



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

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

6B10118 Preventive medicine (primary accreditation)

SOUTH KAZAKHSTAN MEDICAL ACADEMY

between 9 and 11 May 2024.

INDEPENDENT AGENCY for ACCREDITATION AND RATING

External Expert Committee

Addressed to the IAAR Accreditation Council



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(I) LIST OF NOTATIONS AND ABBREVIATIONS

JSC - Joint Stock Company;
SKMA JSC-South Kazakhstan Medical Academy Joint Stock Company
BD-basic discipline;
LIC-library and information centre;
IQC-intrauniversity quality control;
UC – university component;
EEC – external expert committee;
CSE on REM – city state enterprise on the rights of economic management;
SOES-state obligatory education standard;
UNT and **CT**-unified national testing and complex testing;
IEP-individual educational plan ;
IS of USHEM – information system “Unified System of Higher Education Management
EC-elective component;
MI- measuring instruments;
CC – compulsory component;
GED-general educative discipline;
EO – educational organization;
EP-educational programme;
RO-registrar's office;
ОПК – отраслевые рамки квалификации;
OSCE-Objective Structured Clinical Examination
OSPE-Objective Structured Practical Examination
PD-profiled disciplines
TS- teaching staff;
RK – Republican of Kazakhstan;
RIEL-Republican Interuniversity Electronic Library;
LO-learning outcomes;
WC – working curriculum;
SR– sanitary regulations;
MM-mass media
QMS-quality management system
SIW-student's individual work;
SIWT – student's individual work with teacher;
IQAS – internal quality assurance system;
CC – current control;
EMCD-educational and methodical complex of the discipline;
EMC- Educational and Methodological Center;
AC-Academic Council;
PSC – practical skills center;
ЮКМА- South Kazakhstan Medical Academy;
CBL - case-based learning (обучение на основе клинического случая);
GPA - Grade Point Average (средний балл успеваемости);
MCQ –Multiple Choice Questions (вопросы множественного выбора);
PBL – problem-based learning (проблемно-ориентированное обучение);
SGL – small group learning (работа в малых группах);
TBL-team-based learning (командно-ориентированное обучение).

(II) INTRODUCTION

According to the order №70-24-EP from 09.02.2024 of Independent Accreditation and Rating Agency from 6 to 8 May 2024 the external expert commission conducted an assessment of compliance of the educational program 6B10118 Preventive Medicine (primary accreditation) of South Kazakhstan Medical Academy according to the standards of international primary accreditation of basic medical and pharmaceutical education programs (based on WFME/AMSE/ ESG) №150-22-EP from December 21, 2022, edition three.

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

Membership of the EEC:

- 1) *Chairman of the IAAR Commission* – Moroz Irina Nikolayevna, First Vice Rector, Doctor of Medical Sciences, Professor, Belarusian State Medical University (Republic of Belarus) Off-line participation
- 2) IAAR Expert – Kirichenko Larisa Viktorovna, Dr. M.S., Associate Professor, E.A. Wagner Perm State Medical University, Ministry of Health of Russia (Russian Federation) Off-line participation
- 3) IAAR Expert – Omarkulov Bauyrzhan Kadenovich, Ph.D. Associate Professor, Medical University of Karaganda (Republic of Kazakhstan) Off-line participation
- 4) IAAR Expert – Shim Viktor Robertovich, Department of Outpatient Pediatrics, S.D. Asfendiyarov Non-profit joint-stock company KazNMU (Republic of Kazakhstan) Off-line participation
- 5) IAAR Expert – Sultanova Gulnar Dostanova, Candidate of Medical Sciences, Non-profit joint-stock company “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 Katbayev, Public Association “Local Trade Union of Employees of Health Care Organizations ‘DENSAULYQ’ (Republic of Kazakhstan) Off-line participation*
- 8) IAAR Expert, **student** - *Nabiullin Asylkhan, 4th year student of “Medicine”, Non-profit joint-stock company “West Kazakhstan Medical University” (Republic of Kazakhstan) Online participation*
- 9) IAAR Expert, **student** - *Kuziyev Saidbek Karimovich, 3rd year student of “Forensic Medical Examination”, Medical University of Astana (Republic of Kazakhstan) Online participation*
- 10) IAAR Coordinator – Saidulayeva Malika Akhyadovna, Project Manager, Independent Accreditation and Rating Agency (Republic of Kazakhstan) Off-line participation

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

JSC “SKMA” is the leading medical higher education institution of the country, 45 years providing educational services in the market of Kazakhstan.

JSC “SKMA” 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 system personnel (advanced training and retraining of medical and pharmaceutical personnel).

JSC “SKMA” has a license of the Committee for Control in the sphere of education and science of MES RK №KZ36LAA00011387, from March 28, 2018, without limitation of term, for the right to carry out educational activities on programs of technical and professional, higher and postgraduate education, according to which the Academy has the right to issue documents on education of state sample; has a certificate of institutional accreditation, issued by the IAAR from 26 May 2023, registration №AA №0243, the validity of the certificate – 25 May 2028.

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

- 9 Bachelor's degree programs - “General Medicine” (“Medicine”), “Pediatrics”, “Dentistry”, “Nursing”, “Public Health”, “Pharmacy”, “Technology of Pharmaceutical Production”, “Public Health”, “Medical and Preventive Medicine;
- 5 Master's degree programs: “Medicine”, “Public Health”, “Nursing”, “Pharmacy” and “Medical and Preventive Medicine”;
- 3 EP of doctoral studies: “Pharmacy”, “Medicine”, “Public Health”;
- 31 EP of residency.

JSC “SKMA” has: 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 Plants Laboratory” and “South Clinical & Genetic Laboratory”; “Practical Skills Center”; 2 hostels; 52 clinical bases.

According to the results of the rating of indicators of scientific and innovative activity in 2017 JSC “SKMA” takes the 2nd overall place among medical universities of the Republic of Kazakhstan, and in 2018 the 3rd place. In 2018 JSC “SKMA” was also recognized in the national rating and took the 3rd place in the General Institutional Rating of medical universities of RK. In 2019 JSC “SKMA” was recognized with high national rating and took the 4th place in the General Institutional Ranking of medical universities of the Republic of Kazakhstan.

According to the results of the National Rating of the demand for higher education institutions of the Republic of Kazakhstan annually conducted by IAAR, in 2020 and 2021. JSC “SKMA” in the General Rating of higher education institutions of RK “Top-20” on the 17th place.

The teaching staff involved in the educational process meet the qualification requirements for this EP. Since 2023-2024 academic year in the university are realized EP 6B10118 Medical and Preventive Medicine on which 3 students are trained.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialized accreditation of EP 6B10118 Preventive Medicine (primary accreditation) of South Kazakhstan Medical Academy according to IAAR standards is held for the first time.

(V) VISIT DESCRIPTION OF THE EEC

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs of SKMA in the period from 4 to 8 May 2024.

In order to coordinate the work of the EEC on 03.05.2024 there was held an on-line introductory meeting, 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.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings 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. A total of 53 representatives took part in the meetings (Table 1).

Table 1 - Information on staff and trainees who participated in meetings with the IAAR EEC:

Category of participants	Number
Rector	1
Vice-Rector's Office	3
Heads of structural subdivisions	19
Deans of Faculties	2
Heads of departments	19
Teachers	6
Students, residents	3
Total	53

During the visual inspection, the EEC members got acquainted with the state of the material and technical base, visited the Pharmacological Training and Research Laboratory, Physiological Training Laboratory, SKMA anatomy classroom, Library and Information Center, Dental Clinic, Practical Skills Center.

The meetings of the IAAR EEC with the university's target groups were used to clarify the mechanisms of implementation of the university's policy and to specify certain data presented in the university's self-assessment report.

EEC members visited the practice bases of accredited programs: Branch of RSE on REM “National Center of expertise of SECC of MH RK in Turkestan region, Department of sanitary and epidemiological control of Shymkent city of SECC of MH RK, Center of disinfectology.

EEC members visited training sessions:

- Realization of project-oriented learning in the discipline “Introduction to scientific research” 2 course EP Medicine, group MAA-11-22, leading teacher Ivanova M.B.;
- Discipline “Biochemistry”, the theme of the lesson “Diagnostic value of determination of metabolites of carbohydrate metabolism”, 2nd year, EP Dentistry, group BM-ST-05-22, teacher Ordabekova A.B.;
- Discipline “Anatomy”, topic of the lesson “Inferior vena cava”, 2nd year, Pediatrics, group PO 02-22.

In accordance with the accreditation procedure, a questionnaire survey of 33__ teachers was conducted.

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

As part of the planned program, the recommendations for the improvement of the University's accredited educational programs, developed by the EEC based on the results of the examination, were presented at the meeting with the management on 8 May 2024.

(VI) COMPLIANCE WITH PROGRAMMATIC ACCREDITATION STANDARDS

6.1. Standard Mission and Results

- ✓ *Defining the mission*
 - ✓ *The education organization should:*
 - ✓ *define the mission of the EP and communicate it to stakeholders and the health sector.*
 - ✓ *The EP mission to reflect the goals and educational strategy to produce a competent professional at the tertiary level in health care with an appropriate foundation for a future career in any health care field, encompassing all types of practice, administrative medicine and research in health care; capable of fulfilling the roles and functions of a professional in accordance with established health sector requirements; prepared for postgraduate education and committed to ensure that the mission incorporates research advances in the biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health, and reflects major international health issues.*
 - ✓ *Institutional autonomy and academic freedom*
 - ✓ *An educational organization must:*
 - ✓ *1.2.1 have the institutional autonomy to develop and implement a quality assurance policy for which the administration and faculty are accountable, especially with respect to the design of the educational program and the allocation of resources needed to implement the educational program.*
 - ✓ *1.2.2. ensure academic freedom for staff and learners to implement the educational program and to use the results of new research to improve the study of specific disciplines/issues without expanding the EP.*
 - ✓ *Learning outcomes*
- The educational organization should:*
- define the expected learning outcomes that learners are expected to achieve upon completion of their studies in relation to achievement at the basic level in terms 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; the health needs of the community, the needs of the health system and other aspects of social responsibility*
- *ensure that trainees behave appropriately towards fellow students, faculty, medical staff, patients and their relatives*
 - *publish the expected learning outcomes of the EP*
 - *define and coordinate the relationship of the learning outcomes required upon completion to those required in postgraduate training*
 - *provide opportunities for trainees to participate in research in an appropriate health care field*
 - *give attention to intended learning outcomes related to global health*
 - *Participate in the formulation of mission and learning outcomes*
 - *The educational organization should:*
 - *ensure that key stakeholders are involved in the formulation of the mission statement and expected learning outcomes*
 - *ensure that the stated mission and expected learning outcomes are based on the views/suggestions of other stakeholders*

Evidentiary part

The mission of the educational program of continuous integrated medical education “Medical and Preventive Medicine” is the training of competitive personnel in accordance with

the modern requirements of the systems of education, science and health care”.

The mission of the educational program is developed in accordance with the mission of JSC “SKMA”, which is based on being a recognized leader in the field of competitive personnel training, taking into account the requirements of the State Program of Health Care Development of RK for 2020-2025, Strategic directions of JSC “South Kazakhstan Medical Academy” for 2024-2028. When developing the mission took into account the need of health care in personnel of sanitary and epidemiological control.

The purpose of EP “Medical and preventive medicine” is to train qualified specialists with professional, research, management and communication skills to carry out independent activities in the field of ensuring sanitary and epidemiological well-being of the population.

The mission of EP “Medical and Preventive Medicine” was developed with the participation of stakeholders: heads of SKMA departments, scientific and pedagogical staff, employers, sanitary and epidemiological control bodies.

According to the interviews with the heads of structural units, heads of departments and faculty members, the discussion of the mission statement was held at the department meeting with the participation of the head of the training and methodological center and teachers of the Department of Hygiene and Epidemiology, as well as a representative of the sanitary and epidemiological service, then considered at the Academic Council of JSC “SKMA”.

In preparation for the implementation of the EP “Medical and Preventive Medicine” meetings were held with representatives of practical health care, discussed the development of sanitary service, training of hygienists, epidemiologists.

The mission of the EP and the expected results of “Medical and Preventive Medicine” was brought to the attention of all stakeholders: departmental staff, students, management of practical bases and stakeholders by publishing on the official website and in the social network Facebook.

The analysis of the achieved learning outcomes of students studying under the EP of Preventive medicine at the moment are only the results of interim certification of students, as well as the results of questionnaire survey of students' satisfaction with the educational process.

The interviewing of the representatives of the university management structures, as well as the teaching staff proved that the GE has institutional autonomy and, according to the strategic development plan, develops and implements methods and ways to guarantee the quality of EP realization, supported by financial resources.

Academic freedom of employees and students is conditioned by the choice of HEI and the place of academic mobility, professional development, teaching methods and technology, mastering new innovative technologies, the development of the EP, the formation of LO, the choice of elective disciplines, the formation of an individual curriculum.

The EP “Preventive Medicine” presented for consideration is continuous and integrated. It is composed within the framework of the current SCES, defines competencies for each discipline and each course, taking into account the Dublin descriptors. Final LO of EP are focused on the implementation of the main objectives of health care, "Concept of Health Care Development of RK until 2026" from November 24, 2022 and in other program documents on the Ministry of Health of RK (hereinafter - MH RK), Strategic directions of JSC "South Kazakhstan Medical Academy" for 2024-2028 years.

Analytical part

During the work of the expert committee and analysis of the submitted documentation within the framework of the standard “Mission and Results”, compliance with the requirements of the standard was revealed. The development and approval of the Mission involved faculty members, representatives of the practical sphere, employers. Students did not participate, as they were admitted to the first year only in 2023-2024 academic year.

The mission of the EP is brought to the attention of stakeholders by means of placement on the official website, on the information stands of the departments, social network.

Heads of structural units, teaching staff, students can quote the EP Mission, which was

proved during the interviewing.

The main stakeholders in the formulation of the Mission are faculty members, students and employers (Chief Physicians, heads of departments of medical organizations). The formulation of the mission, its educational and research functions is entrusted to the faculty. Representatives of health authorities and employers are involved through collegial management bodies. The results of mastering the EP are provided by the quality management system, which is a guarantee of the quality of students' training. Improvement of the educational process and updating of the educational program will take place through the use of various tools for obtaining feedback from students and other stakeholders.

In order to improve the work in training of highly qualified personnel, SKMA employees are planning to conduct regular questionnaires of employers in the field of health care, meetings and conversations with them. The results of the questionnaires will be discussed at the meetings of the departments, Faculty Councils and MC, as a result of which new elective courses will be developed taking into account the wishes and suggestions of employers, the long-term directions of the EP will be improved and adjusted.

The educational strategy consists in student-centered learning, implementation of the program, the content of which meets the requirements of modern health care, providing the EP with sufficient educational, personnel, material, information resources for quality training of the program graduate with a high level of competencies, capable of continuing lifelong learning.

Departments related to the EP independently determine the forms of conducting classes, use various pedagogical methods and techniques taking into account the LO, develop educational and methodological materials, independently determine the forms of control and evaluation of educational achievements taking into account the LO, taking into account the challenges of the labor market and the demands of the practical sanitary and epidemiological service. If necessary, changes and/or additions can be made to the content of the EP "Preventive Medicine" after preliminary discussion at the meetings of the departments, the Committee of the Educational Program (CEP) "Preventive Medicine", the Faculty Council, the Methodological Council. In addition, the departments independently determine the needs in providing the educational process with necessary resources and make requests for the purchase of necessary equipment, office equipment, educational literature and other resources.

The Quality Policy adopted in the university contributes to the continuous development of quality culture in teachers, researchers, students, and is one of the directions of EP management in JSC "SKMA". The Quality Policy is published on the SKMA website, has an official status and shows the relationship of processes and tools aimed at ensuring the quality of training programs, reflects the relationship between the recognition of the LO, teaching technologies and assessment methods.

Institutional autonomy allows the university management to respond quickly and adequately to the requests of department heads to improve the quality of the educational process and the achievement of LO.

Satisfactory marks were given by experts for those items that formally comply with the standard, but require increased attention in meeting the criteria of the standards.

