 p. (3,03%)