



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

This report presents the findings of the external expert commission's assessment of compliance with the standards for international primary accreditation of basic medical and pharmaceutical education programmes (based on WFME/AIME/ESG).

6B10116 Paediatrics (primary accreditation)

SOUTH KAZAKHSTAN MEDICAL ACADEMY

during the period from 9 to 11 May 2024.

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

Addressed to
Accreditation
IAAR Accreditation Council



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2024 year

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

JSC - Joint Stock Company;
 AIS - automated information system
 AC - academic committee
 JSC 'SKMA' - Joint Stock Company 'South Kazakhstan Medical Academy'.
 CPS - certification of practical skills
 BD - basic disciplines;
 LIC - library-information centre;
 BME - basic medical education;
 IQC - intra-university quality control
 UC - university component
 CCH - city children's hospital;
 CIDH - City infectious diseases hospital;
 CSE on REM - city state enterprise on the rights of economic management;
 SOSE - state obligatory standard of education;
 UNT or CT - unified national testing or comprehensive testing;
 ITP - individual training plan;
 CPD - continuing professional development;
 OHPE - organisation of higher and postgraduate education
 RCH - regional children's hospital;
 CC - compulsory component;
 GED - general education disciplines;
 EP - educational programme;
 RO - registrar's office;
 IQF - industry qualifications framework;
 OSCE - objective structured clinical examination;
 OSPE - objective structured practical examination;
 PD - professional disciplines;
 TS - teaching staff;
 RK - Republic of Kazakhstan;
 RIEL - republican interuniversity electronic library;
 WC - working curriculum;
 SanPuN - sanitary rules and norms;
 Mass Media - mass media;
 QMS - quality management system;
 IWS - independent work of students;
 IWSaT - independent work of students with a teacher;
 SC - standard curriculum;
 ECMD - educational-methodical complex of discipline;
 EMC - educational-methodical centre;
 AC - Academic Council;
 CPS - Centre for Practical Skills;
 SKMA - South Kazakhstan Medical Academy
 CBL - Cased-based learning (clinical case-based learning)
 GPA - Grade Point Average
 MCQs - Multiple Choice Questions.
 PBL - problem-based learning
 SGL - small group learning
 TBL - team-based learning.
 IQA - internal quality assurance system

(II) INTRODUCTION

In accordance with the order №70-24-EO dated 09.02.2024 of the Independent Accreditation and Rating Agency from 9 to 11 May 2024 the external expert commission conducted an assessment of compliance of the educational programme 6B10116 Paediatrics (primary accreditation) of South Kazakhstan Medical Academy according to the standards of international primary accreditation of basic medical and pharmaceutical education programmes (based on WFME/ AMSE/ ESG) №150-22-EO of 21 December 2022, edition three.

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

The composition of the EEC:

- 1) **Chairman of the IAAR Commission** - Irina Moroz, First Vice-Rector, Doctor of Medical Sciences, Professor, Belarusian State Medical University (Republic of Belarus) Off-line participation
- 2) **IAAR Expert** - Larisa Kirichenko, Doctor of Medical Sciences, Associate Professor, Perm State Medical University named after Academician E.A. Wagner, Ministry of Health of Russia (Russian Federation) Off-line Participation
- 3) **IAAR Expert** - Omarkulov Bauyrzhan Kadenovich, Candidate of Medical Sciences, Associate Professor, Medical University of Karaganda (Republic of Kazakhstan) Off-line participation
- 4) **IAAR Expert** - Shim Victor Robertovich, M.M.S., Head Teacher, Department of Outpatient and Polyclinic Paediatrics, NAO S.D. Asfendiyarov KazNMU (Republic of Kazakhstan) Off-line Participation
- 5) **IAAR Expert** - Gulnar Dostanova Sultanova, Candidate of Medical Sciences, NAO 'West Kazakhstan Medical University' (Republic of Kazakhstan), Off-line participation.
- 6) **IAAR Expert** - Saulesh Akhatovna Apbasova, Candidate of Medical Sciences, Associate Professor, Semey Medical University (Republic of Kazakhstan) Off-line participation
- 7) **IAAR Expert, employer** - Saken Arystanovich Katbaev, Public Association 'Local trade union of workers of health care organisations "DENSAULYQ"' (Republic of Kazakhstan) Off-line participation
- 8) **IAAR expert, student** - Nabiullin Asylkhan, 4th year student of 'Medicine', NAO 'West-Kazakhstan Medical University' (Republic of Kazakhstan) Online participation
- 9) **IAAR Expert, student** - Kuziev Saidbek Karimovich, 3rd year student of 'Forensic Medical Expertise', Medical University of Astana (Republic of Kazakhstan) Online participation
- 10) **IAAR Coordinator** - Malika Akhyadovna Saidulaeva, Project Manager of Independent Accreditation and Rating Agency (Republic of Kazakhstan) Off-line participation

(III) REPRESENTATION OF THE EDUCATIONAL ORGANISATION

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

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, doctorate, residency); at the level of continuous professional development of health care system personnel, (advanced training and retraining of medical and pharmaceutical personnel) (licence No. KZ36LAA00011387 of the Committee for Control in the Sphere of Education and Science of the MES RK, dated 28 March 2018), has a certificate of institutional accreditation issued by IAAP

from 26.05.2023, registration number AA №0243, the validity of the certificate - 25.05.2028. Rector of the Academy - Rysbekov Myrzabek Myrzashevich, Doctor of medical sciences, Professor.

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

- 9 EPs Bachelor's degree programmes - 'General Medicine' ('Medicine'), 'Paediatrics', 'Dentistry', 'Nursing', 'Public Health', 'Pharmacy', 'Technology of Pharmaceutical Production', 'Public Health', 'Medical and Preventive Medicine'.

- 5 EPs Master's degree programmes - 'Medicine', 'Public Health', 'Nursing', 'Pharmacy' and 'Medical and Preventive Medicine'.

- 3 EPs of doctoral studies: 'Pharmacy', 'Medicine', 'Public Health'.

- 31 EPs of residency.

The educational process in JSC 'SKMA' is carried out in 4 own and 3 rented educational buildings with classrooms equipped with interactive equipment, scientific library with reading room and electronic library hall, research laboratories: 'Medicinal Plants Laboratory' and "South Clinical & Genetic Laboratory", "Practical Skills Centre", 2 hostels, 52 clinical bases.

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

In 2020 JSC 'SKMA' within the Erasmus+ programme won a grant for the project 'AccelED - Improvement of nursing education at Master's and PhD doctoral level in the higher education system of Kazakhstan', where the grant applicant is the Lithuanian University of Health Sciences (Lithuania) (implementation years: 2020-2023) (<https://clck.ru/33fNcn>).

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

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

(IV) A DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialised accreditation of EP 6B10116 Paediatrics (primary accreditation) of South Kazakhstan Medical Academy according to IAAR standards is conducted for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Programme of the visit of the Expert Commission for Specialized Accreditation of Educational Programmes of SKMA in the period from 9 to 11 May 2024.