Strengths/best practices:

SKMA has institutional autonomy to develop and implement a quality assurance policy for which the administration and faculty are responsible, especially with regard to the development of the educational program and the allocation of resources needed to implement the educational program.

EEC Recommendations:

There are no recommendations for this standard.

EEC conclusions on criteria:

- Strong - 1

- Satisfactory - 12

- Suggesting improvement - 0
- Unsatisfactory – 0

6.2. Standard “Educational Programme”

- ✓ Model educational program and teaching methods
- ✓ The educational organization 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 encourage, prepare and support learners to take responsibility for the learning process
 - ✓ ensure that the EP is delivered in accordance with the principles of equality.
 - ✓ develop learners' abilities for lifelong learning
- ✓ Scientific method
 - ✓ The educational organization should:
 - ✓ inculcate the principles of scientific methodology, including methods of analytical and critical thinking; methods of research in health care and evidence-based medicine, in learners throughout the program of study
 - ✓ provide for the possibility to include in the content of the educational program the results of modern scientific research.
 - ✓ Basic biomedical sciences
 - ✓ The educational organization should:
 - ✓ identify and include in the EP the achievements of basic biomedical sciences to form in students an understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and application in practice of clinical scientific knowledge
 - ✓ provide mechanisms for revision and updating of the EP taking into account the achievements of biomedical sciences, reflecting scientific, technological, medical and pharmaceutical developments, current and expected needs of society and health care system
 - ✓ Behavioral, Social Sciences and Medical/Pharmaceutical Ethics
 - ✓ An educational organization must:
 - ✓ identify and incorporate advances in behavioral sciences, social sciences, medical/pharmaceutical ethics, and law into the EP
 - ✓ provide mechanisms for revising and updating the EP to reflect advances in behavioral and social sciences, medical/pharmaceutical ethics, and jurisprudence, including current scientific, technological, and medical and pharmaceutical developments, current and anticipated societal and health care system needs; changing demographic and cultural contexts
 - ✓ Clinical/pharmaceutical sciences and skills
 - ✓ The educational organization should:
 - ✓ identify and incorporate advances in clinical/pharmaceutical sciences into the EP to ensure that trainees have acquired sufficient knowledge, clinical and professional skills upon completion of training to assume appropriate responsibility in subsequent professional practice;
 - ✓ ensure that trainees spend a sufficient proportion of the program in planned contact with patients, service users in appropriate clinical/productive settings and gain experience in health promotion and disease prevention.
 - ✓ determine the amount of time allocated to the core clinical/professional disciplines
 - ✓ organize training with appropriate attention to the safety of the learning environment and patients, including observation of the actions performed by the trainee in the

- clinical/production base conditions*
- ✓ *provide for the possibility to modify the EP, taking into account scientific, technological, medical and pharmaceutical developments, current and expected needs of the society and health care system*
 - ✓ *ensure that each trainee has early contact with real patients, consumers of services, including their progressive involvement in service delivery and incorporating responsibility:*
 - ✓ *- in terms of the examination and/or treatment of the patient under supervision in appropriate clinical settings;*
 - ✓ *- in sanitary and epidemiological surveillance procedures in terms of examination and/or examination of the object under supervision, which is carried out in appropriate production bases (sanitary and epidemiological control centers, territorial departments of sanitary and epidemiological control, including transport, disinfection organizations and MPI);*
 - ✓ *- in terms of patient counseling on the rational use of medicines, which is carried out in appropriate production conditions*
 - ✓ *structure the various components of training in clinical, hygiene, environmental and occupational factors monitoring and other occupational skills according to the specific stage of the training program*
 - ✓ *Education program structure, content and duration*
 - ✓ *The educational organization shall:*
 - ✓ *describe the content, scope and sequence of disciplines/modules, including maintaining an appropriate balance between basic biomedical, behavioral, social and clinical/professional disciplines*
 - ✓ *provide for horizontal integration of related sciences and disciplines;*
 - ✓ *provide for vertical integration of the clinical/professional sciences with the basic biomedical and behavioral and social sciences*
 - ✓ *provide opportunities for elective content (electives) and determine the balance between compulsory and elective parts of the EP*
 - ✓ *define 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 environment on the health of the population*
 - Program Management*
 - The educational organization shall:*
 - define procedures for the development, approval and revision of the EP*
 - identify a committee, under the direction of academic leadership, responsible for planning and implementing the EP to ensure achievement of expected learning outcomes*
 - ensure that faculty, trainees, representatives from other stakeholders, including representatives from clinical, industrial sites, health care professionals involved in the learning process are represented on the GE committee responsible for the EP*
 - provide the opportunity to plan and implement innovations in the EP through the committee responsible for the EP*
 - Link to medical/pharmaceutical practice and health care system*
 - The educational organization should:*
 - ensure continuity between the EP and the subsequent stages of professional training or practice that the learner will enter upon completion of training*
 - take into account the specific conditions in which graduates will work and modify the EP accordingly*

Evidentiary part

Realization of continuous integrated medical education - 6B10118- EP “Medical and Preventive Medicine” is carried out from 2023, on the basis of the State Health Service in the field of health care. 2022 and the order of the MH RK “On approval of phased implementation of continuous integrated medical education” №661 from 08.08.2022.

Admission to the educational program “Preventive Medicine” began in September 2023 and the first graduation at the level of Master of Public Health is expected in 2027-2028 academic year. Persons who have completed the program of continuous integrated medical education and successfully passed the final certification of the educational program “Medical and Preventive Medicine” will be awarded the degree of “Master of Public Health” and the qualification “Doctor-hygienist, epidemiologist”.

Upon completion of the training program, a state diploma with an annex (transcript) is issued free of charge, and additionally the HEI gives the graduate a pan-European diploma annex.

Revision and adjustment of EP will be carried out taking into account the updates of the State Educational Standards and proposals coming from employers, teaching staff and students annually when discussing the content of EP at round tables, feedback, questionnaires, etc. The development of CIME for the EP “Preventive Medicine” is regulated by the “Regulations on the order and procedures for the development of educational programs” and entered in the Register of educational programs of higher and postgraduate education ISIS. The development of CIME for the EP “Preventive Medicine” is regulated by the “Regulations on the order and procedures for the development of educational programs” and entered in the Register of educational programs of higher and postgraduate education IS UHEMS 07 August 2023.

The content of EP includes the name of modules, summary of modules, module credits, semester of studying modular disciplines, name, cycles and credits of disciplines, EP of modules.

Within the framework of the implemented EP, the departments have developed TMCD in accordance with the requirements of normative acts of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan, CEP made MEP, TPM, departments - working programs (syllabuses) of disciplines, which were discussed at the meetings of departments, CEP, MC, approved by the Vice-Rector for educational and methodical work.

In order to realize interdisciplinary integration, the appropriate schedule of practical classes and lectures is made. Interdisciplinary connection is traced in the working curricula of disciplines, taking into account the mastering of prerequisites and post-requisites, as well as taking into account the specifics of EP. Integration of basic disciplines (hereinafter - BD) with clinical and profile disciplines (hereinafter - PD) will be reflected in the protocols of coordination of working curricula (syllabuses).

The integrated model of EP realization is expressed in vertical and horizontal integration of disciplines, creation of modules, introduction of innovative teaching methods, development of integrated forms of final control (integrated reception of practical skills). An example of modular training is: the module “Introduction to the profession” (1st year) includes disciplines integrated in content: introduction to the profession, medical ethics and communication skills, medical law. Also the module “Introduction to the profession” (1st year), the module “Environmental hygiene and medical ecology” (2nd year). Each module is a prerequisite for the next module.

The EP provides elective disciplines such as: “Ecology and life safety”, ‘Legal, economic, ecological and scientific knowledge’, ‘Vaccine prophylaxis’, etc. There is a catalog of elective disciplines taking into account the demands of the labor market and employers' proposals, which is available to students on the official website of the Academy. It was discussed at the meetings of the departments, AC and was approved at the meeting of the Methodical Council.

Practical classes are held in classrooms, from the 2nd year in the center of practical skills and departments of clinical bases.

One of the effective mechanisms for increasing independence in mastering the program is the use of modern interactive learning technologies, work at clinical bases, professional practice, research work of students (hereinafter - RWS).

Teachers of departments encourage the autonomy of learners, providing clear guidance and support from their side. The implementation of these mechanisms is demonstrated in the organization of independent work of students with the teacher (hereinafter-SIWT). Currently, work is being done to introduce active learning methods and educational approach based on the development of competencies into the educational process, to expand the use of modern IT-technologies in the educational process.

For the wide use of interactive and active teaching and learning methods by teaching staff, the Academy has created courses of pedagogical skills improvement, which is organized every year.

The integrated EP is implemented in accordance with the principles of equality towards students, regardless of gender, nationality, religion, socio-economic status and taking into account physical abilities. The program does not discriminate on the basis of age, religion, gender, national origin, etc.

The EP is oriented to the actual socio-cultural needs of Kazakhstan society. Thus, when studying the basics of communication skills, special attention is paid to the problems of interethnic and intercultural communication, mastering of which is an important prerequisite for the effective work of a doctor in multicultural Kazakhstan.

Students have the opportunity to further expand and deepen the knowledge, skills and attitudes necessary for professional activity and continuing education in specialization both in RK and in foreign educational and scientific organizations. The competence "Continuous professional development" in the integrated EP, manifests the qualities necessary to maintain continuous personal and professional growth, continuous improvement of the quality of medical care based on continuous self-assessment and lifelong learning. This competence is formed in the process of mastering the disciplines of basic and profile components, as well as industrial practices. EP, provides for active independent work of students, which is supported by the appropriate resource base (teaching laboratories, resources of LIC and media library, Internet resources, etc.), has the strongest motivating factor - preparation for further effective professional activity.

It is planned to evaluate EP at the level of department, faculty, at the level of collegial management bodies. Feedback will be provided through the possibility to address directly to the persons implementing the program (department, teaching staff, dean's offices, etc.), remotely - through the Academy website. Feedback can be received through the survey of employers, students, through the technologies of JSC "SKMA" to determine the residual knowledge of students, the results of interim and final certification, independent assessment of knowledge, etc. The feedback can be received through the survey of employers, students, through the technologies of JSC "SKMA" to determine the residual knowledge of students.

Teachers on EP Preventive medicine are employees of the department and doctors-hygienists of sanitary-epidemiological service of practical bases, which allows to get feedback on the quality of training. During the visit to the departments were studied syllabuses, which reflect the content of the discipline, requirements for the behavior of the student, both in the territory of the department and at the practical base, etc.

In the process of interviews it was revealed that teachers familiarize students with the policy of the department, educational and methodological support of training, conduct explanatory work. Mentors give recommendations for further improvement of professional skills, mastering the norms of medical ethics and deontology, improving the general educational and cultural level. Feedback is provided during the lessons in formative and summative form of assessment, one of the feedback tools is an electronic diary. Examination questions, test tasks, OSPE are used as summative assessment. During the boundary control test tasks and practical skills reception are used. Feedback is used to improve the learning process.

Formation of critical and analytical thinking in students is carried out through the teaching of disciplines of the module “Legal, economic, environmental and scientific knowledge”, the discipline “Methods of scientific research”, with the subsequent introduction of project-oriented learning. Methodological recommendations on the organization of project activities of students have been developed.

The connection between scientific research, practical medical activity and training is based on conducting classes by practical specialists, organization of educational process on practical and clinical bases (on the basis of contracts with the bases), in educational and scientific laboratories. There is a scientific circle at the profile department.

Practical teaching of clinical, hygienic and epidemiological disciplines in further training includes independent evaluation of scientific publications in various fields of medicine from the perspective of dissecting studies based on the principles of evidence-based medicine, various analytical and research works aimed at teaching methods of searching and evaluating the results of scientific research. Trainees will be familiarized with levels of evidence in medicine, monitoring issues and aspects of hygiene and epidemiological research. This is reflected in the components of EP: starting from the 1st year of the discipline “Methods of scientific research”, in the 2nd year studying modules “Introduction to scientific research in health care” and “Basics of project activity and evidence-based medicine”, and concludes in the 5th year - writing and defense of the master's project. It is planned on EP in each semester of the course of study to carry out elements or full scientific research project-oriented learning in the SIWT classes according to the syllabuses of disciplines.

In JSC “SKMA” at the departments of students can combine within the EP educational process and research activities through research and development activities through RWS. The results of their RWS, students can publish in the Proceedings of scientific and practical conferences, including the Proceedings of the International Conference of Young Scientists and Students with the support of the First President's Fund held annually in JSC “SKMA”.

Basic biomedical sciences are represented by disciplines that form the knowledge, skills and skills of body functioning in norm and pathology. The content of the programs of disciplines and modules has an integrated character, the principle of continuity of training in the relevant courses is observed. Basic biomedical sciences include the following disciplines: anatomy, physiology, histology, pathological anatomy, pathophysiology, biochemistry, molecular biology, radiobiology, microbiology, virology, medical parasitology, and training practice: “As a laboratory assistant in a microbiological laboratory”. Biomedical sciences are studied in the 1st-6th semester, on the 1-3 courses of EP. The total volume of basic disciplines is 104 credits, which is 34.6% of the total volume of the Bachelor's EP. The content of the programs of disciplines and modules has an integrated character, the principle of continuity of training on the corresponding courses is observed.

The EP “Preventive Medicine” includes disciplines that form basic clinical, hygienic and epidemiological competencies. JSC “SKMA” supports the concept of early involvement in the hygienic specialty of students. For this purpose from the first year the EP disciplines “Introduction to the profession” (4 credits) and training practice as a hygienic laboratory laboratory assistant in the amount of 2 credits are introduced. The study of clinical disciplines starts from the 2nd and 3rd year: “Introduction to Clinic”, “Emergency Medical Aid”, “Propaedeutics of Internal Diseases”, etc. The study of clinical disciplines starts from the 2nd and 3rd year. To assess clinical, hygienic skills and abilities it is planned to use the technology of OSCE/OSPE, the exam is planned to be held with the participation of representatives of departments and practical health care.

To provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural determinants of the causes, spread and consequences of medical health problems, as well as knowledge of the national health care system and patient's rights, which will facilitate the analysis of public health problems, effective

communication, clinical, hygienic decision making and ethical practice in the EP are introduced relevant disciplines. The total GED credit in the EP is 56 credits (18.6%).

Clinical, hygienic and epidemiological sciences and skills are formed through the implementation of disciplines that provide training at the departments and practical bases of sanitary and epidemiological control. The EP gives 4 credits for educational practice and 5 credits for industrial practice, taking into account that practice starts from the 1st year of study.

At the profile and clinical departments will be organized hygienic and clinical training with appropriate attention to the safety of the patient, consumer, including observation of the actions performed by trainees in the conditions of practical and clinical bases. In the beginning, practical skills are practiced at the departments and in the PSC, then practical bases under the guidance of a mentor.

The EP Bachelor's degree includes profile hygienic disciplines in the amount of 115 credits (38.4%), the study of which acquire sufficient knowledge and professional skills to take appropriate responsibility, including activities related to health promotion, disease prevention and patient care. The profile disciplines will be studied in the 3rd through 5th years of study. The profile disciplines are: Hygiene of labor, nutrition, adolescent children, communal and radiation hygiene, infection control in medical organizations, epidemiological control of infectious and parasitic diseases, etc., instill professional training in students to acquire practical experience.

The safety of the learning environment for students at the departments, practical bases, and compliance with preventive measures according to sanitary and epidemiological requirements is fixed in bilateral agreements between SKMA and practical bases. For the purpose of safety and observation of the actions performed by the trainees in the conditions of production bases and departments, also before the beginning of training and industrial practice by the responsible person, familiarization with the Codes of the Republic of Kazakhstan on labor and health, Sanitary rules, "Sanitary and epidemiological requirements for laboratories using potentially hazardous chemicals" is carried out, also instruction on labor protection, and is registered in the relevant journals.

From the 1st year students have early access to the practical base on training practice, the volume of which is 1 credit: "As a laboratory assistant in the hygienic laboratory", and from the 2nd year "As a laboratory assistant in the microbiological laboratory", in the 3rd year "As a specialist in radiation hygiene", in the 4th year "As a specialist in the field of hygiene and epidemiology".

At the present time on medical and prophylactic profile JSC "SKMA" has contracts with production bases: "National Center of expertise". SECC MH RK on Turkestan region; Sanitary-epidemiological control departments" of Turan, Karatau, Al-Farabi, Enbekshi and Abai districts of Shymkent city of SECC MH RK (contract №1 and №2 from 08.02.2024g.).

Possibilities of the Academy library guarantee timely access of students to international electronic databases of scientific and educational-methodical literature. The list of recommended literature, periodicals of hygienic, epidemiologic, clinical direction, monographs, international and national guidelines, Internet resources is annually revised, updated and supplemented.

Vertical integration of disciplines is determined by the structure of EP. In the first years of study are taught mainly general and fundamental (basic) disciplines, progressively revealing factors and conditions affecting human health, and then - infectious and non-infectious diseases and sanitary and preventive measures. The knowledge and skills obtained by students in the study of fundamental disciplines create the basis for the acquisition of professional competencies and their development in specialized disciplines.

Vertical integration of profile disciplines is determined between the modules: Introduction to the profession, Environmental Hygiene and Medical Ecology, State Sanitary and Epidemiological Surveillance, Sanitary and Epidemiological Audit.

Currently, components of complementary and alternative medicine are not included in the list of skills and competencies of a medical hygienist according to the SCES. In this regard, these sections are not included in the EP "Preventive Medicine".

Distribution of the allocated resources for EP planning is the function of the departments, EMC, dean's office. Implementation of teaching and learning methods, including innovative ones, development of criteria for the quality of students' knowledge is carried out by the departments involved in the implementation of EP, guided by normative, legal acts and other documents of the Ministry of Education and Health of the Republic of Kazakhstan, the Academic Council, MC, other existing normative documents in the field of organization of educational and teaching and methodological work.

To study and evaluate the educational program by teachers, departments and other units (SLMS, OR) it is planned to conduct a survey of students, teaching staff, graduates, employers.

EP, MEP, TPM, learning outcomes, criteria for assessing the final learning outcomes of disciplines and RUP were discussed and approved taking into account the opinion of consumers of services, which is confirmed by the presence of employers' feedback on EP, feedback from students. The Academic Committee of educational programs of the specialty includes representatives of students and practical health care.

It is planned to nominate representatives from practice bases to the GE committee responsible for the EP on preventive medicine, the CEP includes from employers A.R. Akhmetov, deputy of the Department of SEC of Shymkent city and Zhanibekova Sh., 1st year preventive medicine student.

Periodic evaluation of the Academy academic management activity to achieve the final results of EP training is carried out through internal audit and self-assessment, the results of which are discussed at the meetings of collegial and advisory bodies. Heads of administrative units report at the meetings of the Rectorate and Academic Council. Rector reports to the MH RK, to the public, teaching staff, Board of Directors on the results of educational, scientific, clinical, educational, financial and economic activities.

The link between the EP and subsequent stages of professional training (specialization, NDP/NMO) is provided by the integrity of the EP, continuity of basic and profile disciplines, integration of both horizontal and vertical, the use of innovative teaching methods with a professional orientation. Regular revision of the EP is planned, taking into account local, national, regional and global changes, based on the results of feedback from representatives of the health sector, teachers, trainees and other stakeholders (through questionnaires, opinions at joint meetings, CEP meetings). In order to train highly specialized specialists, SKMA provides training of trainees in health care organizations of different profiles, including sanitary-epidemiological, polyclinics, city hospitals, and clinics. SKMA has agreements with 52 clinical and production bases, which provides admission of trainees to patients and bases.

When drawing up methodological recommendations, diaries of educational and industrial practices, the peculiarities of the conditions in which graduates will have to work after graduation they are taken into account. Cooperation in partnership with the MH of RK, MK, Department of Sanitary and Epidemiological Control of cities and regions, public and private medical organizations, NGOs, civil society allows to modernize the educational program taking into account the needs of the labor market, thus increasing the effectiveness of the educational process and the share of employment of graduates. Educational organizations ensure continuity between the educational program and subsequent stages of professional training and practical activity through a number of key mechanisms:

Content and practical completeness of the program consists in the levels of education Bachelor's degree, Master's degree, comprehensive enough to provide the graduate with the necessary knowledge and skills to start professional activity or further study.

Analytical part

The analysis shows that the content and scope of disciplines and other educational elements to ensure proper coordination between the main biomedical, behavioural and social clinical and profile disciplines meet the requirements of the State Educational Standards for the EP 'Medical and Preventive Medicine'. The educational programme is logically structured and

understandable for students, as it contains complete information about the scope and sequence of study of disciplines of different sciences. The list of disciplines and practices allows to form all the general cultural, general professional and professional competences established by the State Educational Standards. The efficiency of the implementation of the educational programme is analysed. The scope and content of the educational programme are discussed at the academy's scientific and methodological councils, the CEP meetings, including with the participation of employers and students. The educational programme is interdisciplinary and transdisciplinary. The topics are organised in such a way as to facilitate the interrelation of knowledge when it is learnt in different disciplines.

Also, the educational programme of Preventive medicine includes issues of health promotion and preventive medicine, occupational medicine, which are implemented during the study of the following disciplines: Health Promotion and Disease Prevention, Preventive Medicine, Biology, Medical Ecology, General Hygiene, Physical Education, Psychology and Cultural Studies, Genetics, Nutrition Hygiene, Occupational Hygiene, and Occupational Health and Safety. The main aspect of EP is the interrelation of public health with occupational medicine, including the problems of environmental impact and technogenic production load on human health are studied at the disciplines of Public Health, Environmental Hygiene and Public Health, General Hygiene, Radiation Hygiene, Occupational Hygiene, Occupational Health and Safety, Communal Hygiene, Nutrition Hygiene and Medical Ecology.

In order to improve the effectiveness of the educational process, the Academy works to introduce innovative technologies into the learning process. Practical training allows to create conditions for consistent immersion of students in the professional environment, to get practical experience of specific professional activities and to prepare for practice.

The educational programme for specialty 6B10118 'Preventive Medicine' is mission-based and developed in full compliance with the SCES. The learning outcomes are well thought out and aimed at achieving the key competences of the graduates of SKMA. Basic and profile disciplines, teaching and evaluation strategy with the involvement of external evaluation by potential employers, continuity, transparency of the whole educational process fully correspond to the goal of comprehensive training of a competent graduate according to the needs of practical healthcare.

The university has sufficient material and technical equipment of EP and availability of educational and scientific literature collections, national and international scientific databases.

The educational process is oriented to the future practical activity of specialists through the integration of interdisciplinary links of general education, professional and special disciplines. The EP is developed in accordance with theoretical and practice-oriented requirements for basic and professional competences.

EP competence is formed as a result of sequential study of disciplines. The modularity of the EP is reflected in the MEP, working curricula, EP by courses of study and TPM. Thus, the WEP is developed according to the principles of modular learning, continuity of learning and logical sequence in the study of disciplines, accumulation of learning achievements.

It is planned to introduce effective educational technologies in the educational process of medical and preventive profile: PBL, TBL, SBL, RBL, project-oriented learning. Assessment sheets used to evaluate knowledge, skills and clinical practice within the disciplines allow students to demonstrate their personal and professional growth, independence in obtaining additional knowledge, which becomes a solid foundation of self-esteem in students.

The teaching and learning methods of the preventive medicine EP are appropriate to the content and endpoints of the LO, promote active learning of learners, develop the ability to take responsibility for their learning process and identify their needs, promote lifelong learning of students.

Integration of basic biomedical disciplines with clinical, hygienic disciplines in integrated medical education is a key element for the training of future specialists of medical and

preventive direction, which will be achieved through various methodological and methodological approaches, such as project-oriented and team-based learning. Students, studying biomedical disciplines, acquire basic knowledge necessary for the formation of clinical and profile knowledge, skills and practical skills.

Elective components and their content are determined by the expectations of employers. Further elective disciplines form the educational trajectory.

The educational process is implemented through curricula and programmes based on the principles of continuity, integrity, equality, objectivity and flexibility to achieve the final result in the conditions of continuous changes in the external information environment, revision of the goals of higher education and increasing requirements to the level and quality of specialist training.

EEC members paid attention to the conditions of creating a safe learning environment during the visit to the departments and discussions with teachers. It was found that the Safety Logbook is available, but the students are instructed by the teacher who teaches the classes, who does not have a certificate/certificate of training in safety. It was also noted that the work on the formation of internal guidelines, regulations and procedures for CIME students to ensure quality in the educational process has not yet begun, while students could already form their learning path based on the approved internal procedures and regulations.

Strengths/best practices:

No strengths were identified for this standard.

1. Recommendations of EEC:

2. The management of JSC "SKMA" should train the Academy staff in the basics of safety to ensure the safety of the learning environment and patients at the clinical and internship bases. Deadline - during the 2024/2025 academic year, further - permanently.
3. The head of the EP 'Preventive Medicine' to develop the Regulations on the procedure of examination of research work (SRW) of students on the CIME programme. Deadline - during the 2024/2025 academic year, further - permanently.

EEC conclusions by criteria

- Strong - 0
- Satisfactory - 26
- Suggesting improvement - 2
- Unsatisfactory - 0

6.3. Student Assessment Policy Standard

- ✓ *Assessment methods*
- ✓ *The educational organisation must:*
- ✓ *define and approve the principles, methods and practices used to assess learners, including including including the number of examinations, 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 'usefulness assessment', which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format*
- ✓ *make provision to ensure that external experts provide expertise in the assessment process and methods*
- ✓ *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 learners 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 involvement of external examiners*
 - ✓ *The relationship between assessment and learning*
 - ✓ *An educational organisation should:*
 - ✓ *use assessment principles, methods and practices that are comparable to planned LO and teaching and learning methods, that guarantee the achievement of planned learning outcomes, that promote student learning, that provide an appropriate balance of formative and summative assessment to guide learning and decide on academic achievement*
 - ✓ *allow for adjustments in 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 students' learning achievements at JSC "SKMA" is carried out with the help of criteria, regulations and procedures developed in accordance with the set goals and objectives for the implementation of the educational programme (EP) and qualifications awarded within 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 JSC "SKMA" in the context of student-centred 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 evaluation system: current control (CC) (types and criteria for assessing CC are developed by the department, taking into account the specifics of the discipline and are prescribed in the syllabus; the assessment of CC progress (admission rating) is 60% of the final assessment of knowledge in the discipline); boundary control (RK) (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 timing of the RK are reflected in the syllabus; RK 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 assessment for the exam is 40% of the total score for the mastering of the discipline).

For all basic and clinical and profile disciplines, examinations are conducted 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 RD, 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 JSC 'SKMA'; 'Regulations on the order of organisation and carrying out of examinations in written and oral form in SKMA'; 'Regulations on the process of development and implementation of the final control of 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 of 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 no more than once. In the transcript necessarily recorded all academic disciplines and (or) modules that studied the student with the indication of all received grades on the final control (examination), including grades FX and F, corresponding to the equivalent of 'unsatisfactory'. Resubmission of a 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 terms of which are provided by the academic calendar and working curriculum 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 learning plan (ILP) and training programmes. The syllabuses of academic disciplines reflect the policy of discipline assessment, which includes criteria and methods of assessment of LO, as well as in AIS 'Platonus' determine the conditions for calculating the rating and the formation of indicators of learning achievements.

To record the learning achievements of students, various types of tasks are used, which 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 its learning outcomes. Control and measurement tools (CMT) contain all the 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).

All learners are fully informed about the types of assessment of the course/module LOs; are informed about specific quantitative (number) and qualitative (content and skills) assessment mechanisms for all types of assignments/work, clear procedures and deadlines for submission of assignments in accordance with the curriculum and applicable academic sanctions for late submission or completion of assignments; receive feedback on their performance in the discipline, and effectively use the comments received to improve and advance their learning; and are informed of the specific quantitative (number) and qualitative (content and skills) assessment mechanisms for all types of assignments/work, clear procedures and deadlines for submission of assignments in accordance with the curriculum and applicable academic sanctions for late submission or completion of assignments

Learning achievements (knowledge, skills, skills and competences) of students are evaluated 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 grades on the traditional system according to the order of the Ministry of Education and Science of RK № 152 from 20.04.2011. 'Rules of organisation of educational process on credit technology of training'. Organisation of credits re-crediting into ECTS credits in the Academy are carried out in accordance with the 'Regulations on re-crediting credits according to ECTS type.

JSC "SKMA" assessment of academic achievements of students is carried out on the basis of meters: knowledge - test questions, tickets, tasks in test form, situational tasks, cases, etc.; practical skills - taking samples from environmental objects, filling out accounting and reporting documentation, examining controlled objects, a standardized and real patient, clinical analysis of the patient, speaking at a pathological and anatomical conference, presenting the patient's medical history, filling out medical documentation, performing manipulations in accordance with the results of discipline/module training and EP in general, etc.;

communication skills - teamwork, communication with the patient, his relatives and parents, mentors; conversation, debate, questionnaire, self-assessment, etc.; legal competence - testing, oral questioning, tasks, speech, essay, work with medical documentation, etc.; self-development: preparation of analytical reviews, presentations, writing articles, essay, summary, etc.

In the course of interviewing the heads of structural divisions, teaching staff, members of the EEC found out that different methods are used to assess the educational achievements of students in JSC "SKMA" depending on their assessment of usefulness. Questions on the introduction of a new assessment method or changes to the current method are discussed at meetings of departments, CEP, faculty councils and approved by the AC. Assessment methods are formed according to the conceptual principles of orientation towards assessing the achievement of the final results of disciplines and modules on competencies, as well as orientation towards "Dublin descriptors" (knowledge-understanding-use-analysis-synthesis-assessment). The system of assessment of training results within the discipline/module consists of several stages: the choice of assessment tools and training activities corresponding to the training results; selection of the assessment system and development of the necessary assessment criteria (formation of the heading); selection of adequate means of feedback.

All types of control are focused on obtaining LO and within the framework of the final indicator have their own description in the form of headings from "A" to "FX." A mandatory step in the rating system is feedback planning. Feedback is understood as a meaningful comment on the specific achievements of the student, provided by the teacher or other student on the basis of predetermined criteria in order to bring the achievements in line with the planned LO. Feedback is the final part of the evaluation process. Examples of feedback: comments on written work; evaluation of group oral presentations by other trainees; justification of the given assessment; individual consultation; assessment of each other's works by students; summarizing the strengths/weaknesses of the team's work after the assessment; feedback from other students on the examples discussed in the audience; comments on the work of students; self-assessment and reflection of the student on the basis of the work prepared by him; mutual valuation; annotated examples of works of previous trainees. LOs are evaluated by assessment methods and formats developed for EP, modules and disciplines. For the final assessment of the LO in the discipline, the following methods are used in OHPE: testing, oral and written exams, assessment of practical/clinical skills, OSPE/OSKE technology, mini-clinical exam. Test tasks are developed in accordance with the "Regulation on the process of developing test tasks for intermediate and final control of knowledge of students in the SKMA."

The results of current control, milestone control are entered into electronic journals, analyzed at cathedral meetings and reflected in the annual reports of the department. The results of intermediate certification of students are entered into the student's transcript, examination sheets. Tools for assessing educational achievements include standardized methods: test tasks, test tasks in MCQ format, questions and situational tasks for an oral interview, written papers. CMT in the disciplines of the working curriculum are developed by teaching staff, discussed at meetings of the department, reviewed and approved.

The final certification is carried out by the Certification Commission, the composition of which is approved by the Academic Council. To ensure transparency and accessibility of the assessment process and methods for examination by external experts, all materials are posted on the website of JSC "SKMA" and are presented in the public domain in the rules for organizing the educational process.

To ensure the assessment of reliability and validity of the applied methods of evaluating students, JSC "SKMA" has a verification system that includes

1. Quality control of test tasks by content and design structure. Test tasks are developed by certified testers of the departments in accordance with the "Regulation on the process of developing test tasks for conducting intermediate and final control of knowledge of students at

SKMA." The IQC Commission shall establish the compliance of the structure and execution of the test task with the requirements before the start of the examination session.

2. Quality control of written/oral examination questions developed on the basis of technical specification. The IQC commission must examine control issues.