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

In order to obtain objective information about the quality of educational programmes and the whole infrastructure of the university, to clarify the content of self-assessment reports, on

09.05.2024 a number of meetings with the rector, vice-rectors of the university in the areas of activity, heads of structural units, deans, heads of departments, teachers, students were held. During the meeting, the following aspects of university activity were judged by the EEC: administration of the educational process in the speciality and its compliance with the organisation of the educational process, support of the teaching staff and students by the AUP, resource support of the scientific and educational process in the university according to the EP and participation of stakeholders in its development. During the interviewing with the administration of the university and faculty members the information about the implementation of the educational process, scientific and clinical activities at the departments, conditions for university implementation was obtained. Also during the meeting the processes of motivation and stimulation of teaching staff, conditions of employment and career development, financial support of teaching staff, provision of the educational process with necessary resources (material, technical, information and informational) were discussed.

the educational process with necessary resources (material and technical, information, etc.), interaction with administrative and management structures.

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

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

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

Including teaching staff (EP 6B10116 Paediatrics) - 5 people, students - 15 people

During the visual inspection members of the EEC got acquainted with the state of material and technical base, visited pharmacological and physiological educational and scientific laboratories, anatomical class, library and information centre, practical skills centre, children's regional clinical hospital clinic of the university.

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

EEC members visited practice bases of the accredited programmes: SME 'Shymkent city polyclinic №2', CSE 'Regional children's hospital of KM of Turkestan region.

EEC members visited training sessions:

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

- 2 courses, EP 'Dentistry' group №GM-DEN-05-22, on the topic: 'Diagnostic value of determination of metabolites of carbohydrate metabolism' (lecturer Ordayekova A.B.);

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

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

The results of the questionnaire showed the satisfaction of the teaching staff with the content of EP, conditions for continuous potential growth and development in educational and clinical activities, professional development of staff, the possibility of active application of self-

developed teaching methods in the educational process. All the interviewed respondents are satisfied with the equipment of the library fund with the necessary scientific and educational databases. Many participants of the survey are satisfied with the support of the management both with regard to the development of new educational programmes and motivational approaches. In general, to all questions

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

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

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



(VI) COMPLIANCE WITH PROGRAMME ACCREDITATION STANDARDS**6.1. "Mission and Results" standard**

o Defining the mission

- ✓ The education organisation should:
- ✓ define the mission of the EP and communicate it to stakeholders and the health sector.
- ✓ reflect in the EP mission the objectives 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 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 the
- ✓ ensure that the mission incorporates research excellence in biomedical, clinical, pharmaceutical, behavioural and social sciences, aspects of global health and reflects major international health issues.
- ✓ Institutional autonomy and academic freedom
- ✓ An educational organisation should:
- ✓ have the institutional autonomy to develop and implement quality assurance policies for which the administration and faculty are responsible, especially with respect to the design of the educational programme and the allocation of resources needed to implement the educational programme.
- ✓ To provide academic freedom for staff and learners to pursue the educational programme and to use new research findings to improve the study of specific disciplines/issues without extending the EP.
- ✓ Learning outcomes
- ✓ The educational organisation should:
- ✓ define the expected learning outcomes that learners are expected to achieve on completion of university studies in relation to attainment at a basic level in relation to knowledge, skills and professional attitudes; an appropriate foundation for a future career in any area of the health care industry; future roles in the health sector; further postgraduate training; commitment to lifelong learning; the health needs of the community, the needs of the health care system and other aspects of social responsibility
- ✓ ensure that trainees behave appropriately towards fellow students, lecturers, medical staff, patients and university relatives
- ✓ publish the expected EP learning outcomes
- ✓ identify and coordinate the linking of the learning outcomes required on completion with those required in postgraduate training
- ✓ provide opportunities for trainees to participate in research in a relevant health care field
- ✓ give attention to intended learning outcomes related to global health
- ✓ Participate in the formulation of mission and learning outcomes
- ✓ An educational organisation 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 programme is the training of qualified and competitive personnel capable of self-improvement and scientific research of the educational process (EP). The mission of the EP is developed in accordance with the mission of JSC "South Kazakhstan Medical Academy", which is based on being a recognised leader in the training of competitive

personnel, taking into account the requirements of the State Programme of Health Care Development of RK for 2020-2025, Strategic Directions of JSC "South Kazakhstan Medical Academy" for 2024-2028. The mission of EP "Paediatrics" is brought to the attention of stakeholders by publication on the official website of JSC "SKMA" - (<https://skma.edu.kz>), social network Facebook - (<https://www.facebook.com/SKMA.kz/>).

The mission of EP includes integration of science, education and practice, which is realised through gradual and consistent learning of critical and analytical thinking skills, basics of evidence-based medicine, modern research methods.

The mission of EP "Paediatrics" is developed with the participation of stakeholders: leading specialists and teaching staff of JSC "SKMA", representatives of National Chamber of Entrepreneurs "Atameken", representatives of the health department, as well as students of this EP, taking into account the views of all stakeholders.

In order to improve further work in the training of highly qualified personnel, the staff of JSC "SKMA" regularly conducts questionnaires of employers, meetings and conversations with them.

The results of the questionnaires are discussed at the meetings of the departments, Faculty Councils and MC, as a result of which new elective courses are developed taking into account the wishes and suggestions of employers, long-term directions of the EP are improved and adjusted, annually improved and updated taking into account the needs of the labour market and employers' requests.

The quality policy adopted by the UNIVERSITY promotes the continuous development of quality culture among teachers, researchers, students and is one of the directions of the EP management at the UNIVERSITY.

Analytical part

The members of the Commission note the compliance with the criteria of this standard of the EP on the accredited speciality "Pediatrics", which is developed on the basis of the Academy mission, taking into account the requirements of the State Standards of Higher Education of the Republic of Kazakhstan and the professional standard of the speciality of the Republic of Kazakhstan. It demonstrates the orientation, strategy and vision to meet the needs of the state, society, health care and science sectors, as well as potential stakeholders. The mission of the EP includes integration of education, science and practice, realised by gradual and consistent mastering by students of critical and analytical thinking skills, which are based on the fundamentals of evidence-based medicine, innovative research methods, as well as mastering the skills of professional clinical activity. The EP management will further analyse the target indicators of the areas of activity, monitoring and activities to improve the quality of the EP. According to the results of the study of documentation and focus group interviews, it shows that all participants of the educational process know the mission of the EP, take direct participation in the discussion and decision-making in the formation of the mission of the Academy. Important and necessary information is posted on the Academy's official website, meetings, assemblies, meetings at different levels and has free access for the teaching staff, students, stakeholders, as well as through corporate mail and various messengers.

Strengths/best practices:

The current quality assurance policy in the UNIVERSITY contributes to the training of qualified and competitive staff in terms of allocation of resources required in the implementation of the EP to meet the requirements and expectations of customers.

EEC Recommendations :

Absent.

EEC findings on criteria:

-Strong - 1

-Satisfactory - 12

-Predicting improvements - 0

- Unsatisfactory - 0

6.2 Standard "Educational Programme"

- ✓ Education programme model and teaching methods
- ✓ The educational organisation should:
 - ✓ define the specifications of the EP, including a statement of intended learning outcomes, a curriculum based on a modular or spiral structure, the qualification to be awarded
 - ✓ Use teaching and learning methods that stimulate, prepare and support learners to take responsibility for the learning process
 - ✓ Ensure that the EP is implemented in line with equality principles.
 - ✓ develop learners' capacities for lifelong learning
- ✓ Scientific method
 - ✓ The educational organisation should:
 - ✓ Throughout the training programme, instil in trainees the principles of scientific methodology, including analytical and critical thinking techniques; research methods in health care and evidence-based medicine.
 - ✓ Provide for the possibility to include in the content of the programme the results of modern scientific research
- ✓ Basic biomedical sciences
 - ✓ The educational organisation should:
 - ✓ Identify and incorporate the achievements of the basic biomedical sciences into the EP to develop students' understanding of the scientific knowledge, concepts and methods that form the basis for the acquisition and application of clinical scientific knowledge.
 - ✓ Provide mechanisms for revising and updating the RP to reflect advances in the biomedical sciences, reflecting scientific, technological, medical and pharmaceutical developments, current and anticipated needs of society and the health care system.
- ✓ Behavioural, social sciences and medical/pharmaceutical ethics
 - ✓ The educational organisation should:
 - ✓ Identify and incorporate advances in behavioural sciences, social sciences, medical/pharmaceutical ethics and jurisprudence into the EPs
 - ✓ Provide mechanisms for revising and updating the EP to reflect advances in behavioural and social sciences, medical/pharmaceutical ethics and jurisprudence, including current scientific, technological and medical and pharmaceutical developments, current and anticipated societal and health system needs; changing demographic and cultural contexts
- ✓ Clinical/pharmaceutical sciences and skills
 - ✓ The educational organisation should:
 - ✓ Identify and incorporate advances in clinical/pharmaceutical sciences into the EP to ensure that trainees on completion of training have acquired sufficient knowledge, clinical and professional skills to take appropriate responsibility in subsequent professional careers;
 - ✓ ensure that trainees spend a sufficient proportion of the programme in planned contact with patients, service users in appropriate clinical/workplace settings and gain experience in health promotion and disease prevention.
 - ✓ Determine the amount of time allocated to core clinical/professional disciplines
 - ✓ Organise training with appropriate attention to the safety of the learning environment and patients, including observation of the trainee's activities in clinical/production facilities.
 - ✓ Provide for the possibility to modify the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the health care system.
 - ✓ ensure that each trainee has early contact with real patients, service users, including university gradual involvement in service delivery and including responsibility:

- ✓ - in terms of the examination and/or treatment of the patient under supervision in an appropriate clinical setting;
- ✓ - in sanitary and epidemiological surveillance procedures in terms of survey and/or inspection of the object under surveillance, which is carried out in the relevant production bases (sanitary and epidemiological control centres, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and health care facilities);
- ✓ - in terms of counselling the patient on the rational use of medicines, which is carried out in an appropriate working environment
- ✓ Structure the various components of training in clinical, environmental and occupational health monitoring and other workplace skills according to the specific stage of the training programme.
- ✓ Structure of the educational programme, content and duration
- ✓ The educational organisation should:
 - ✓ describe the content, scope and sequence of disciplines/modules, including maintaining an appropriate balance between core biomedical, behavioural, social and clinical/professional disciplines
 - ✓ provide for horizontal integration of related sciences and disciplines;
 - ✓ Provide for vertical integration of clinical/professional sciences with basic biomedical and behavioural and social sciences □ Provide opportunities for elective content (electives) and determine the balance between compulsory and elective parts of the EP
 - ✓ Determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of the impact of the environment and technogenic production loads, social situation on the health of the population
- ✓ Programme management
- ✓ The educational organisation should:
 - ✓ Define procedures for the development, approval and revision of the RPs
 - ✓ Identify a committee, under the direction of academic management, responsible for planning and implementing the EP to ensure the achievement of the expected learning outcomes
- ✓ Ensure representation of teachers, trainees, representatives from other stakeholders, including representatives from clinical, industrial bases, health care professionals involved in the training process in the committee of the AO responsible for the EP
- ✓ Provide an opportunity to plan and implement innovations in the RP through the committee responsible for the RP
- ✓ Linking with medical/pharmaceutical practice and the health care system
- ✓ The educational organisation should:
 - ✓ to ensure continuity between the programme and the subsequent stages of professional training or practical activity to which the student will be assigned upon completion of his/her studies.
- ✓ take into account the peculiarities of the conditions in which graduates will have to work and modify the EP accordingly

Evidentiary part

JSC "SKMA" implements EP 6B10116 "Paediatrics" from 2023, according to the phased implementation of EP NIMO on the basis of the order of Vice - Minister Dudnik V.Y. № 661 from 08.08.2022 and the letter of the Director of the Department of Science and Human Resources M3 RK Aldyngurov D.K. inh. № 1011-K from 15.08.2023, the programme NIMO "Paediatrics" accepted students 1 year and transferred students 2 year 2022 year of admission. Persons who have completed the programme of continuous integrated medical education and successfully passed the final certification, are awarded the degree of "Master of Medicine" with

the issuance of a diploma of postgraduate education with a transcript and (or) a pan-EurEPEan diploma supplement, as well as a certificate of completion of internship with the qualification "Doctor". The graduate qualification level corresponds to level 7 of the National Qualifications Framework. Upon graduation, a state diploma with a transcript (transcript) is issued free of charge and the UNIVERSITY additionally issues a EurEPEan Diploma Supplement (Diploma Supplement) to the graduate. To fully complete university medical education and obtain the qualification "specialist doctor", graduates of the continuous integrated training programme "Paediatrics" enter the residency.

JSC "SKMA" has developed other regulatory documents, which present algorithms for all processes: admission of applicants, enrolment, formation of ISP, Working curriculum, selection of educational paths, training, control of fixed knowledge and skills (intermediate, final), the order of using educational resources and others.

The first graduation at the undergraduate level is expected in the 2027-2028 academic year. The content of EP "Paediatrics" on the mandatory component of the curriculum and university volume meets the requirements of the State Educational Standards of the Republic of Kazakhstan, the Model Curriculum. The structure of the Working Curriculum (ISP) consists of cycles of disciplines: general education (GE), basic (BD) and profiling disciplines (PD) and master's disciplines, as well as intermediate and final certification. EP "Paediatrics" is realised during 6 years and consists of 10800 hours (360 ECTS credits), including 900 hours of internship (30 ECTS credits) and 390 hours (13 ECTS credits) of experimental-research work of a Master student. General Education Disciplines (GED) - a total of 56 credits (1680 hours), including 51 Compulsory Component (CCD/CC) (1530 hours) and 5 credits (150 hours) - University Component (UCD/UC). OOD/OC disciplines: "History of Kazakhstan", "Philosophy" are determined by the standard curricula. OOD/UC disciplines: the module "Introduction to the Profession" includes the disciplines Fundamentals of Medicine and Safe Care, Medical Ethics and Communication Skills, Medical Law. Basic disciplines (BD) - a total of 95 credits (2850 hours), of which - University component (UCD/UC) 91 credits (2730), including 4 credits (120 hours) of CU. Major disciplines (MD) total 184 credits (5520 hours), including 181 credits (5430 hours) University Component (UCD/UC), Elective Component (EC/EC) 3 credits (90 hours). The list of MP/CV is presented in the catalogue of elective disciplines. Writing, defence of the Master's project and preparation and passing of the comprehensive examination 12 credits (360 hours). The duration of the academic term, according to the State Educational Standards, is from 15 to 18 weeks. Training is organised on a full-time basis.