3. Quality control of examination materials for certification of practical skills. Heads of departments and experts are responsible for the quality of the developed methodological recommendations. The independent expert checks the compliance of the steps of the APN LO discipline; checks the content of the steps, the equipment of the steps and the criteria of the ball evaluation of the actions of the examinee in the systematic performance of tasks. Gives an expert opinion to the teaching and methodological materials of the departments on APN.

Regular questionnaires; traditional meetings of the Rector with the student activists, where administrative and management staff, deans of faculties, heads of departments/centers and representatives of departments are present; functioning blog of the Rector on the Academy website; 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 networks, in particular, the university currently receives a great response from students from Instagram (7983 subscribers).

Feedback from teaching staff on the work and learning achievements of students will also be provided by writing feedback in portfolios, reviews of thesis projects, and comments in checklists.

Analytical part

According to this standard, in the process of analyzing the submitted documents, the results of interviews and questionnaires of teaching staff and students, it was revealed that there is evidence that the procedure for assessing students is clearly defined and communicated to teachers and students.

Analyzing the data of the report on the standard, as well as the results of interviews of the commission members with focus groups during the visit to the university, it can be noted that the policy and procedures of assessment are carried out on the basis of the Academic Policy, as well as procedures that ensure transparency, reliability and validity of methods of assessing the knowledge of students. Full automation of the assessment process and openness of methods and policies of assessment of students' academic achievements allows avoiding conflict of interests in the HEI. Achievement of final results by students is identified and recorded in the electronic journal during interim and final attestation.

The applied Policy and system of assessment of learning outcomes at JSC "SKMA" has the context of student-centred learning and provides comprehensive, accurate, consistent, transparent and objective assessment of learning achievements; ensures a high degree of learner involvement at all stages of the academic process and promotes learning. Graduates of the university have the opportunity to continue their studies in the following levels of education.

The balance between formative and summative assessments is carried out by means of checklists for disciplines, which include summative assessment by stages and comments on the submitted stages. Checklists are compiled according to the principle: end result - level - competence, which helps the student to determine his level of achievement of specific end goals, as well as to get feedback in formative and summative forms. A normal distribution diagram will be used to analyse the quality of teaching and grading. The Bell Curve is based on the learner's level of LO in a particular assessment and will be used to analyse the learner's performance in the discipline in relation to other learners.

Assessment of learning outcomes is achieved through a balance between formative and summative forms of assessment. All forms and methods of assessment, the frequency of formative assessment are prescribed in the syllabuses for disciplines. 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 academic achievements are placed.

The experts studied 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. During the focus group interviews, the respondents (both faculty and students) indicated that the main method of feedback is questionnaires, which are conducted mainly after the completion of training in disciplines. During the interviews with students, it was found that students did not participate in the process of discussing the evaluation criteria. When interviewing teachers, no convincing answers were received regarding the various methods of evaluation of students in disciplines implemented at the Academy.

Criteria and methods of assessment of students' knowledge and skills meet the requirements of transparency, objectivity and fairness: they provide an opportunity to objectively assess each form of demonstration of knowledge and skills (completed independent work, prepared and defended presentation, etc.). Assessment policies and procedures are quite transparent and available to students. They are available on the Academy's website..

Strengths/best practice:

No strengths were identified for this standard.

Recommendations of EEC:

1. Vice Rector for Academic Affairs and Head of the EP 'Preventive 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. Due during the 2024/2025 school year, thereafter on an ongoing basis.

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

3. The Vice-Rector for Academic Affairs and the head of the EP 'Medical and Preventive Medicine' to ensure the participation of students 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 - permanently.

EEC conclusions on criteria:

- Strong - 0
- Satisfactory - 9
- Suggestive of improvement - 1
- Unsatisfactory - 0

6.4. The 'Learners' standard

- 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

- *Recruitment of students*
- *The educational organisation must:*
- *determine the number of learners to be admitted in accordance with the capacity of the educational organisation at all stages of the educational programme*
- *demonstrate a willingness to periodically adjust the number and number of students accepted, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector to meet the health needs of the population and society at large*
- *make provision to periodically review the number and nature of trainees accepted, in consultation with other stakeholders, and adjust to meet the health needs of the population and society at large* Консультирование и поддержка обучающихся
- *The educational organisation must:*
- *demonstrate the capacity to use a system of academic counselling for learners*
- *demonstrate a willingness to offer learners a programme of support to address social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counselling and support*
- *demonstrate willingness to use a system of feedback to learners on the assessment of the 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 an opportunity to take into account the needs of different groups of students and to provide an opportunity for the formation of individual educational trajectory*
- *demonstrate a willingness to provide academic counselling, which is based on monitoring of the learner's progress and includes issues of professional orientation and career planning*
- *Learner representation*
- *An educational organisation should:*
- *have a policy 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 learner-related matters*
- *provide opportunities to encourage and facilitate and support student activities and student organizations.*

Evidentiary part

The policy of admission of students to the Bachelor's degree of JSC "SKMA" corresponds to the Law of RK "On Education", the Order of the Minister of Education and Science of the Republic of Kazakhstan from 31 October 2018 № 600 "On approval of the Model rules of admission to training in educational organizations implementing educational programs of higher and postgraduate education" (additions and amendments №189 from 15.12.2022).

The work of the Admissions Commission is regulated by the Regulations on the Admissions Commission of JSC SKMA. Rules for admission to undergraduate studies of JSC SKMA are developed on the basis of normative and legal acts.

Formation of the student contingent is carried out by means of budget financing, placement of the state order for personnel 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 and higher education.

Persons who have secondary, technical and professional or post-secondary education, except for those entering in related areas of training of higher education, 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 national budget or local budget and

(or) to enroll in 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 Admission to training is carried out taking into account the results of a special examination in the form of psychometric testing, which is assessed in the form - 'admission' or 'non-admission'.

Admission of foreign citizens is carried out in accordance with the 'Rules for admission of foreign students to study at SKMA' on a fee-paying basis according to the results of the interview/test conducted by the Admissions 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. Foreign citizens who have scored at least 70 points of the total number of 100 tests, including at least 5 points in the language of instruction, chemistry, biology, mathematics and psychometric testing, are admitted to JSC "SKMA" for paid training.

Admission of persons entering JSC 'SKMA' is carried out on their applications on a competitive basis in accordance with the points of the certificate of the established sample, in the form approved by the order of the Acting Minister of Education and Science of the Republic of Kazakhstan from 23 October 2007 № 502 'On approval of the form of strict reporting documents used by educational organisations in educational activities' and (or) electronic certificate with unique data of the applicant, officially confirming the results of the unified national testing (UNT) published on the website of the National Testing Center (hereinafter - UNT certificate).

An admission committee shall be established in SKMA by the decision of the Head of SKMA or a person acting as the Head of SKMA or a person acting as the Head of SKMA or a person acting as the Head of SKMA. The Admissions Committee shall consist of the Rector, Vice-Rectors, heads of structural divisions and representatives of the teaching staff of SKMA. The quantitative composition of the Admissions Committee consists of an odd number of members. The Chairman of the Admissions Committee is the Head of JSC SKMA. By the order of the Head of the JSC "SKMA" or a person performing his/her duties, a responsible secretary of the Admissions Committee is appointed.

In the EP 'Preventive Medicine' the first admission of students was in 2023.

The Admissions Commission is engaged in career guidance work, which includes the following activities: organization of advertising campaigns to highlight the conditions of admission to SKMA through the media and the Academy's website, issuance of booklets, holding an Open Doors Day, participation in fairs and exhibitions held by relevant institutions throughout the city, etc.

Citizens with disabilities of the first and second groups, children with disabilities, 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 established admission quota for citizens participating in the competition for an educational grant (persons with disabilities of groups I and II; persons with disabilities since childhood; children with disabilities; persons equated in terms of benefits and guarantees to war veterans and disabled war veterans; children from families raising children with disabilities since childhood, persons with disabilities of groups I, II) applies to all declared specialities according to the state educational order for the training of specialists with higher education:

- quota for persons with disabilities of groups I and II, persons disabled since childhood and disabled children (1 per cent)

- quota for persons equated in terms of benefits and guarantees to participants in and disabled persons of the Great Patriotic War (0.5 per cent)

- quota for children from families raising disabled children from childhood, disabled persons of groups I and II (1 per cent)

At carrying out of competition on reception of educational grants, and also enrolment in structure of students on the state educational order on preparation of personnel with higher education in case of equality of scores the priority right in the subsequent order has the orphans and children left without parental care, and also citizens of the Republic of Kazakhstan from

among the youth who have lost or left without parental care till majority, persons with disability of the first and second groups, veterans of military operations in the territory of other states have the priority right in the following order. In this case, in case of equal scores, educational grants of higher education are awarded to persons who have high average scores of a certificate, certificate or diploma. In the case of the same score, as well as the same average points of the certificate, certificate or diploma, the points gained in the major subject are taken into account.

The order and terms of liquidation of the difference in the disciplines of the working curriculum are formalised by the order of the Dean of the Faculty with the drawing up of an individual schedule.

The procedure of selection of applicants is transparent, as the rules of their admission are developed in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan from 31 October 2018 № 600 'On approval of the Model rules of admission to study in educational organisations implementing educational programmes of higher and postgraduate education' (additions and amendments №189 from 15.12.2022), posted on the website of JSC 'SKMA' and available to all applicants.

Persons wishing to enrol for paid training in SKMA JSC must score at least 70 points according to the results of UNT, including at least 5 points - in the history of Kazakhstan, mathematical literacy, reading literacy - language of instruction, and at least 5 points in each major subject.

The average score of UNT, who entered the educational programme 'Preventive Medicine' on a contractual basis - 75 points.

In interviews with students it was found out that the application for appeal is submitted to the chairman of the appeal commission personally by the person who passed the special examination, is accepted until 13.00 hours of the next day after the announcement of the results of the special examination and is considered by the appeal commission within one day.

The decision of the appeal commission shall be deemed competent if at least two thirds of its members are present at the meeting. A decision on an appeal on disagreement with the results of a special examination shall be made by a majority of votes of the members of the commission present. In case of equality of votes of the members of the appeal commission, the vote of the chairperson shall be decisive. The work of the appeal commission shall be formalised in a protocol signed by the chairperson and all present members of the commission.

On the day of completion of the special examination, the results of the special examination are transferred to the information system of the National Testing Centre of the Ministry of Science and Higher Education of the Republic of Kazakhstan for participation in the competition for awarding the educational grant of higher education at the expense of the national budget and (or) enrolment in the university for paid training.

One of the main mechanisms ensuring the stability of enrolment of students for training under the educational programme is the strategic plan of development of SKMA JSC developed in SKMA JSC, availability of effective quality management system, high human resources potential, scientific interests, material and information base.

One of the conditions ensuring the stability of enrolment of students for training under the Programme is the competitiveness of SKMA JSC. SKMA JSC has a basic set of characterological parameters that enable the university to be one of the leading higher education institutions of the country in personnel training, namely economic stability and well-being, long-term stable quality of the organisation and content of the educational process, available resources for achieving goals, image of SKMA JSC.

The number of accepted students is regulated by the state order of the Ministry of Health and Education of the Republic of Kazakhstan for training of medical personnel and material, technical, educational and methodological capabilities of JSC 'SKMA'.

SKMA JSC pursues a policy of balanced enrolment of students taking into account their gender, ethnic origin and other social requirements, including the potential need for a special admission policy for students from poor families, groups of small peoples and students from

rural areas. All of the above allows to fulfil social obligations and needs in the field of public health protection.

On a par with citizens of the Republic of Kazakhstan, educational grants are provided to persons of Kazakh nationality who are citizens of other states, foreign citizens and stateless persons permanently residing in the Republic of Kazakhstan. The right for foreigners to receive free higher education on a competitive basis in accordance with the state educational order is determined by international treaties of the Republic of Kazakhstan.

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 in both offline and online modes and promptly through messengers. Education in the university for students begins with orientation week, within the framework of which annual meetings are held by the educational and methodological center, deans of faculties, registrar's office, department of social work and youth policy and others with the purpose of familiarization with the Charter, mission and strategy of SKMA, rules of conduct in the university; rules of education; current, interim, final certification of students' knowledge; summer semester; GPA calculation; transfer from one course to another, to another educational programme, reinstatement; passing of vocational training; transfer of students from one course to another, to another educational programme, reinstatement; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme; transfer of students to another educational programme.

The 1st year students are given a guidebook at the beginning of the academic year, and its electronic version is posted on the SKMA website. The learner's guide contains the following information: general information about JSC 'SKMA'; features of the organisation of the educational process; internal regulations, rights and obligations of the learner; the procedure for registration of learners for academic disciplines; the procedure for the organisation of current, interim and final control and evaluation of knowledge of learners; the system of control and evaluation of mastering academic disciplines; information about the procedure for transfer, reinstatement and expulsion of learners; information about the organisation of the IRE; brief description of the EP; rules for the use of the mate

EP advisors hold meetings for first-year students in order to familiarise them with the prospects of future professional activity, formation of individual educational trajectory, etc. During the period of enrolment in the educational trajectories, advisors conduct consultations on the formation of individual educational plans of students. At this stage, advisors familiarise students with the standard curricula and CED, which includes an annotated list of disciplines of the elective component and is posted on the SKMA website.

The dates of training and control activities, professional practices during the academic year with indication of rest days (holidays and holidays) are presented in the academic calendar, which is developed by the EMC for each academic year and approved by the Academic Council of JSC 'SKMA'. The academic calendar is available on the SKMA website.

Advisory work at the departments consists of counselling during training and before the examination session. Before the beginning of each examination session the chair 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'.

To meet the social, financial and personal needs of students at SKMA there are services for students: Department of Social Affairs and Youth Policy; LIC; student dormitories with reading rooms, Wi-Fi wireless Internet; medical centres; canteens; buffets, etc. The following services are available to students.

The chief specialist of the Department of Social Affairs and Youth Policy heads the department of support of socially vulnerable students in JSC 'SKMA'. The department works in close contact with the departments of JSC 'SKMA', dean's offices, as students from the socially vulnerable category and with disabilities study in common groups.

The department also cooperates with youth student organisations, including 'Bolashak', Alliance of students of medical universities of Kazakhstan, volunteers, intellectual organisation 'Ziyaly Kazak', sports club 'Barys' and others. in order to involve students from socially vulnerable groups in the student and public life of the team, to educate them in Kazakhstani patriotism, personality for painless and equal rights to enter the new educational and social environment, as from the walls of JSC 'SKMA' come out specialists with an expanded worldview.

Analytical part

The University's policy in the field of admission and selection of students is transparent, uniform and accessible.

The students are given the opportunity to participate in advisory bodies, in the evaluation and improvement of the EP.

During the interviewing of students and graduates of the EP, EEC members found that during meetings with the heads of departments, dean's office, students have the opportunity to express their opinions and wishes about the EP, the organisation of the educational process and its quality, financial and social issues.

According to the results of interviewing and visual inspection, it was found that the requirements set out in the standard 'Students' are fulfilled in full.

The policy of forming the contingent of students is consistent with the mission, vision, strategic goals of the university. The enrolment of students on the EP is established according to the material and technical capabilities of the University, taking into account the area of classrooms, the availability of teaching staff, the degree of provision with manuals and scientific literature, the possibility of providing adequate conditions for study and accommodation of students.

The student interviews also revealed that during meetings with dean's office staff and university management, students have the opportunity to express their opinions and wishes regarding their participation in decision-making, academic quality assurance and other professional, financial and social issues. All issues raised and discussed at these meetings are addressed in a timely and appropriate manner. Regarding the practice of academic advising, personal support was narrated by all interviewees.

Academic counselling work in the department consists of counselling of students during the whole period of study and before the examination session. Before the beginning of each examination session, the department develops and approves the schedule of counselling by discipline. Experienced teachers, associate professors, professors are involved in the counselling.

Also students confirmed that they are included in the advisory bodies of the faculty and university.

Strengths/best practices:

No strengths were identified for this standard.

EEC Recommendations:

None.