EP "Paediatrics" allows for training with direct contact with patients, starting from the 1st year with a gradual increase starting from the 3rd year. In the 1st year in the module "Introduction to the profession" in the discipline "Fundamentals of medicine and safe care" students acquire work experience in the service of nursing staff. Training from the 3rd year is conducted integrated in modules with basic and clinical disciplines on clinical bases and in the PSC. From the 4th year, all modular disciplines are conducted at clinical departments, where access to patients in the relevant profile of the discipline taught is maximised. In the process of training at the clinical departments of detailed understanding of clinical protocols of diagnosis and treatment of the Ministry of Health of the Republic of Kazakhstan, international recommendations for the management of patients with different pathologies based on evidence-based medicine. Mastering of practical skills is organised taking into account the safety of the patient, which helps the Centre of practical skills, which allows practicing on mouldages under the guidance of doctors of clinical bases, clinical mentors, heads of departments, under the direct supervision of which the patients are supervised (bilateral agreement between the university and clinical bases). Before starting work, students are familiarised with the content of the Code of the Republic of Kazakhstan "On the health of the people and the health care system", Chapter 12 "Rights and duties of persons in the field of health care", Article 134 "Rights of patients".

The EP provides for the following types of practice: "Nurse's assistant" "Assistant to a therapist, surgeon, paediatrician, obstetrician-gynaecologist", "Assistant to a family doctor", and General medical practice (Internship). During the clinical disciplines, about 40% of the time is devoted to clinical practice in the PSC, clinical base departments and polyclinics, including work with documentation, case histories, outpatient records, etc. (SRSP and SRS). (SRSP and SRS). Patient safety is addressed during the learning of the legal competence and during the training practice "Safe Care".

Modern achievements of scientific, technological and clinical developments are reflected in annually updated: catalogue of elective disciplines, Educational and methodical complex of the discipline through acts of implementation, active learning methods and results of scientific works in the educational process, with the revision and addition of the list of recommended literature, Internet resources are annually revised, updated and supplemented.

On issues of education, participation in scientific research, social life of SKMA, etc., students have the opportunity to contact the Vice-Rector for ..., Office of the Registrar, dean's offices, Department of Youth Policy, Department of Strategic Development and International Cooperation, BIC and other departments of the Academy, as well as the blog on educational and methodological work. The content and design of the working curricula of the quality assessment and examination of the EP provides the control of the fulfilment of the curricula and the set tasks, as well as the feedback for university improvement <https://clck.ru/33Us3Y>.

Amendments and additions to the EP are considered at the meetings of the collegial management bodies of the Academy (AC, SF, Methodical Council, Academic Council). Updating of the EP is carried out based on the results of monitoring and periodic review of the EP, regular internal self-assessment, external quality assessment system of the EP implementation, analysis of the opinions of employers, teachers, students and other subjects of the educational process.

The development of EPs is regulated by the Regulations on the Development of Educational Programmes.

Innovative teaching methods in the educational process (PBL, TBL, RBL, project-research methods and others), allow the development of independent and self-directed learning, improve the quality of educational services, form in students such qualities as the search for reliable information, critical analysis of the received information, the ability to adapt the acquired knowledge in real practice, which becomes a solid foundation of self-esteem of students. The programme is designed in accordance with the principles of equality in relation to students regardless of gender, nationality, religion, socio-economic status and taking into account physical abilities. The programme does not discriminate on the basis of age, religion, gender, national origin, etc.

JSC "SKMA" prioritises student-centred approach in Bachelor's training and dictates the necessity to apply innovative teaching technologies to achieve the RL of disciplines, modules and, in general, the EP. In the "Learner-teacher" relationship both parties follow the "Learner's Code of Honour" and the "Teacher's Code of Honour" of JSC "SKMA", which form an atmosphere of benevolence and tolerance, contributing to the discovery of scientific and creative potential of teachers and students. The student is not only a participant, but also the main active link in the educational process.

Training based on the integration of basic and clinical disciplines with the use of active educational technology and integrated assessment shows high satisfaction of students, brings them as close as possible to medical practice and allows to determine the professional trajectory at the initial stages of training.

Analytical part

The analysis of educational activity of the university has shown that BD and PD are based on interdisciplinary and multidisciplinary approach with the use of simulation technologies, which provide training of graduates at the intersection of the combination of knowledge of theory and practice, aimed at mastering and consolidation of knowledge gained during training,

mastering practical skills and mastering professional competencies. The content of the programmes of the disciplines studied takes into account regional and national peculiarities, the current state of medical science and practice, taking into account the basic requirements of the professional standard of the Republic of Kazakhstan on Pediatrics. Presented to experts WEP on the speciality, provides consistent study of disciplines ,

based on continuity, rational even distribution of semesters of the educational process, based on the construction of "horizontal" and "vertical" integration of disciplines, taking into account clinical problems and diseases, thus providing a student-centred approach, science-oriented learning and interdisciplinary approach, which assumes a gradual deepening in the study of certain tEPics/clinical problems from the norm to pa To implement the EP all departments have EDUCATIONAL AND METHODOLOGICAL COMPLEX OF THE DISCIPLINE, where the purpose of the discipline is defined, the integration of practical and theoretical components, independent work is taken into account. There is a catalogue of elective disciplines in the process of formation. In the conversation with the head of AC it was explained that electives on the EP are provided for 3-5 courses and will be built on an interdisciplinary basis.

There is an advisor on the EP, providing consultative assistance to students on the formation of individual learning trajectories. During the interview with the head of the AC, heads and teachers of the profile departments it was noted that the work on the formation of the bank of tEPics of master's projects has been started. The work on the formation of internal methodological guidelines, regulations and procedures for CIME students in order to ensure the quality of the educational process has not yet begun, while students together with university advisors could already form university learning trajectory based on the approved internal procedures and regulations. The experts also drew attention to the safety of the learning environment, as during the visit to the departments and discussions with the teachers it was found that there is a Safety Logbook, briefing is given by the teacher who teaches the classes, but does not have a certificate/certificate of his/her own safety training.

Strengths/best practices:

No strengths have been identified for this standard.

EEC Recommendations:

1. The management of the JSC "SKMA" should train the Academy staff to ensure the safety of the learning environment and patients at the clinical and internship bases. Due date -during the 2024/2025 academic year, further - permanently.

2. The head of the EP to develop the Regulations on the procedure for the examination of the research work of students on the NIMO programme. Deadline - during the 2024/2025 academic year, further - permanently.

EEC findings on criteria:

-Strong - 0

-Satisfactory - 26

-Predicting improvements - 2

- Unsatisfactory - 0

6.3 Standard "Policy on Evaluation of Students"

- Evaluation methods
- The educational organisation should:
 - define and approve the principles, methods and practices used to assess learners, including the number of examinations, the criteria for setting pass marks, grades and the number of retakes allowed;
 - ensure that assessment procedures cover knowledge, skills, attitudes and professional behavior

- Use a wide range of assessment methods and formats according to university 'utility assessment', which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format
- Provide for the possibility of securing external expertise on the process and methods of evaluation
- Demonstrate a willingness to ensure that assessment methods and results avoid conflicts of interest and utilise a system for appealing learner assessment results
- Provide for the possibility of ensuring an EP assessment procedure and its results, informing students about the assessment criteria and procedures used
- provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as the use of external examiners.
- The relationship between assessment and learning
- The educational organisation should:
- Use assessment principles, methods and practices that are comparable to the intended ROs and teaching and learning methods, ensure achievement of the intended learning outcomes, support student learning, and provide an appropriate balance of formative and summative assessment to guide learning and make judgements about academic performance
- Provide for the possibility of adjusting the number and nature of examinations to stimulate both knowledge acquisition and integrated learning
 - Provide timely, specific, constructive and fair feedback to learners on assessment results

Evidentiary part

Assessment of students' learning achievements at JSC "SKMA" is carried out by means of criteria, regulations and procedures developed in accordance with the set goals and objectives for the implementation of the EP and qualifications awarded within the framework of the current rating system and control of the learning process in accordance with the normative 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 the 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. Organisation and carrying out of intermediate attestation of students is assigned to the office of the registrar (OR) and is carried out according to the working curriculum in accordance with the ND, approved by the Academic Council of the university: "Regulations on the organisation and carrying out of attestation of practical skills in the final control of academic 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 procedure for organising and conducting examinations in written and oral form in SKMA"; "Regulations on the process of developing test tasks for intermediate and final control of knowledge of students in SKMA". The syllabuses of academic disciplines reflect the discipline evaluation policy, which includes the criteria and methods of evaluation of RO, as well as AIS "Platonus" defines the conditions for calculating the rating and the formation of indicators of learning achievements. The assessment policy contains different types of assignments with the description of assessment criteria and conditions for calculating the total summarised learning achievement indicator for the discipline.

With the instruction on the system of assessment of learning achievements, students can get acquainted on the website of the University, SEP: Development and approval of the system of assessment of learning achievements.

The academic calendar for the current academic year is posted on the University website, which reflects the dates of interim and final attestation. The number of examinations in each course is regulated by the RUPI.

Final control on disciplines is carried out according to the form approved by the system of assessment of learning achievements (SEP). Standard Operating Procedures (SEP) are posted on the University website and are available to all students.

When conducting examinations in written form, it is mandatory to comply with the procedure of encryption and decryption of students' work according to the rules specified in the SEP "Organisation and conduct of written examinations, including distance mode". The list of examination questions, evaluation sheets is developed by the teaching staff of the relevant departments, approved by the OSPE.

The University, being a part of the League of Academic Integrity of the Republic of Kazakhstan, in order to minimise corruption risks in the assessment of students, examinations are conducted in writing. In the assessment of academic achievements is used 100-point system of evaluation of students during the interim and final attestation.

Final attestation is aimed at verification of knowledge, skills, abilities and competences acquired by students in the process of mastering the relevant specialty, the methodology of which is prescribed in the Programme of Final Attestation of Graduates and is conducted in the form prescribed by the State Compulsory Standard of Education.

Monitoring of the quality of classes is carried out in the process of intra-departmental control (IDC), as well as by the Educational Programme Committees (EPC) during the academic year according to the SEP "Monitoring of the quality of the educational process, the use of active learning methods and polylingualism". The results of monitoring are considered at the meetings of the department, EPC and Academic Council and are communicated to all stakeholders. Standardised assessment methods, assessment sheets/checklists containing clear and specific assessment criteria are introduced and used to guide and stimulate learners in the learning process.

Regular questionnaires; traditional meetings of the Rector with student activists, where administrative and management staff, deans of faculties, heads of departments/centres and representatives of departments are present; functioning Rector's blog on the Academy's website; Rector's personal reception; 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 tEP management. Feedback is achieved through social media. Feedback from faculty members on the work and academic achievements of students is also provided by writing feedback in portfolios, reviews of diploma projects, comments in checklists.

Analytical part

The analysis of the report of the standard data, the results of focus group intervention during the visit of the commission members to the UNIVERSITY, it is noted that the policy and assessment of students' knowledge is carried out on the basis of the Academic Policy of the UNIVERSITY, as well as procedures that ensure transparency, validity and reliability of the methods of assessment of students' training. Full automation of the assessment process and openness of methods and policy of assessment of students' learning achievements allows to avoid conflict of interests in the Academy. Achievement of students' final results is recorded and evaluated in the electronic journal during interim and final attestation. Assessment of learning outcomes is achieved through a balance between formative and summative forms of assessment. All forms and rules of assessment are prescribed in the syllabuses for the disciplines taught. The balance between formative and summative assessments is reflected in the matrix of the syllabus. The AIS "Platonus" programme provides a personal account of the student, where

his/her data, individual study plan, history of 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, respondents (both faculty and students) indicated that the main method of feedback, the preference is given to questionnaires, which are conducted mainly on the results of 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 the teaching staff, there were no convincing answers about the various methods of evaluation of students in the Academy.

Strengths/best practices:

No strengths were identified for this standard.

EEC Recommendations:

- 1) The Vice-Rector for Academic Affairs and the Head of the MA to ensure a diversity of assessment methods, including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format, to assess different aspects of knowledge, skills, behaviour of students. Deadline - during the academic year 2024/2025, further - permanently.
- 2) The Vice-Rector for Academic Affairs and the Head of the EP to ensure the expertise of the process and methods of evaluation with the involvement of external experts. Deadline - during the 2024/2025 academic year, further - permanently.
- 3) Vice-rector for Academic Affairs and head of EP to ensure the participation of students of all EPs and stakeholders in the evaluation process, discussion of evaluation criteria and suggesting improvements in the evaluation system to make a decision on academic performance. Deadline - during the 2024/2025 academic year, further - permanently.