EEC Criteria Conclusions:

- Strong - 0
- Satisfactory - 16
- Suggestive of improvement - 0
- Unsatisfactory – 0

6.5. Academic Staff/Teachers' standard

- *Selection and Recruitment Policy*
- *The educational organization shall:*
- *determine their categorization, responsibility, and balance of academic staff/faculty in the basic biomedical sciences, behavioral and social sciences, and medical/pharmaceutical sciences to adequately implement the EP, including the appropriate balance of medical, non-medical, pharmacy, full-time and part-time faculty, and the balance of academic and non-academic staff.*
- *considers criteria for academic, educational, and clinical excellence, including the balance between teaching, research, and “service” roles*
- *define and provide for monitoring of academic staff/faculty responsibilities of basic biomedical sciences, behavioral and social sciences, and clinical, hygiene, pharmaceutical sciences*
- *provide that selection and hiring policies may take into account criteria and characteristics such as relevance to the mission and economic opportunities of the educational organization, as well as significant characteristics of the region*
- *Policies on staff performance and development*
- *An educational organization must establish and implement a staff activity and development policy that seeks to:*
- *balancing opportunities between teaching, research and “service” functions, ensuring that worthwhile academic activities are recognized with appropriate emphasis on teaching, research and professional qualifications*
- *to ensure that individuals have sufficient knowledge of the entire educational program, and that faculty training, development and evaluation are available to them*
- *provide for the possibility of considering the teacher-student ratio in relation to the various components of the educational program*
- *develop and implement a career development policy for staff*

Evidentiary part

When hiring faculty and staff, the Academy is guided by the 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 RK “On People’s Health and Health Care System” and internal documents of the Academy: the Statute of SKMA; Internal Labor Regulations; Rules of Competitive Replacement of Faculty and Scientific Staff Positions.

The policy of recruitment and admission of faculty and staff members, their category and responsibility are reflected in the Personnel Policy of SKMA and posted on the Academy's website. The balance of academic staff, the ratio between medical and non-medical teachers, full-time and part-time employment, as well as the balance between academic and non-academic staff is determined in accordance with the documents “Qualification requirements for educational activities and the list of documents confirming compliance with them” (Order of the MES RK № 231 of June 09, 2020 with amendments and additions), “Qualification characteristics of positions of teaching staff and scientific workers

Recruitment is carried out by concluding labor contracts in accordance with the Labor Code of the Republic of Kazakhstan, or by competition, the order of which is regulated on the basis of the “Rules of competitive replacement of positions of teaching staff and researchers” of JSC “SKMA”.

The teaching staff of the educational program “Preventive Medicine” is represented by 69 full-time teachers involved in the learning process, including: heads of departments-8, professors-2, associate professors-8, associate professors - 1 person; 2 employees have the academic title of Doctor of Sciences, 24 employees - Candidates of Sciences, 2 employees - Doctor of Philosophy (PhD), staffing is 40.6%.

At the profile department “Hygiene and Epidemiology” the staffing of the teaching staff at the department for the academic year 2023-2024 is 70%. At the Department of Hygiene and Epidemiology: specialists with the highest qualification category of doctor in the specialty of hygiene and epidemiology - 3 teachers, with the first qualification category of doctor in the specialty “epidemiology” - 1 teacher. In addition, specialists with medical and pedagogical education from other universities and medical organizations with academic degree, academic title and medical category are involved in the educational process in order to integrate practical skills and work experience in the educational and scientific activities of the university, and at the profile department “Hygiene and epidemiology” specialists with hygienic education from the structure of sanitary and epidemiological service with academic degree and medical category are involved in the educational process in order to integrate the practical skills and work experience in the educational and scientific activities of the university. At the profile department the number of attracted part-time teachers from among employers is 2 persons, including 1 candidate of medical sciences, 1 master of health management, both with the highest category. Thus, the balance between full-time lecturers and part-time lecturers amounted to 18.1%.

The general indicator of the total result of the activity of the teaching staff of JSC “SKMA” is the fulfillment by all teaching staff of the departments of the individual work plan of the teacher (hereinafter referred to as IWPT), which is coordinated and analyzed by dean's offices, EMC. IWPT contains plans and information about the fulfillment of teaching load (academic work), methodical, research, educational, social and clinical work of faculty members. The ratio (balance) between the listed types of teaching staff activities is as follows: academic work - 40%; methodical work - 25%; research work - 25%; educational work, including social work - 10%.

The ratio of which 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 the teaching staff and to calculate the norms of time by types of academic work, the “Provision on the teaching load of the teaching staff” is developed. In order to evaluate the pedagogical, scientific, clinical and educational activities in JSC “SKMA” introduced a system of key performance indicators of teaching staff, which is a hierarchically organized structure of indicators that characterize 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 cash prize personally on behalf of the Chief Founder of JSC “SKMA” Seitzhanov S.S. in the amount of 2 000 000 (two million) tenge.

When selecting employees for employment, the main criterion is the basic education and professional qualities of the applicant, taking into account the EP implemented in the university, as well as the level of English language skills of the applicant.

Monitoring of academic staff responsibility is carried out based on the results of analyzing the department work plan and individual plans of faculty members, made in accordance with the work plan of the dean's office and structural subdivisions of the Academy. Monitoring of job responsibilities of the Medical Faculty faculty teaching staff is carried out by the Dean, Head of the Department, EMC and HR Department. Besides, evaluation of teaching efficiency and quality, as well as scientific and clinical work is carried out through intra-departmental and intra-university control.

During the selection process, special attention is paid to the scientific and pedagogical merits of applicants, namely, the presence of an academic degree, academic title, special qualification category, as well as to the main performance criteria, such as competence, work experience, the candidate's development potential, team spirit, etc., as well as to the personal qualities of applicants.

In addition, personal qualities, self-assessment, scientific work, ability to act as a mentor for young specialists, professional development, compliance with qualification requirements for licensing of educational activities are taken into account.

In the course of the interview the teachers informed the members of the EEC that the selection of candidates for the positions of teaching staff is carried out on a competitive basis, exclusively on the principles of competitiveness and meritocracy, ensuring equal access of candidates to fill the relevant positions, taking into account qualifications and professional achievements, experience in the field and managerial skills. To fill vacant scientific-pedagogical positions, candidates shall be selected from among the graduates of Master's degree programs, doctoral programs and those who have achieved special results. The minimum requirement for a teaching position is an academic master's degree.

When selecting employees for the job, the main criterion is the basic education and professional qualities of the applicant, taking into account the educational programs implemented in the university, as well as the level of English language proficiency of the applicant is taken into account. Based on the results of the competition, by the decision of the Rector of the Academy the labor contract is concluded with the selected persons for the term in accordance with the labor legislation of the Republic of Kazakhstan.

The teaching staff, providing the implementation of the educational program “Preventive Medicine” is represented by specialists in the field of health care, having basic medical and postgraduate education “sanitary doctor”, “doctor-hygienist, epidemiologist”, “ecologist”, having experience in working with students, having methods of effective transfer of knowledge, skills and abilities in the educational process.

The staff of teaching staff is approved by the staff schedule. The number of teaching staff is planned on the basis of the needs of the educational process, the norm of teaching load per teacher, the contingent of students in the educational program “Preventive Medicine”. As a multinational and multiconfessional country, the Republic of Kazakhstan adheres to the concept of tolerance in interethnic, interreligious and interpersonal relations.

The Academy provides an organizational basis for the prevention of direct or indirect forms of discrimination against any employee, regardless of gender, religion, nationality, state of physical inferiority, social category, age, etc. The Academy provides the organizational basis for the prevention of direct or indirect forms of discrimination against any employee, regardless of gender, religion, nationality, state of physical disability, social category, age, etc.

The language policy of the Republic of Kazakhstan adheres to the concept of trilingualism and provides for the creation of conditions both for the study of science in English and stimulation of teachers, for example, in support of teachers who teach in English, the Academy has 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” (as amended and supplemented), approved by the Rector of the Academy on August 29, 2018

Stimulation of the work of teaching staff is carried out through the mechanisms of material and non-material motivation. The criteria of material motivation are based on the volume, task, quality, complexity of work, degree of responsibility.

Non-material motivation is carried out by providing conditions for professional promotion and career growth, as well as the awarding of various awards, in addition to staff remuneration, the following types of non-material incentives are used to stimulate the desire to improve efficiency: public recognition of the results of the work of employees in the form of honorary diplomas, letters of appreciation.

The Academy has a system of remuneration of teachers for pedagogical skills, scientific and clinical results and dedication.

In order to maintain the balance, the analysis of teaching staff needs is carried out on the basis of the CIME educational program and the average annual teaching load of the teaching staff is established according to the decisions of the Academic Council on the approval of

teaching load and a differentiated approach to the distribution of load for individual positions, according to the Regulations and orders. Calculation of hours for the academic year is carried out on the Platonus platform by levels of education and by departments. Management of the ratio of different types of activities of the teaching staff is based on the methods of work, using them in a balanced complex: administrative (orders, instructions, regulations on structural units, job descriptions, work regulations, etc.); economic (material incentives, training, social support, etc.), social (moral climate, establishment of certain rules of behavior, non-material motivation, corporate culture, etc.). An effective policy of remuneration and recognition of teachers includes a balanced and justified approach to taking into account their efforts in various areas of activity, which contributes to maintaining a high level of motivation and professionalism.

The HEI 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, motivation and promotion of the staff for achievements in the professional sphere. At the same time, other types of material incentives are also applied, such as partial and full financing/covering of expenses related to the participation of teaching staff in various scientific forums. For the purpose of continuous professional development the teaching staff, with the financial support of the Academy, participates in conferences, trainings, internships, congresses and seminars, both within our country and abroad. So for the reporting period the teaching staff of the educational program “Preventive Medicine” participated in the Round Table “Discussion of the format of educational programs of continuous integrated medical education (CIME)” (Karaganda, acting professor Doltayeva B.Z.); in the Round Table “Introduction of modern methods of prevention and control of infections in the educational programs of higher medical educational organizations” (Astana, head of department Utepov P.D.); in II International scientific-practical conference “Innovative technologies in public health: new opportunities for internal medicine” (Samarkand, Uzbekistan, head of department Utepov P.D., Baikonsova L.O.); in terning “Prevention of modern infections and infection control” (Astana, head of the department Utepov P.D.); in practical training “Realization of continuous integrated medical education” (Karaganda, acting professor Doltayeva B.Z., A.K. Turekulova); participated in the training seminar “Setting up the system of internal quality assurance of higher education institutions in the context of the new regulatory policy ‘from scratch’ (Astana, head of department Utepov P.D., acting professor Doltayeva B.Z., acting professor Yeskerova S.U.), in the scientific-practical conference “Labor Medicine of the 21st century: Issues of health protection of the working population” (Karaganda, head of department Utepov P.D.).

The Academy provides equal opportunities for the development of teaching staff by sending them to courses to improve their pedagogical and profile qualifications, professional development within the framework of continuous professional development of competencies.

The personnel reserve for the positions of Heads of Departments is formed from among the 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 units); and collection of information about professional, personal and business qualities of candidates. The faculty promotion policy is reflected in the “SKMA Personnel Policy” and is presented on the website.

Analytical part

In order to verify the data of the standard, external experts in the study of documents found that hiring and competition for vacant positions is based on the current normative documents of the Republic of Kazakhstan.

According to the Individual plan, the work of the teacher consists of educational, methodical, scientific and educational. To take into account the qualifications, the University has developed mechanisms and criteria for systematic evaluation of teachers' performance. According to the University Charter, there are mechanisms for promotion of employees with equal access to promotion by degrees of qualification growth from assistant to professor and

head of department. The right to elect colleagues and to be elected to all governing bodies, in accordance with the criteria and procedures in force.

Promotion mechanisms in both academic and managerial areas stipulate that each staff member has the necessary conditions to work and fulfill job responsibilities. Opinion on personnel policy was obtained during 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 program, motivation, job satisfaction, material incentives, etc.

The interview included such questions as: “are you satisfied with your salary, how often do you improve your professional competencies and on what basis” and other questions, allowed the experts to learn about approaches to attracting staff for teaching, information provision of EP. The experts received answers about the program of professional development of teachers. The University has implemented a policy of activity and development of the teaching staff, which guarantees recognition on merit of academic activity, with a corresponding emphasis on teaching, research and clinical qualifications, which is carried out in the form of awards, promotion and/or remuneration. Forms of stimulation and encouragement of academic staff are reflected in the “Regulations on remuneration of labor, bonuses, financial assistance and payment of allowance for health care” of JSC “SKMA”. International scientific internships in leading foreign universities at the expense of the university are also available to academic staff.

However, teachers also note the heavy hourly load on teachers, which reduces the possibility of full-fledged scientific activity. Therefore, in order to develop research activities, preserve the Academy's staff potential and support scientific schools, it is necessary to introduce the positions of research teacher and research professor into the SKMA staff schedule.

The personnel policy corresponds to the strategies and normative-legal documents of the Republic, as well as normative acts and strategic documents of the HEI. The HR policy covers the spectrum of all necessary issues of recruitment, qualification, promotion and professional development. As can be concluded on the basis of the provided data, the HEI uses a flexible system of formation of teaching staff, including the use of personnel reserve, attraction of external specialists, both from academics and practitioners, including as external part-time employees, etc. Thus, taking into account also sufficient economic opportunities and competitive salaries, we can conclude that the university has all the necessary resources to attract and retain qualified teaching staff.

At the same time, the university has a system of qualification development of teaching staff by means of additional professional education and advanced training. The University applies various methods of material and non-material incentives, motivation and promotion of employees for achievements in the professional sphere, including incentive payments based on personal rating, various honors and awards. The University provides transparent procedures for professional development and quality assessment of the teaching staff.

The number and characteristics of academic staff, namely their education, specialization, work experience and research interests, are the basis for determining their role in the development of the educational program. The teacher-student ratio meets the licensing requirements for the implementation of higher professional education programs.

Strengths/best practices:

No strengths were identified for this standard.

EEC Recommendations:

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

6.6. The Educational Resources Standard

✓ *Material and technical basis*

- ✓ *The educational organization must:*
- ✓ *demonstrate readiness 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, learners, patients and their relatives*
- ✓ *Demonstrate a willingness to improve the learning environment by regularly updating and expanding the facilities to meet changes in educational practice*
- ✓ *Resources for practical training*
- ✓ *An educational organization must:*
- ✓ *demonstrate a willingness to provide*
- ✓ *necessary resources to provide trainees with appropriate clinical/practice 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 clinical/practicum training environments to meet the needs of the population*
 - ✓ *Information Technology*
- ✓ *An educational organization 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-study, access to information, patient databases and health information systems*
- ✓ *Research and scientific advances*
- ✓ *The educational organization must:*
 - ✓ *demonstrate a willingness to use research activities and scientific advances in medicine, pharmacy as a basis for the educational program*
 - ✓ *formulate and implement policies that promote the relationship between research and education; provide information on the educational organization's research base and research priorities*
- ✓ *provide for the relationship between research and education is incorporated into teaching, encourages and prepares learners for and participation in health research*
- ✓ *Expertise in education*
 - Educational organization should:*
 - have a policy and implement access to educational expertise in the processes, practices and problems of medical and pharmaceutical education involving specialists, educational psychologists, sociologists at university, interuniversity and international levels; develop and implement a policy of expertise in the design, implementation and evaluation of the educational program, 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 into account current experiences in medical/pharmaceutical education and promoting staff interests in educational research*
 - Education Exchange*
 - An educational organization should:*
 - have a policy and implement practices for national and international collaboration with other educational organizations, including staff and learner mobility and transfer of educational credits*
 - demonstrate a willingness to facilitate the participation of teachers and learners in academic mobility programs at home and abroad and allocate appropriate resources for this purpose*

Evidentiary part

To implement the EP “ Preventive Medicine” JSC “ SKMA” has a sufficient auditorium fund. The university has 4 buildings, sports and gyms Students have the opportunity to undergo military training at the military department. There are catering and medical centers in the buildings. In the dormitory there are favorable conditions for living. Video surveillance is organized in the buildings, security is ensured.

There are conditions for students to study in the LIC, CTIC. The classrooms of the Department of Information Technologies are equipped with computers for conducting classes on ICT and biostatistics.

The departments are equipped with computers, laptops, office equipment and other technical means of education. 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.