EEC findings on criteria:

- Strong - 0 -Satisfactory
- 9 -Predicting improvements - 1
- Unsatisfactory - 0

6.4 The "Learners" Standard

- ✓ Admission and selection policy
- ✓ The educational organisation should:
- ✓ 4 have a policy and implement admission practices that are based on principles of objectivity and include a clear statement about the process of selecting learners
- ✓ Have a policy and implement practices for the admission of persons with disabilities
- ✓ Have a policy and implement the practice of transferring students 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
- ✓ 4 Demonstrate a willingness to use an appeal system to appeal decisions on student admissions
- ✓ Recruitment of trainees
- ✓ The educational organisation should:
- ✓ 4 to determine the number of students accepted 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 trainees accepted, taking into account the views of stakeholders responsible for planning and

developing human resources in the health sector in order to meet the health needs of the population and society at large

- ✓ Provide for the possibility of periodically reviewing the number and nature of trainees accepted in consultation with other stakeholders and adjusting to meet the health needs of the population and society at large
- ✓ Counselling and support for learners
- ✓ The educational organisation should:
 - ✓ Demonstrate the ability to use the academic advising system for students
 - ✓ demonstrate a willingness to offer learners a programme of support to address social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counselling and support.
 - ✓ demonstrate readiness to use a system of feedback with students on the assessment of conditions and organisation of the educational process
 - ✓ demonstrate readiness to provide learners with documents confirming the qualification obtained (diploma) and diploma supplement (transcript)
- ✓ Provide for the possibility to take into account the needs of different groups of students and to provide opportunities for the formation of individual educational trajectories
- ✓ demonstrate readiness to provide academic counselling that is based on monitoring of the learner's progress and includes issues of professional orientation and career planning
- ✓ Learner representation
 - ✓ The 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 for the possibility of encouraging and providing assistance and support to student activities and student organisations

Evidentiary part

The policy of admission of students to the Academy is conducted according to the Law of RK "On Education" and the Order of the Minister of Education and Science of RK from 31 October 2018 № 600 "On approval of the Standard rules of admission to training in educational organisations implementing educational programmes of higher and postgraduate education" (additions and amendments №189 from 15.12.2022). The work of the Admissions Committee is regulated by the Regulations on the Admissions Committee of the JSC "SKMA" and carries out its work in accordance with the Regulations "Rules for admission to undergraduate studies of the JSC "SKMA" developed on the basis of legal acts in the field of education. The policy and procedure of admission to JSC SKMA is published in the media and on the website and is available to all interested parties.

Formation of the student contingent is carried out through budget financing, placement of the state order for training, as well as payment of tuition fees at the expense of citizens' own funds and other sources. Persons with general secondary, technical and vocational, post-secondary or higher education are admitted to the JSC "SKMA". Persons who have secondary, technical and vocational 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 awarding educational grants of higher education at the expense of the republican budget or local budget and (or) to enrol for paid training in JSC "SKMA" must score at least 70 points on the results of the UNT, including at least 5 points - in the history of Kazan. Admission to training on NIMO programmes is based on the results of a special examination in the form of psychometric testing, which is assessed in the form of "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 basis according to the results of testing in general

education disciplines: language of instruction, mathematics, biology, chemistry and psychometric testing 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. Admission of persons entering the University is carried out on university applications on a competitive basis in accordance with the scores of UNT (certificate of the established sample). Citizens with disabilities of the first and second groups, as well as persons with disabilities since childhood submit to the Admissions Committee a medical report on the absence of contraindications for training in the selected group of educational programmes.

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, as well as according to the material and technical capabilities, taking into account the area of classrooms, the availability of teaching staff, the degree of provision with manuals and scientific literature, the possibility of providing adequate conditions for study and accommodation of students.

Counselling of students on issues of academic, social and personal support is carried out at the level of the dean's office and administration by contacting the public reception centre of the academy, through meetings both offline and online modes and promptly through messengers.

Study at the university for students begins with orientation week, within the framework of which annual meetings are held by the educational and methodical centre, dean offices of faculties, registrar's office, department of social work and youth policy and others with the purpose of acquaintance with the Charter, mission and strategy of JSC "SKMA", rules of conduct in the university; rules of study; current, interim, final attestation of knowledge of students; summer semester; calculation of GPA; transfer from course to course, to another educational programme, reinstatement; passing of vocational education and training; and other meetings. Counselling work at the departments consists of counselling during the training and before the examination session. Before the beginning of each examination session, the department develops and approves the schedule of counselling on disciplines. Experienced teachers, associate professors, professors, lecturers in the relevant disciplines are involved in the counselling. Information about lecturers is available on the AIS "Platonus" portal.

In order to meet the social, financial and personal needs of students in JSC "SKMA" there are services for students: the Department of Social Affairs and Youth Policy; BIC; student dormitories with reading rooms, Wi-Fi wireless Internet; medical centres; canteens; buffets, etc.

Taking into account the suggestions of the students, a psychological support service has been functioning since 2022. With regard to counselling and charitable assistance provided to orphans, socially vulnerable learners are fully guaranteed confidentiality, which allows them to communicate freely. Information about the support services is communicated to students through the Department of Social Affairs and Youth Policy, dean's offices of faculties, information stands and the official website of JSC "SKMA". Trainees are members of faculty councils, educational programme committees, methodological council, academic council; they participate in the development, management and evaluation of the EP, as well as other issues relevant to the trainees.

Analytical part

The result of visual inspection, respondents' survey showed that the requirements set out in the standard "Students" are fulfilled in full. The mission, vision, strategic goals of the Academy are fully consistent with the policy of forming the contingent of students. The enrolment of students for the educational programme is formed according to the material and technical possibilities of the University: the area of study rooms, the availability of teaching staff, the degree of academic material for mastering knowledge and practice, the possibility of providing adequate conditions for study and accommodation of students. During the survey and questionnaire of students showed that in meetings with the staff of the dean's office and the university management, students have the right to express their opinions and wishes

regarding university joint participation with the management and faculty in the decision-making process, ensuring academic quality 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 told 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 a schedule of counselling on disciplines with the involvement of experienced teachers, associate professors, professors for counselling. Also students confirmed that they are included in the advisory bodies of the faculty and university.

Strengths/best practices:

No strengths have been identified for this standard.

EEC Recommendations:

Absent.

EEC findings on criteria:

- Strong - 0
- Satisfactory - 16
- Predicting improvements - 0
- Unsatisfactory - 0

6.5 Academic Staff/Teachers Standard

- ✓ Selection and recruitment policy
- ✓ The education organisation should:
 - ✓ determines university category, responsibility, and balance of academic staff/faculty in the basic biomedical sciences, behavioural 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 between academic and non-academic staff.
 - ✓ considers criteria for scientific, educational and clinical excellence, including the balance between teaching, research and 'service' roles
 - ✓ Defines and ensures monitoring of academic staff/faculty responsibilities of basic biomedical sciences, behavioural and social sciences and clinical, hygiene, pharmaceutical sciences
 - ✓ enable selection and recruitment policies to take into account criteria and characteristics such as relevance to the mission and economic opportunities of the educational organisation, as well as relevant regional characteristics.
 - ✓ Employee Performance and Development Policy
 - ✓ An educational organisation should develop and implement a staff performance and development policy that aims to:
 - ✓ balancing opportunities between teaching, research and 'service' roles, ensuring that worthwhile academic activity is recognised with appropriate emphasis on teaching, research and professional qualifications
 - ✓ Ensuring that individual staff members have sufficient knowledge of the entire education programme, as well as teacher training, development and evaluation
 - ✓ provide for the possibility of taking into account the teacher-student ratio depending on the different components of the educational programme
 - ✓ Develop and implement a career development policy for personnel

Evidentiary part

When hiring teaching staff and personnel, the University is guided by the State normative documents, in particular, the Labour Code of the Republic of Kazakhstan from 01 January 2016,

the Law "On Education" (with amendments and additions), the Code of the Republic of Kazakhstan "On People's Health and Health Care System" and internal documents of the Academy, namely: - Bylaws of the SKMA; - Internal labour regulations ; -Rules for competitive recruitment of faculty and academic staff positions. The recruitment and admission policies for faculty and staff, university categorisation and responsibilities are reflected in the Personnel Policy of JSC "SKMA" and is posted on the Academy's website. Recruitment is carried out by concluding labour contracts in accordance with the Labour Code of the Republic of Kazakhstan, or by competition, the procedure of which is regulated on the basis of "Rules of competitive filling of positions of teaching staff and scientific workers" of JSC "SKMA". In SKMA, the average ratio of students to teachers for the calculation of the total number of teaching staff is determined on the basis of the order MES RK from 31.10.2018 № 606 "On approval of the average ratio of students to teachers to calculate the total number of teaching staff of organisations of higher and (or) postgraduate education, except for military, special educational institutions, cultural education organisations". Thus, the total number of teaching staff is formed on the basis of the average ratio of students to teachers: in bachelor's degree - 10:1, in master's degree - 6:1, in residency - 3:1, in doctoral degree - 4:1. The general indicator of the total result of the activity of the teaching staff of JSC "SKMA" is the implementation by all teaching staff of the departments of the individual work plan of the teacher (hereinafter referred to as IPDP), which is coordinated and analysed by dean's offices, UMC.

IPDP contains plans and information about the fulfilment of teaching load (academic work), methodological, research, educational, social and clinical work of faculty members. When talking to the teaching staff and heads of departments, all of them pointed out the lack of time to perform scientific work, because of the heavy load in the curriculum. But at the same time, young teachers indicated that they are not against doing science with a reduced teaching load.

The approximate ratio (balance) between the listed types of teaching staff activities is presented in the following form:

- study work - 40 %;
- methodological work - 25 %;
- research and development - 25 %;
- educational work, including social work - 10%.

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

The UNIVERSITY policy is aimed at providing access of the teaching staff to career development opportunities by motivating and introducing specific ways of remuneration; introducing effective forms of continuing education, applying various methods of material and non-material incentives, motivating and promoting staff for achievements in the professional sphere. At the same time, other types of material incentives are applied, such as partial and full

funding/covering of expenses related to the participation of teaching staff in various scientific forums. The Academy creates conditions for continuous training and retraining of teaching staff and provides support for mobility to achieve educational, research and professional goals. Thus, for the purpose of continuous professional development of teaching staff, the Academy annually plans financial resources for participation in academic mobility. Participation of the teaching staff in academic mobility programmes is achieved as a result of cooperation agreements concluded with partner universities. In order to promote staff and teachers, the Academy adheres to the policy of formation and training of personnel reserve "Regulations on the formation of personnel reserve for managerial positions". When selecting applicants for managerial positions, the professional, personal and business qualities of the employee are taken into account. Plans of the personnel reserve are made by management levels, namely: for the position of rector is appointed by the decision of the Board of Directors of JSC "SKMA"; for the positions of vice-rectors - from among the deans, heads of departments; for the positions of deans - from among the heads of departments. The personnel reserve for the positions of heads of departments is formed from the number of teachers who read lecture courses at the departments, who have academic degrees and academic titles, who are mentors, as well as according to the results of the forecast of expected personnel changes in the Academy (by faculties, departments, structural subdivisions) and collection of information about professional, personal and business qualities of candidates.

To develop the potential of staff, support and evaluation of teachers' performance, modules are permanently functioning at the Academy: "Project-oriented learning", "Researcher and scientist", "Use of simulation technologies in training programmes to develop clinical competencies", "Effective teacher", "Development of educational programmes"

During the reporting period, the teaching staff of the educational programme "Medicine" (including paediatrics) is represented by 121 staff units, including: heads of departments - 13, professors - 4, associate professors - 16, associate professors - 2; 3 people have the academic title of Doctor of Science, 40 people - Candidate of Science, 6 people - Doctor of Philosophy (PhD), 12 people have an academic degree of Master, as well as specialists with the highest qualification category of doctor - 1 person, the retention rate is 40.5%.

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

Analytical part

To confirm this standard, external experts have studied the regulatory documents of the rules of hiring and competition for vacant positions, which showed university legal basis on the current regulatory documents of the Republic of Kazakhstan.

The individual work plan of teaching staff consists of teaching, methodological, scientific and educational sections. In order to take into account the effective qualification activity of teachers, the academy has developed criteria that allow for a systematic evaluation of teaching staff activity, which evaluates the work of a teacher for all types of activity in accordance with the regulation P 044_465-2021 Regulations on the rating of teaching staff activity.

The academy has developed criteria for the systematic evaluation of teaching staff activity, which evaluates the work of a teacher for all types of activity according to the regulation P

044_465-2021 REGULATION on the rating evaluation of teaching staff and departments activity.

The Charter of the University has clear mechanisms for the promotion of employees depending on the degree of qualification growth from assistant to professor and head of department. Current legislative acts allow to elect colleagues to all managerial positions and to be self-elected with a guarantee of the right to carry out this activity. Mechanisms for promotion in both academic and managerial areas ensure that each employee has the necessary conditions

to work and fulfil his or her job responsibilities. EPinion on personnel policies was obtained through conversations with department heads and lecturers, which enabled the experts to learn about approaches to attracting staff to teach, the recruitment strategy and tactics, information provision of the educational programme, motivation, job satisfaction, material rewards, etc.

The interview included such questions as "are you satisfied with your salary, how often do you improve your professional competences and on what basis, and other questions" ?

which allowed the experts to learn about the approaches to attracting staff for teaching, information provision of the EP. The experts received answers about the programme of professional development of teachers. The University has implemented a policy of activity and development of 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. To the questionnaire question: Forms of stimulation and encouragement of

the teaching staff are reflected in the Regulations on remuneration of labour, bonuses, financial assistance and payment of allowance for health care" of JSC "SKMA". Also, scientific faculty

members have access to international scientific internships in leading foreign universities at the expense of the university.

Strengths/best practices:

No strengths were identified for this standard.

EEC Recommendations:

The management of JSC "SKMA" should develop and implement a mechanism of financial incentives for faculty members to improve the quality of the educational process.

Deadline - during the 2024/2025 academic year, further - permanently.