JSC “ SKMA” has a modern material and technical base, providing research work of students (South Clinical and Genetics Laboratory, laboratory of medicinal plants, etc.). In addition, JSC “ SKMA” interacts with leading national and foreign scientific centers and clinics. The Research Laboratory of Medicinal Plants has the necessary modern equipment for conducting relevant scientific researches, also at JSC “ SKMA” functions South Clinical & Genetic Laboratory “SC&GL”, created in 2021 by combining the research laboratory of genomic researches and clinical diagnostic laboratory, where all necessary conditions are created for conducting the latest clinical and laboratory researches (hematological, immunological, molecular-genetic, biochemical, etc.). In this laboratory there is an opportunity to conduct scientific research in the direction of diagnostics of hereditary diseases and genetic predisposition: ontogenetics, cardiogenetics, neurogenetics, GMO detection.

At the Department of “Hygiene and Epidemiology” organized practical training with appropriate attention to biological safety and biological risk, including observation of the actions performed by students in the conditions of clinical, as well as laboratory bases. Practical skills are practiced in the PSC, at sites of sanitary-epidemiological control, as well as in epidochs under the guidance of teachers.

Trainees under the guidance of supervisors from practice bases and departments have contact with the patient and under supervision perform and practice practical skills.

In order to create organizational and educational and methodological conditions for improving the quality of training of students, retraining and professional development, as well as for the development of professional competence of health care professionals, in JSC “ SKMA” operates the Center for Practical Skills (CPS), with an area of more than 800 square meters, where modern simulators and simulators are located.

In the course of training in the operation of material resources, employees and trainees comply with the “Instruction on Fire Safety Measures”, “Safety Instructions” and “Internal Regulations of JSC SKMA”.

SKMA JSC has organized a control and access regime that ensures safe stay of employees and students in the buildings, constant control over the territory of SKMA JSC and the surrounding area. SKMA buildings have loud-speaking notification of people about emergencies, there is an emergency call button for the police, there are safety passports, plans and schemes for evacuation of employees, students and staff in case of fire and threat of occurrence and terrorist act, job descriptions have been developed. The rules of behavior in emergency situations and at the threat of a terrorist act are studied at the classes on general education, the staff and students are systematically instructed, which is recorded in the briefing logs, instructions on how to act at the threat of a terrorist act are developed, personal conversations with staff and students are held. Every year in the field of civil protection and emergency situations complex exercises “Object training” are held, quarterly seismic training

(earthquake threat), where students and employees of SKMA JSC practice their skills in case of natural and man-made emergencies.

In order to ensure safety in SKMA JSC during training sessions, before the beginning of the academic year - the state of occupational safety in all classrooms, laboratories, workshops and other premises of structural subdivisions is checked. The main responsibility for the safety of the educational process is assigned to the teacher who conducts classes.

In order to expand the material and technical base, the construction of the University Hospital for 800 beds and a clinical and diagnostic center for 700 visits per shift has begun. Integration of the University and the multidisciplinary clinic will require scientists, teachers, researchers, managers, heads of departments, offices, divisions, clinical physicians of the highest qualification, capable of providing highly specialized and high-tech care.

SKMA plans to further improve the learning environment for trainees through the development, continuous updating, expansion and strengthening of the material and technical base for trainees and teaching staff, allowing to provide quality training of medical personnel in accordance with international standards and the experience of the world's leading universities and medical schools.

During the visual inspection the following were studied: Computer test-publishing center (hereinafter - CTPC) with a total area of 326.2 sq.m., consists of offices: "Server", five computer classes, repair and technical room, office of typography; office of web-site and virtual base of JSC "SKMA"; LIC in the structure of which 2 subscriptions, 3 book depositories, 7 reading rooms, media library. The unified information and library fund is 547037 copies, including 242542 copies in the state language and 21664 copies of all types and kinds of editions in foreign language. The main part of the fund is educational literature, which accounts for 391424 copies, which is 71% of the total volume of the fund, including in the state language 196762 copies. The fund of scientific literature makes up 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 editions on medicine, the total fund of which is 16610 copies. There are the following specialized medical journals in the library's collection: Lechaschitel'nyi doktor, Medicine, Nephrology, Pediatrics journal named after G. N. Speransky, Preventive Medicine, Pulmonology, Therapy, Therapeutic Archive, Children's Infections, Infectious Diseases, Epidemiology and Infectious Diseases, Obstetrics and Gynecology, Cardiology, Bulletin of Surgery named after N. I. Pirogov, Surgery journal named after N. I. Pirogov. Grekov, Surgery Journal named after N. I. Pirogov, Bulletin of Surgery of Kazakhstan, Nursing, General Medicine and others.

SKMA supports and develops the possibility of independent choice of the direction of the student to participate in scientific research in the field of medicine and their development, through seminars, master - classes and educational courses on the preparation, organization and conduct of scientific research in the framework of the student scientific circle, in which under the guidance of faculty members are conducted scientific research, primarily to identify relevant problems of dentistry in the field of practical health care with the subsequent implementation of relevant topical issues in the field of stomatology in the field of practical health care with the subsequent implementation of the relevant relevant scientific research.

SKMA JSC not only has access to expertise in the field of education, but also conducts expertise on a regular basis in accordance with the relevant standards. This procedure is provided by the Department of Medical Development, as well as with the involvement of experts from other national and international centers such as KazNMU, MUA, MUK, MES RK and others.

SKMA has a system of expertise in the development of EP, teaching methods and assessment of knowledge and skills. It is carried out at the level of dean's office, CEP, scientific and clinical council, Academic Council and department.

Educational expertise is carried out in accordance with internal regulatory documents. External expertise is provided by involving different stakeholders to get feedback. The internal

examination of EP is carried out by the QAC. The Chairman of the QAC reports the results of the expert evaluation of EP at the meetings of the CEP, Faculty Councils, Methodical and Academic Councils, provides proposals to improve the organization and management of material and technical, infrastructural, informational, educational and methodological support of EP, in terms of providing access to information library and other educational resources of the university. Based on the results of the expertise, the ESC updates the EP. In this case, the opinion of stakeholders is taken into account.

Professional development of staff teachers is carried out once every 5 years, professional development - through training at seminars or master classes with the involvement of foreign specialists, as well as participation in national and international conferences, symposiums, etc.

JSC "SKMA" employees use all the proposed resources for research in medical education, so at the departments of the specialty are introduced various innovations in medical education, students test new methods of teaching, make their recommendations in the educational process, conduct validation of questionnaires, check - sheets in the introduction of new methods in medical education as a study in this area.

JSC "SKMA" all mechanisms of transfer and offsetting of educational credits are prescribed in the documents "Academic Policy" and "Regulations on the re-crediting of credits on the type of ECTS in JSC South Kazakhstan Medical Academy" (P 044/406-2022), which include: registration of orders on the movement of students, examination sheets; accounting of mastered credits of students during the entire period of study; maintenance of transcript; ensuring compliance with the principles and mechanisms of ECTS.

The use of a transparent system of credit units and flexible course requirements, contributes to the development of academic mobility.

The work on academic mobility of students and teaching staff is coordinated by the SR&MS department. Academic mobility of students and teaching staff of JSC "SKMA" is carried out within the framework of inter-university memorandums of cooperation. The period of stay in another university and the list of disciplines for study with subsequent credit re-credit are determined by students in agreement with the dean's office, taking into account the curriculum of the SKMA EP. The final document confirming the training of students on the mobility program is a transcript or its equivalent in the country of stay.

Academic mobility of teaching staff is realized by sending them to partner universities to give lectures, conduct classes. The confirming document is the calendar and thematic plan of conducting classes in the partner HEI.

Analytical part

In the framework of the standard "Educational resources" during the work of the expert commission and analysis of the submitted documentation, compliance with the requirements of the standard is revealed. The University has a developed material and technical base for the implementation of professional training on EP Preventive Medicine.

Material and technical base includes: lecture halls, study rooms, research laboratories, library and information center, Center of practical skills, means of information technology, premises of cultural and social sphere, clinical bases, own clinic is under construction. The teaching staff closely cooperates with practical health care, which was confirmed during the visit to the departments and practice bases, where the study of resources was carried out, compliance with training programs, availability of modern equipment, corresponding to the needs of students and practical health care, for teaching staff and students. Clinical bases have training rooms equipped with interactive whiteboards, multimedia units and laptops for successful mastering of theoretical knowledge. Trainees have free access to patients at the clinical bases and all conditions to improve their practical skills. The construction of the Multidisciplinary University Clinic for 800 beds and the Clinical and Diagnostic Center for 700 visits per shift on the basis of SCSE is underway. All available resources correspond to the goals and objectives of the EP. Due to the fact that students are trained in chemical and other laboratories, clinical bases to avoid industrial accidents it is necessary to train staff and students in the basics of safety when working

with toxic harmful substances and electricity. EEC on the basis of interviewing teaching staff and students, as well as visual inspection confirms the availability of support systems for students, including support through the university website, through personal appeals to the dean, vice-rector, rector, supervisor, mentor, adviser. Students during the interview confirmed full satisfaction with training, the opportunity to engage in research work, the system of food, medical care and accommodation in dormitories. The documents provided and the results of the interviews during the EEC visit indicate that the university carries out continuous development of its educational and material base - equipment modernization, major repairs, construction of new centers and clinics are carried out. To continuously improve the material and technical base, the necessary funds are allocated from the budget, which are spent on: major and current repairs, technical support of educational, scientific and information activities, purchase of furniture and educational equipment, maintenance of engineering communications and networks, buildings and facilities. When visiting the Center of practical skills of the University, the experts note that the EP "Preventive Medicine" lacks devices for practicing practical skills. The provided data also shows that SKMA has the necessary resources for quality professional training and social adaptation of students.

University staff have the opportunity to share experience and knowledge through participation in university, regional, international conferences, forums and seminars. In the provided materials and during the visit the availability of printed and electronic resources, electronic educational environment were also demonstrated.

The university is interested in improving the quality of education and supports the program of academic mobility of teachers and students, funded by SKMA, within the framework of signed cooperation agreements. Experienced professors travel to partner universities within the framework of academic mobility, give lectures, conduct seminars, share their experience in conducting scientific work.

Strengths/best practices:

No strengths were identified for this standard.

EEC Recommendations:

1. SKMA management should organize instrumentation of the practical skills center taking into account the specialty "Medical and Preventive Medicine". Deadline - during 2024/2025 academic year, further - permanently.

2. SKMA management to organize safety training for the teaching staff and ensure availability and modernity of resources, including teaching materials, laboratory equipment, library funds and information technology to ensure a safe educational environment. Deadline - during the 2024/2025 academic year, further - permanently.

EEC conclusions on the criteria:

- Strong - 0
- Satisfactory - 13
- Suggestive of improvement - 1
- Unsatisfactory – 0

6.7. Educational Program Evaluation Standard

- ✓ *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*
- ✓ *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 the 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 systematic conducting, analyzing and responding to feedback from teachers and learners* *демонстрировать готовность использования результатов обратной связи для совершенствования образовательной программы*
 - Learning achievements of students*
 - The educational organization must:*
 - demonstrate readiness to analyze the learning achievements of students in accordance with the mission and expected learning outcomes, program of study and provision of resources.*
 - 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 willingness to provide stakeholders with access to the results of program evaluation, collect and study feedback from them and feedback on the educational program*

Evidentiary part

SKMA conducts continuous monitoring of EP quality to analyze the completeness of EP educational standards implementation, compliance with the EP mission, SKMA development strategy, labor market requirements, etc.

SLMS procedures are carried out in order to: improve the efficiency of the Academy's educational process management; improve the quality of students' professional training; improve the competitiveness of SKMA educational programs; develop the diversity of educational programs (QMS Standards, Policy in the field of internal quality assurance of SKMA JSC educational programs, "ST 044/023-2020. Standards of internal quality assurance of educational activity of JSC "South Kazakhstan Medical Academy", "RK 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. Regulations on Rating Evaluation of Faculty and Departmental Performance", SKMA Regulations and Rules). Evaluation of EP in JSC "SKMA" is carried out through the following monitoring mechanisms and tools: monitoring of the implementation of the Development Program of JSC "SKMA" for 2024-2028, activities of collegial management bodies of JSC "SKMA" (Faculty Council, Methodological Council, Clinical Council, Scientific Council, Rectorate, Academic Council). At the meetings of collegial bodies are discussed the issues of students' academic performance, attendance (every meeting of the Rectorate); the results of interim certification, the results of state certification of graduates of programs; the results of independent examination of graduates of programs, analysis of assessment of competencies, learning outcomes; the results of professional practice; monitoring of employment of graduates of the relevant levels of education; this type of monitoring is carried out by the dean's office of internship and employment of graduates together with dean's offices and graduate departments (Rectorate, MC), feedback with employers (needs of practical healthcare, assessment of graduates' competence, compliance with qualification requirements); results of scientific work of teaching staff and students (Scientific Council); resource, personnel, information support of programs (Faculty Council, Rectorate, MC, Clinical Council (provision of clinical bases), AC); activity of the IQC, which ensures the quality of examination materials for interim, final attestation, the reliability of supporting documents according to the

nomenclature of the OHPE departments; the activities of CEP and QAC, ensuring the quality of EP implementation; the activities of EMC, ensuring the quality of TMCD, educational and methodical materials, planning the EP educational process (WEP, planning and implementation of the teaching load of faculty, monitoring the use of the classroom fund, the development of class schedules, etc.); the activities of RO, dean's office, dean's office of internship and graduate employment, providing monitoring of students' achievements at all stages of attestation and control of knowledge, skills, abilities of students.

SKMA JSC personnel policy is analyzed, as well as the results of students' questionnaires on the degree of satisfaction with the educational process. There are meetings with employers, internal audits organized by the SKMA department, providing monitoring of EP quality and being one of the tools of EP evaluation, self-assessment of EP according to the "Standards of internal quality assurance of educational activities of SKMA JSC".

Quality control of knowledge of students is carried out in the form of current monitoring of progress, taking into account the work of the student during the semester, interim and final attestation. Monitoring of current academic performance involves assessment of students' progress during classroom hours of training and SIW, during intermediate and final attestation - attestation of practical skills, testing, oral and written examinations, mini-clinical examination, examination at the patient's bedside. The Academy uses a rating system of assessment, which is updated annually taking into account the opinion of stakeholders - teaching staff, dean's offices, EMC, students, RO. IA is conducted by experienced teachers of SKMA, representatives of practical healthcare, employers.

The evaluation of teaching staff is carried out by means of competitive selection of teaching staff at recruitment, interviews, fulfillment of individual plan, KPI.

The Academy systematically conducts questionnaires among the teaching staff and students (Questionnaires: Teacher in the eyes of colleagues. Teacher in the eyes of students).

The majority of teaching staff are members of collegial bodies. Student self-governance is realized in SKMA, student representatives are members of collegial governing bodies, such as Faculty Council, MC, etc. The majority of faculty members are members of collegial bodies.

There are quality assurance commissions under the faculty councils, including faculty members and students. Through participation in the work of collegial bodies, top managers of the Academy, heads of structural subdivisions involved in the EP implementation and responsible persons for postgraduate education take part in the EP evaluation.

Parents are given the opportunity to address deans, ORs, group supervisors to solve issues related to education, resource, material support and other issues of the EP. The results of feedback are analyzed by the relevant bodies of the academy and reported at the meetings of the CEP, QAC, FC, MC, AC and Rectorate.

Based on the results of the analysis, appropriate measures are taken to eliminate shortcomings and improve the quality of education. Decisions on the issues are made by the majority of votes. The activity of collegial management bodies is carried out on the basis of the Regulations. Provisions on the activities of these bodies and the main decisions taken at the meetings are posted on the website of JSC SKMA, access to which is open.

At JSC "SKMA" there is a constant analysis of the progress of students in accordance with the mission and expected learning outcomes, the training program and the provision of resources. Twice a month the Dean of the Faculty reports to the Rectorate on the progress of students. The report contains data on class attendance, results of interim certification. Questionnaires for teaching staff and students contain questions about the equipment of EP with human and material-technical resources (equipment of classrooms, equipment of examinations, etc.).

The level of preparation for admission to the university is taken into account when forming groups already in the first year of study. Special attention is paid to children in need of inclusive education, language level. Based on the results of the analysis of academic performance (current, interim control of academic performance), a plan of corrective measures is developed (additional

classes and consultations with poorly performing students, summer schools, etc.). The level of theoretical training and the level of mastering practical skills are assessed. The results of the analysis are communicated to all stakeholders, including the OR and members of the Admissions Committee.

The work of the Admissions Committee is regulated by the relevant Statute of JSC “SKMA”. Policies and procedures for admission to JSC “SKMA” are clear, consistent with the mission and goals of the OHPE, officially published and available to all prospective students. Formation of the contingent of students is carried out through the placement of the state educational order for the training of specialists (educational grants), as well as training at the expense of own funds of citizens and other sources. The results of admission of students are annually considered at the meetings of the Rectorate and AC of JSC “SKMA”.

At SKMA the EP is annually revised and adjusted by the departments and CEP taking into account the updates of the State Educational Standards and proposals received from employers and students when discussing the EP content at round tables, seminars, meetings, feedback, questionnaires, etc. The development of the EP is regulated by the Regulations of the State Educational Standards. EP development is regulated by the Regulations on the development of educational programs. Learning outcomes, criteria for assessing the final learning outcomes of disciplines, modules and EPs, WEP were discussed and approved taking into account the opinion of service consumers, which is confirmed by the presence of employers' feedback on EPs, feedback from students. For EP of preventive medicine it is planned to include students in the council of faculties, committees of educational programs, methodical council, Academic Council.

There is an opportunity to address the management on the website of the JSC “SKMA”. For this purpose there is a rector's blog, which receives questions, complaints, suggestions, which are used further for consideration and decision-making on improvement.

The results of the program evaluation are planned to be discussed at the meetings of the collegial bodies of the academy, which include representatives of all stakeholders. The results will be demonstrated during round tables with the participation of employers.

Analytical part

EEC experts note that within the framework of the standard “Evaluation of the educational program” during the work of the expert commission and analysis of the submitted documentation, compliance with the requirements of the standard was revealed.

The results of the evaluation of the educational program are available to a wide range of stakeholders and are posted on the Academy website, where they can be viewed by all interested parties. At the meetings of the department the results of the evaluation of the educational program are discussed, proposals for corrective actions and continuous improvement are made. Further, the results of discussion and recommendations are presented at the Academic Council meeting, to which representatives of administration, departments, social partners, students are invited. The decision of the Academic Council on this issue is brought to the attention of the teaching staff at the department meetings.

The University follows the principles of transparency and integrity in its activities. The program evaluation process includes providing accessible information about the objectives, evaluation criteria and feedback procedures. Allowing students and faculty to freely express their thoughts and suggestions also encourages their active participation. Stakeholder participation in the evaluation of the EP takes place through their direct participation as members of the working group. For external stakeholders, the educational program is available on the website.

Assessment of EP satisfaction will be carried out within the framework of annual planning and implementation of the processes of receiving feedback from students, faculty, university administration, employers - on the content of the EP, organization of the educational process, quality of teaching and assessment, support from the teaching staff 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.

The feedback tools will include electronic questionnaires, focus group interviews, roundtable discussions of the EP, etc. The results

feedback results will be heard at the AC meetings, Faculty and Academic Councils, as well as at the Academic Council of the Academy. Based on the results of which decisions on corrective actions will be made. Availability and monitoring of the EP Development Plan, systematic analysis, involvement of all stakeholders in the discussion of students' achievement of final learning outcomes, will ensure continuous improvement at all stages of the EP "Preventive Medicine".

Financial independence of SKMA provides free maneuvering of the University funds, their effective use, which contributes to a stable process of quality provision of educational services, increasing the salaries of employees, providing benefits for the training of teachers, providing material assistance, material incentives and bonuses on the results of educational activities, scientific activities.

Strengths/best practices:

No strengths were identified for this standard.

EEC Recommendations:

None.

EEC Criteria Conclusions:

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

6.8. Management and Administration" standard

- ✓ *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*
- ✓ *develop and demonstrate a willingness 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 the 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 learners*
- ✓ *The educational organization must:*
- ✓ *demonstrate a willingness to analyze learner achievement in relation to mission and expected learning outcomes, program of study, and resourcing.*
- ✓ *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 programs, 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*
 - ✓ *The educational organization must:*
 - ✓ *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 in relation to the achievement of its mission and expected learning outcomes*
 - ✓ *Learning 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 possibility to independently allocate resources, including remuneration of teachers who adequately achieve the planned learning outcomes; when allocating resources, take into account scientific advances in the field of health and public health problems and their needs*
 - ✓ *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 readiness to ensure that all units of the educational organization participate in the processes and procedures of the internal quality assurance system*
 - Interaction with the health sector*
 - The educational organization shall:*
 - demonstrate 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 main educational, scientific and administrative structural subdivisions that implement the EP “ Preventive Medicine” are the Faculty of Medicine, Student Service Center, Library and Information Center, Internship and Graduate Employment Department, Registrar's Office, Department of Social Work and Youth Policy, Department of Strategic Development and International Cooperation (SDIC), Training and Methodological Center, Center for Practical Skills, Computer-Testing, Publishing Center, and Department of Studies The dean's office of the Faculty of Medicine is the responsible structural unit for the EP “Preventive Medicine”.

The Academy has its own management system, which contributes to the achievement of the mission and goals, maintains institutional effectiveness and integrity, creates and maintains an environment for learning, research and creative activities.

EP development is carried out by the Committee of Educational Program (“CEP”) “ Preventive Medicine” in accordance with the State Educational Standards. The Chairman of the CEP is approved by the Rector's order. The committee of the educational program “Medical and Preventive Medicine” includes 19 members, including 1 employer and 1 student. It is planned to include representatives of sanitary-epidemiologic service and students in all collegial bodies of the Academy.

The activity of academic management regarding the fulfillment of the mission and solution of tasks set for the academy is studied and evaluated on the basis of analysis and formation of reports and plans, analysis of fulfillment of goals and tasks of the strategic plan, 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 planned to be considered and discussed in the final reports of the rector, vice-rectors and heads of key structural units. The EP provides for continuity between the stages of education. After passing each stage (module, course of study, level of study) it is planned to assess the achievements of the student, to form GPI. Each module has its own goals and learning objectives, contributing to the achievement of the expected learning outcomes.

Every year in September of the current year the structural subdivisions of the Academy form applications for the next calendar year to provide material, technical and information resources. Applications are considered by the budget commission, the decisions of the commission are formalized by the protocol, according to the results of which the purchase, repair of premises is carried out.

The Academy is a joint stock company and has full autonomy in the distribution of resources. Shareholder SKMA creates good conditions for creative and scientific and pedagogical growth of employees.

For realization of EP of preventive medicine SKMA has sufficient auditorium fund. The university has 4 buildings, sports and gyms). Students have the opportunity to undergo military training at the military department. There are catering and medical stations in the buildings. The dormitories have favorable conditions for living: they are located in an accessible area, not far from the center and from SKMA. Video surveillance is organized in the buildings, security is ensured.

Students can study in LIC, CIPC. The classrooms of the Department of Information Technologies are equipped with computers for ICT and biostatistics classes. Due to the equipment of the departments with computers, laptops, office equipment and other technical means of training, each teacher of SKMA has the opportunity for independent access to information. Clinical bases of JSC “SKMA” have the opportunity to use electronic document flow. Maintaining records in electronic medical histories provide teaching staff with the opportunity to use modern information and communication technologies to manage patients and work in the health care system.

The corporate network of 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 teaching staff.

JSC “SKMA” has a modern material and technical base, providing research work of students (South Clinical and Genetics Laboratory.). In addition, JSC “SKMA” interacts with leading national and foreign scientific centers and clinics.

In order to expand the material and technical base, to bring the level of JSC “SKMA” to a new level, the construction of “University Hospital for 800 beds and clinical and diagnostic center for 700 visits per shift” was started.

Management staff and teaching staff of the Academy was trained on the theme: “School of Rectors 20: Management of transformation of academies” at the Moscow School of Management “Skolkovo” in the period from November 2021 to May 2022.

Shymkent branch of the Academy of Public Administration under the President of the Republic of Kazakhstan for the staff of the Academy were held seminars on the topics: “Management in the education system” (16 people) and “International Standard ISO 37001:2016. Anti-corruption management system and compliance” (23 people).

The recruitment and admission policies for faculty and staff, their category and responsibilities are reflected in the SKMA Personnel Policy and are posted on the SKMA website. The balance of academic staff, the ratio between medical and non-medical faculty, full-time and part-time employment, as well as the balance between academic and non-academic staff is determined in accordance with the documents “Qualification requirements for educational activities and the list of documents confirming compliance with them” of the Minister of Education and Science of the Republic of Kazakhstan from June 17, 2015 № 391 (as amended and supplemented). “Qualification characteristics of positions of teaching staff and scientific workers”, approved by the Rector of SKMA from December 29, 2021.

Quality assurance policy of the EP is formed and supported by the teaching staff and dean's office of the departments of this EP. In addition, the opinion of students and employers is taken into account. Dean's offices together with the departments participate in the discussion and adoption of the following decisions: development and approval of the mission of the programs, rules for the organization of the educational process, recommendations for the recruitment of students and selection of teachers in the departments that train students. Deans are members of the collegial bodies of the MC, AC, etc. The Dean's Office exercises control of students, support of relations with the sector of practical healthcare and alumni, interaction with other structural units of SKMA JSC involved in the implementation and support of undergraduate programs.

In accordance with the Law of RK “On Education” and other normative legal acts regulating the activities of medical higher education institutions, SKMA JSC has developed and approved documents defining the range of responsibilities and powers of SKMA JSC in relation to EP, including obligations to provide the educational process in full all necessary information sources: textbooks, teaching aids, methodological manuals and developments in academic disciplines, active handouts and instructions for independent study, as well as other information sources.

The activity of academic management regarding the fulfillment of the mission and solution of tasks set for the Academy is studied and evaluated on the basis of analysis and formation of reports and plans, analysis of the fulfillment of goals and tasks of the strategic plan, internal audit reports. The results of academic activity, efficiency of modern forms of educational process management, 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 key structural divisions. In accordance with the requirements of the international standard ISO 9001:2015, the annual analysis of the degree of achievement of the mission and goals of OHPE is carried out by the management.

The Academic Committee of EP “ Preventive Medicine” (AC) functions, which includes representatives of sanitary and epidemiological service (A.R. Akhmetov - Deputy Director of the

Department of Sanitary and Epidemiological Control of Shymkent, SECC MH RK; Zhanibekova Sh. - student of group B-MPI-01-23). Information about partners within the EP, the list of clinical bases is posted on the website of JSC “SKMA”.

Information about all activities of SKMA JSC is regularly covered on the university website, which is automatically published in social networks on the SKMA Instagram pages. Also on the SKMA website there is information about teaching staff, partners within the framework of the EP (signing of the Memorandum between the Health Department and SKMA), a list of clinical bases, information about the mission, goals, strategic directions of development of SKMA implemented by the EP. **OKM** department is certified for compliance with ISO 2015 standards.

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 planned to be considered and discussed in the final reports of the rector, vice-rectors and heads of key structural units. In accordance with the requirements of the international standard ISO 9001:2015 to conduct an annual analysis by the management of the degree of achievement of the mission and goals of JSC “SKMA”. Information about the implemented EP is posted on the website of SKMA JSC.

Analytical part

The results of the analysis of the presented data allowed us to make sure that the quality management system of SKMA specialists training is aimed at the realization of strategic goals by forming and defining the tasks of achieving and improving the quality of educational activity. The Dean's Office of the Medical Faculty is an administrative structural subdivision for the organization of the educational process on EP, the work management is carried out by the dean. The Academy independently carries out financial and economic activity, its financial autonomy correlates with the principles of responsibility to the society for the quality of all activities on professional training within the framework of EP, scientific research and provision of services, with the effective management of funds and its property. Financial support is made in accordance with the approved Development Plan and Procurement Plan of the University in the context of items of expenditure for the purchase of goods, works and services aimed at the development and equipping of the material and technical base. When interviewing the AMP and heads of departments, EEC members noted that the responsibility of the academic leadership in relation to the development and management of EP is clearly defined in the Academy. When talking with focus groups it was answered by the interviewers that the HEI periodically evaluates the academic leadership regarding the achievement of its mission and final learning outcomes.

The Academy is actively developing material and technical base for practical training of students, including the construction of a new clinic in this regard for the effective management of medical staff and the realization of “triunity” in education it is necessary to provide in the staff schedule of SKMA the position of vice-rector for clinical work.

According to “Model rules of activity of educational organizations, implementing educational programs of higher and postgraduate education”, the internal quality assurance system of the 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; program development and approval; student-centered learning, teaching and assessment; student admission, performance, recognition and certification; teaching staff; learning resources and learning support system; teaching staff; teaching and learning support system; teaching and learning support system; teaching and learning support system. In order to ensure satisfaction with training, annual meetings of the management with students are organized, where the quality of the content of educational programs, quality of teaching, quality of the organization of the educational process, quality of teaching technologies, quality of forms of control of students' knowledge, learning conditions, material, technical, methodological, information support of the educational process, living conditions, food conditions, etc. are

directly discussed, the result of which is a sensitive response to the identified problems. Thus, when talking to the university teaching staff it was pointed out that the university administration quickly responds to the problems in the field of implementation of educational programs, fulfilling in a short time all requests for the purchase of necessary equipment and materials. Meetings of vice-rectors, deans are organized during the year, the requirements of students are studied daily by deans' offices. Rector's blog, telephone numbers and trust boxes are opened. The mechanism of interaction of the Academy as a medical higher education institution with the health sector is regulated by: the legislation of the Republic of Kazakhstan; contracts and agreements with health care management bodies; contracts and agreements with health care organizations; written appeals of authorized state bodies and medical and preventive organizations. Clinical departments provide organizational, consulting and training assistance to the practical health care of the region.

The teaching staff participates in the work of expert commissions to assess the quality of medical services, initiated by various organizations of the republic, namely, the Committee for the Protection of Public Health, the branch of Regional Public Association “National Medical Association”, and other authorized state bodies. The Academy carries out its activity on the basis of the principle of transparency of the management system and decisions taken. This is ensured through the participation of the teaching staff of the university, 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 organization of the educational process and its evaluation. Information about the University: mission, vision, development strategy, structure, corporate documents, contacts and other background information is posted on the website, access to all tabs is open to all users without restriction. EEC members, according to the results of the questionnaire survey of university teaching staff and students found that the vast majority of respondents highly evaluates the activities of the university management.

Strengths/best practices:

1. SKMA allocates the resources needed to implement the EP and allocates educational resources according to their needs.
2. The HEI independently allocates resources, including remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources, it takes into account scientific achievements in the field of health and health problems of the society and their needs;
3. The SKMA formalizes collaboration, including the involvement of staff and trainees, with partners in the health sector.

EEC Recommendations:

To the management of the JSC “SKMA” in connection with the construction of the university clinic and for the effective realization of the “trinity” in education to provide for the possibility of introducing the position of vice-rector for clinical work in the staff schedule of SKMA. The deadline is September 2024.

EEC Criteria Conclusions:

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

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

Mission and Outcomes Standard

SKMA has institutional autonomy to develop and implement quality assurance policies for which the administration and faculty are responsible, especially with regard to the development of the educational program and the allocation of resources needed to implement the educational program.

Standard “Educational Program”

No strengths are identified for this standard.

Standard “Student Assessment Policy”

No strengths have been identified for this standard.

Standard “Learners”

No strengths have been identified for this standard.

Academic Staff/Faculty Standard

No strengths have been identified for this standard.

Educational Resources Standard

No strengths were identified for this standard.

Educational Program Evaluation Standard

No strengths have been identified for this standard.

STANDARD “Management and Administration”

1. SKMA allocates resources needed to implement the EP and allocates educational resources according to their needs;
2. The HEI independently allocates resources, including remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources it takes into account scientific achievements in the field of health and public health problems and their needs;
3. SKMA formalizes cooperation, including the involvement of staff and trainees, with partners in the health sector.

(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT**1. Mission and Results Standard**

There are no recommendations for this standard.

Standard “Educational Program”

1. SKMA leadership should train academy staff in basic safety procedures to ensure the safety of the learning environment and patients at clinical and internship sites. The deadline is during the 2024/2025 academic year, thereafter - permanently.

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

Standard “Policy of evaluation of students”

1. Vice-Rector for Academic Affairs and Head of EP “Preventive Medicine” to ensure 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. Due during the 2024/2025 school year, ongoing thereafter.

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

3. Vice Rector for Academic Affairs and the head of EP “Preventive Medicine” to ensure the participation of students 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.

Standard “Learners”

There are no recommendations for this standard.

Standard “Academic staff/teachers”

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

Standard “Educational Resources”

1. The management of SKMA JSC shall organize the instrumental support of the practical skills center taking into account the specialty “Preventive Medicine”. Deadline - during the 2024/2025 academic year, further - permanently.

2. SKMA management to organize safety training for the teaching staff and ensure availability and modernity of resources, including teaching materials, laboratory equipment, library funds and information technology to ensure a safe educational environment. Deadline - during the 2024/2025 academic year, then - continuously.

Standard “Evaluation of the educational program”

There are no recommendations for this standard.

Standard “Management and Administration”

SKMA management in connection with the construction of the university clinic and for the effective implementation of the “triunity” in education to provide for the possibility of introducing the position of vice-rector for clinical work in the staff schedule of SKMA. Deadline - September 2024.

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

Absent.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

It is the unanimous opinion of the EEC members that the EP Preventive Medicine (primary accreditation) is recommended for accreditation for a 5-year term.



Annex 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, 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 university 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 university families		+		
8	8	1.3.3.	Publish expected OT 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 behavioural 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 behavioural 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 university 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.	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: <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 (sanepidology centers, territorial departments of sanitary and epidemiological control, incl. transport, organizations of disinfection and LPU); - 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, behavioural, 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 behavioural 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 work loads, 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 EP 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 university "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 EP 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 Trainees							
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 university 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 university 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 EP, 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, university 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 university 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 university 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 university functions, including relationships within the university		+		
100	2	8.1.2.	Define committees in the management structure, university responsibilities and composition reflecting the representation of key and other stakeholders, ensuring transparency of the work of the management bodies and university 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 EP and distribute educational resources in accordance with university 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

Annex 2. PROGRAMME OF THE VISIT TO THE EDUCATIONAL ORGANIZATION



AGREED

Rector of South Kazakhstan
Medical Academy

Rysbekov M.M.

'29' April 2024

PROGRAMME

PROGRAMME OF THE VISIT OF THE EXTERNAL EXPERT COMMISSION
OF THE INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
TO SOUTH-KAZAKHSTAN-MEDICAL ACADEMY (YSKMA)
(INTERNATIONAL SPECIALISED ACCREDITATION)

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

Cluster 1	1) 6B10115 Medicine (primary accreditation) 2) 6B10116 Paediatrics (primary accreditation) 3) 6B10117 Dentistry (primary accreditation) 4) 6B10118 Preventive Medicine (primary accreditation)
Cluster 2	5) 7R01134 Forensic Medicine (primary accreditation) 6) R01150 Pathological anatomy (primary 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	Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 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 Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765
10.30-11.00	Meeting with the Rector	Rector - Rysbekov Myrzabek Myrzashevich Rysbekov, Doctor of Medical Sciences,	Small Hall of the SKMA Подключиться к конференции Zoom

		Professor	https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 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 Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 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 Birzhan Seyitulyi 2) Head of the Department of Strategic Development and International Cooperation - Alma Abdugarimovna Akhmetova 3) Chief Accountant - Baymbetova Dinara Ashirkhanovna 4) Head of Administrative and Legal Support Department - Kabishtaev Orynbasar Abdugarimovich 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 Kanatizhan Sauhanbekovich 9) Head of Registrar's Office	Assembly Hall of SKMA Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765

		<p>- 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 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</p>	
13.00-14.00	Lunchtime	External experts of IAAR	
14.00-14.15	Work of EEC	External experts of IAAR	<p>Small Hall of the SKMA</p> <p>Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765</p>
14.15-15.00	Meeting with the Deans	<p>1) Dean of the Faculty of Medicine - Seydakhmetova Aizat Ashimkhanovna 2) Dean of residency - Bektenova Gulmira Erseitovna</p>	<p>Small Hall of the SKMA</p> <p>Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765</p>
15.00-15.15	Technical break	External experts of IAAR	Small Hall of the SKMA
15.15-	Meeting with	Appendix No.1 Heads of EPs,	Assembly Hall of SKMA

16.00	Heads of EPs, Heads of Departments	Heads of Departments	Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 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 Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765
17.00- 18.30	Questionnaires TS (parallel)	Annex No. 2 (list with valid e-mail addresses)	Ссылка направляется на email преподавателя персонально за 5 мин до начала анкетирования
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)	По маршруту Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 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 Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 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)	По маршруту
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 Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765
13.00- 15.00	Questionnaire survey of students (in parallel)	Annex No. 4 (list with valid e-mail addresses)	Ссылка направляется на email обучающегося персонально за 5 мин до начала анкетирования
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 Кафедры Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 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 (recording is in progress)	External experts of IAAR	Small Hall of the SKMA Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765
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 Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 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 (Индивидуальная работа эксперта офлайн)
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 Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 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 Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765

Appendix 3. QUESTIONNAIRE RESULTS TS

1. Total number of questionnaires: 33

2. Your department:

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

3. Position

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

4. Academic degree, academic title

Honoured Worker of the Republic of Kazakhstan	0 pers.	0%
Doctor of Science (Doctor of Sciences)	0 pers.	0%
Candidate of Sciences (PhD)	7 pers.	21,21%
Master's degree	17 pers.	51,52%
Doctor of PhilosEPhy	0 pers.	0%
Professor	0 pers.	0%
Associate Professor	0 pers.	0%
no	8 pers.	24,24%
Assistant, doctor	1 pers.	3,03%

5. Length of service 3

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

№	Questions	Very good	Good	Relativ ely bad	Bad	Very bad	No reply
6	To what extent does the content of the educational programme meet your academic and professional interests and needs?	23 pers. (69,7%)	10 pers. (30,3%)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
7	How do you assess the EPportunities provided by	24 pers. (72,73)	9 pers. (27,27)	0 pers. (0%)	0 pers.	0 pers. (0%)	-

	the University for the professional development of the teaching staff?	%)	%)		(0%)		
8	How do you assess the opportunities provided by the University for career development of the teaching staff?	17 pers. (51,52 %)	16 pers. (48,48 %)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
9	How do you assess the degree of academic freedom of the faculty?	18 pers. (54,55 %)	15 pers. (45,45 %)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
	To what extent are teachers able to use university own						
10	- Strategies	23 pers. (69,7%)	9 pers. (27,27 %)	1 pers. (3,03 %)	0 pers. (0%)	0 pers. (0%)	-
11	- Methods	23 pers. (69,7%)	10 pers. (30,3%)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
12	- Innovations in the learning process	22 pers. (66,67 %)	11 pers. (33,33 %)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
13	How do you evaluate the work on organisation of medical care and disease prevention at the university?	20 pers. (60,6%)	13 pers. (39,4%)	0 pers. (0%)	0 чел (0%)	0 чел (0%)	-
14	How much attention is paid by the management of the institution to the content of the educational programme?	24 pers. (72,73 %)	9 pers. (27,27 %)	0 чел (0%)	0 чел (0%)	0 чел (0%)	-
15	How do you assess the sufficiency and availability of necessary scientific and educational literature in the library?	27 pers. (81,82 %)	5 pers. (15,15 %)	1 pers. (3,03%)	0 pers. (0%)	0 pers. (0%)	-
16	How would you rate the level of the created conditions, taking into account the needs of different groups of students?	20 pers. (60,6%)	12 pers. (36,36 %)	1 pers. (3,03%)	0 pers. (0%)	0 чел (0%)	-
	Evaluate the accessibility of the management						
17	- To students	20 pers. (60,6%)	13 pers. (39,39 %)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
18	- Teachers	17 pers. (51,52 %)	16 pers. (48,48 %)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-

		%)	%)		(0%)		
19	Evaluate the involvement of faculty members in managerial and strategic decision-making process	19 pers. (57,58%)	12 pers. (36,36%)	2 pers. (6,06%)	0 pers. (0%)	0 pers. (0%)	-
20	How are faculty members encouraged to be innovative?	15 pers. (45,45%)	16 pers. (48,48%)	2 pers. (6,06%)	0 чел (0%)	0 pers. (0%)	-
21	Evaluate the level of feedback from the teaching staff to the management.	14 pers. (42,42%)	19 pers. (57,58%)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
22	What is the level of stimulation and involvement of young specialists in the educational process?	18 pers. (54,55%)	15 pers. (45,45%)	0 pers. (0%)	0 pers. (0%)	0 чел (0%)	-
23	Evaluate the EPportunities created for professional and personal growth for each faculty and staff member.	14 pers. (42,42%)	19 pers. (57,58%)	0 pers. (0%)	0 чел (0%)	0 чел (0%)	-
24	Evaluate the adequacy of recognition of the potential and abilities of teachers	14 pers. (42,42%)	18 pers. (54,55%)	1 pers. (3,03%)	0 чел (0%)	0 pers. (0%)	-
	How is the work organised						
25	- On academic mobility	23 pers. (69,7%)	10 pers. (30,3%)	1 pers. (3,03%)	0 pers. (0%)	0 pers. (0%)	-
26	- On professional development of the teaching staff	24 pers. (72,73%)	8 pers. (24,24%)	1 чел (3,03%)	0 чел (0%)	0 pers. (0%)	-
	Evaluate the support of the university and its management						
27	- Research endeavors' of the teaching staff	24 pers. (72,73%)	9 pers. (27,27%)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
28	- Development of new educational programs/curricula/teaching disciplines/methods	25 pers. (75,76%)	8 pers. (24,24%)	0 чел (0%)	0 pers. (0%)	0 pers. (0%)	-
	Evaluate the level of faculty members' ability to combine teaching						
29	- With research	12 pers. (36,36%)	20 pers. (60,6%)	1 pers. (3,03%)	0 pers. (0%)	0 чел (0%)	-
30	- With practical activity	16 pers. (48,48%)	16 pers. (48,48%)	1 чел (3,03%)	0 pers. (0%)	0 чел (0%)	-
3	Evaluate how well the	16 pers.	17 pers.	0 pers.	0	0 pers.	-

1	knowledge of students received at this university corresponds to the realities of the requirements of the modern labour market.	(48,48 %)	(51,52 %)	(0%)	pers. (0%)	(0%)	
3 2	How do the management and administration of the university perceive criticism?	8 pers. (24,24 %)	23 pers. (69,7%)	2 pers. (6,06%)	0 pers. (0%)	0 pers. (0%)	-
3 3	Evaluate how well your learning load meets your expectations and capabilities	8 pers. (24,24 %)	22 pers. (66,7%)	3 pers. (9,09%)	0 pers. (0%)	0 pers. (0%)	-
3 4	Assess the focus of educational programmes/curricula on the formation of students' skills and abilities to analyse the situation and make forecasts	15 pers. (45,45 %)	18 pers. (54,55 %)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
3 5	Assess the extent to which the content and quality of the educational programme meets the expectations of the labour market and employers.	15 pers. (45,45 %)	18 pers. (54,55 %)	0 pers. (0%)	0 pers. (0%)	0 pers. (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 development.

Completed my residency here and fell in love with its faculty.

I can't go abroad because of my family situation.

Prestige of the academy, possibility of internships, decent salary, career growth.

I am satisfied with the opportunities and requirements for the staff of this university

After graduating from this educational institution, I decided to continue my work. All conditions for work and career development are created.

I am satisfied with the conditions of this educational institution for teachers.

I live in Shymkent because of the reason.

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

I graduated from this university and obtained a master's degree. Increasing my medical experience. There are so many opportunities.

Qualifies in all aspects

Teaching experience 27 years, like it

personal academic freedom, comfortable teaching load, sufficient resources for my activities
 Because my education and clinical experience are aligned
 I love my job
 I enjoy working with students
 I could not be hired for another job because of the fit with my speciality
 Because I like to work
 I am comfortable in it at the moment

37. How often are masterclasses and reading tEPics with practitioners organised as part of your course?

(very often)	12 pers.	36,36%
(often)	18 pers.	54,55%
(sometimes)	3 pers.	9,09%
(very rarely)	0 pers.	0%
(never)	0 pers.	0%

38. How often are outside guest lecturers (domestic and foreign) involved in the learning process?

(very often)	8 pers.	24,24%
(often)	19 pers.	57,58%
(sometimes)	6 pers.	18,18%
(very rarely)	0 pers.	0%
(never)	0 pers.	0%

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

	Often	Sometimes	Never	No reply
Lack of classrooms	0 pers. (0%)	14 pers. (42,42%)	19 pers. (57,58%)	-
Unbalanced teaching load by semesters	0 pers. (0%)	8 pers. (24,24%)	25 pers. (75,76%)	-
Unavailability of necessary literature in the library	1 pers. (3,03%)	5 pers. (15,15%)	27 pers. (81,82%)	-
Overcrowding of study groups (too many students in a group)	9 pers. (27,27%)	24 pers. (72,73%)	0 pers. (0%)	-
Uncomfortable timetable	2 pers. (6,06%)	11 pers. (33,33%)	20 pers. (60,61%)	-
Inadequate conditions for classrooms	2 pers. (6,06%)	6 pers. (18,18%)	25 pers. (75,76%)	-
Lack of internet access/weak internet connection	0 pers. (0%)	8 pers. (24,24%)	25 pers. (75,76%)	-
Lack of students' interest in learning	1 pers. (3,03%)	11 pers. (33,33%)	21 pers. (63,64%)	-
Late receipt of information on events	0 pers. (0%)	7 pers. (21,21%)	26 pers. (78,79%)	-
Lack of technical means in classrooms	0 pers. (0%)	11 pers. (33,33%)	22 pers. (66,67%)	-
Other issues	✓ No			

	<ul style="list-style-type: none"> ✓ No ✓ No ✓ No ✓ No problem ✓ No problems ✓ No other problems ✓ I am completely satisfied with my job ✓ - ✓ I am satisfied with my job ✓ I'm happy with my job ✓ I'm happy with the way it's done ✓ No ✓ Discrepancy between wages and workload ✓ No problem ✓ Low pay ✓ no problems ✓ no serious problems ✓ Difficulties in involving foreign students in practical work with patients
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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 pers. (78,79%)	7 pers. (21,21%)	0 pers. (0%)	0 pers. (0%)
Relationship with your immediate supervisor	24 pers. (72,73%)	9 pers. (27,27%)	0 pers. (0%)	0 pers. (0%)
Relationship with colleagues in the department	27 pers. (81,82%)	6 pers. (18,18%)	0 pers. (0%)	0 pers. (0%)
Participation in making managerial decisions	22 pers. (66,67%)	9 pers. (27,27%)	0 pers. (0%)	2 pers. (6,06%)
Relationship with students	30 pers. (90,9%)	3 pers. (9,1%)	0 pers. (0%)	0 pers. (0%)
Recognition of your successes and achievements by the administration	25 pers. (75,76%)	8 pers. (24,24%)	0 pers. (0%)	0 pers. (0%)
Support of your suggestions and remarks	25 pers. (75,76%)	8 pers. (24,24%)	0 pers. (0%)	0 pers. (0%)
Activity of the university administration	23 pers. (69,7%)	10 pers. (30,3%)	0 pers. (0%)	0 pers. (0%)
Conditions of labour remuneration	22 pers. (66,7%)	7 pers. (21,21%)	3 pers. (9,09%)	1 pers. (3,03%)
Working conditions, list and quality of services provided at the university	26 pers. (78,8%)	7 pers. (21,2%)	0 pers. (0%)	0 pers. (0%)
Occupational health and safety	27 pers. (81,82%)	6 pers. (18,18%)	0 pers. (0%)	0 pers. (0%)

Management of changes in the university's activities	24 pers. (72,73%)	7 pers. (21,21%)	0 pers. (0%)	2 pers. (6,06%)
Provision of social package: recreation, sanatorium treatment, etc.	16 pers. (48,48%)	8 pers. (24,24%)	4 pers. (12,12%)	5 pers. (15,15%)
Organisation and quality of catering at the university	18 pers. (54,55%)	9 pers. (27,27%)	2 pers. (6,06%)	4 pers. (12,12%)
Organisation and quality of medical services	25 pers. (75,76%)	7 pers. (21,21%)	0 pers. (0%)	1 pers. (3,03%)