EEC findings on criteria:

- Strong - 0
- Satisfactory - 7
- Predicting improvements - 1
- Unsatisfactory - 0

6.6 Educational Resources Standard

- ✓ Material and technical base
- ✓ The educational organisation should:
- ✓ demonstrate readiness to provide sufficient material and technical facilities to ensure adequate implementation of the educational programme, as well as to create a safe learning environment for staff, students, patients and university relatives.
- ✓ Demonstrate a willingness to improve the learning environment by regularly updating and expanding facilities to meet changes in educational practice
- ✓ Resources for practical training
- ✓ The educational organisation should:
- ✓ Demonstrate a willingness to provide the necessary resources to provide trainees with appropriate clinical/practical experiences, including:
- ✓ quality and categories of patients/consumers of services
- ✓ The number and categories of clinical/production bases, which include:
- ✓ supervision of trainees
- ✓ Demonstrate a willingness to assess, adapt and improve clinical/practical training environments to meet the needs of the population
- ✓ Information technology
- ✓ The educational organisation should:
- ✓ Develop and implement policies for the effective and ethical use and evaluation of appropriate information and communication technologies

- ✓ Provide for the possibility of providing access to websites or other electronic media
- ✓ Provide faculty and trainees with access to 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 achievements
- ✓ The educational organisation should:
 - ✓ demonstrate readiness to use research activities and scientific achievements in the field of medicine, pharmacy as a basis for the educational programme
 - ✓ formulate and implement policies that foster the link between research and education; provide information on the research base and research priorities of the educational organisation ~ Provide for the relationship between research and education is incorporated into teaching, encourages and prepares trainees for university participation in health science research
- ✓ Expertise in the field of education
- ✓ The educational organisation should:
 - ✓ Have a policy and implement access to educational expertise of processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at university, inter-university and international levels; develop and implement a policy of expertise in the development, implementation and evaluation of the educational programme, development of teaching and assessment methods
- ✓ Demonstrate a willingness to provide evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting staff interests in educational research
- ✓ Exchange in the field of education
- ✓ The educational organisation should:
 - ✓ Have a policy and implement practices of national and international cooperation with other educational organisations, including mobility of staff and students, as well as transfer of educational credits
 - ✓ demonstrate a willingness to facilitate the participation of teachers and students in academic mobility programmes at home and abroad and to allocate appropriate resources for this purpose

Evidentiary part

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

There are conditions for students to study in LIC, CTPC. Due to the equipment of the department with computers, laptops, office equipment and other technical means of training, each teacher of JSC "SKMA" has the opportunity for independent access to information.

Clinical bases of JSC "SKMA" have the opportunity to use electronic document flow, keeping records in the history of diseases in electronic version provide faculty members with the opportunity to use modern information and communication technologies to manage patients and work in the health care system. The corporate network of JSC "SKMA" provides access to

modern databases in the field of medicine and health care of large publishing houses with an extensive list of information for both students and faculty.

Practical Skills Centre (PSC), with an area of more than 800 square metres, where modern mouldages and simulators are located. It is designed for training, mastering and evaluation of practical (clinical) skills of students in accordance with the requirements of the State Educational Standards and LIC on disciplines on training mock-ups and virtual simulators.

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

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

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

The system of library and information support is provided by the Library Centre, which has a significant collection of educational, scientific and reference literature, periodicals for all cycles of disciplines studied

A centralised network Internet system of statistics and administration, allows to keep a clear control over all servers and services in the network, as well as to distribute and control the use of the Internet. A Wi-Fi wireless communication system operates in parallel.

All computers can access the Internet via the local network at a speed of 200 Mbit/sec. A fibre-optic communication line has been laid in JSC SKMA.

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

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

Salem Offis' electronic document management system.

Clinical bases of JSC "SKMA" are medical and preventive institutions, private dental clinics, health care centres, laboratories of Shymkent city, Turkestan region. JSC "SKMA" plans to further improve the learning environment for students through the development, constant updating, expansion and strengthening of material and technical base for students and faculty, allowing to provide quality training of medical staff in accordance with international standards and experience of leading world universities and medical schools.

Analytical part

EEC experts analysed the provided documentation, which fully complies with the requirements of the standard "Educational Resources". The Academy has a well-developed material and technical base for the implementation of professional training under this programme. The material and technical base includes: lecture halls, classrooms, research laboratories, library, information technology facilities, premises of cultural and social sphere, clinical bases of the leading medical institutions of the city and region. The main direction of the EP is "patient-centred teaching". Free access to patients in hospitals and polyclinics of the city allows students to learn practical skills directly with patients. The teaching staff has scientific achievements and the highest medical qualifications work closely with practical healthcare,

conducting consultations, supervisions, Fatalities Study Commission and other activities, as requested by clinical bases.

This conclusion was reached by EEC experts during the visit to the departments at the clinical bases, where the analysis of the provided documentation and equipment, compliance with training programmes, accessibility for teachers and students to modern equipment that meets the needs of students and relevant to practical health care was conducted.

Clinical bases have training rooms equipped with modern office equipment, moulages, instruments for theoretical part and practical skills consolidation in practical classes. Students have free access to patients and some types of equipment on clinical bases, which creates favourable conditions for improving the mastery of practical skills.

At this time, construction has begun on an 800-bed Multidisciplinary University Hospital and a 700-visit per shift clinical and diagnostic centre based on the State Committee on Emergency Situations. A review of resources showed that they are in line with the aims and objectives of the EP and the staff of the educational organisation ensure collegial and ethical relationships with the nursing staff, clinical site management to achieve outcomes. Due to the fact that students are trained in educational buildings, chemical and other laboratories, at clinical bases to avoid industrial accidents, it is necessary to provide training to the staff learning the basics of safety with toxic harmful substances and electrical equipment. Sufficient number of subject patients, modern equipment and demonstrates accessibility to trainees is provided, and staff who fulfil both the roles of teachers and supervisors (mentors) ensure quality training in compliance with ethics and deontology. EEC confirms the existence of support systems for learners, including support through the University website, through personal appeals to the administration of the UNIVERSITY, supervisors, mentors, editors. During the interviewing the students expressed full satisfaction with training, scientific work, catering and medical care, accommodation in hostels. The University administration allocates the necessary funds from the budget for continuous improvement of the material and technical base, 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 Centre of Practical Skills of the University, experts note that there are enough simulators and mannequins for special disciplines of Pediatrics to practice practical skills, but since Pediatrics is a rapidly developing branch of medicine, it is recommended to equip the Simulation Centre with a set of specialised automated virtual models-trainers: robots-simulators, mannequins-simulators, electronic phantoms, models-simulators; interactive training computer simulators; interactive computer simulators; interactive training simulators. University staff have the opportunity to exchange experience and knowledge through participation in university, regional, international conferences, forums and seminars. Experienced teachers visit partner universities within the framework of academic mobility, give lectures, conduct seminars, share university experience of scientific work. Visits of foreign professors are used with maximum efficiency.

The analysis of educational activity of the university has shown that DB and PD are based on interdisciplinary and multidisciplinary approach with the use of simulation technologies, which provide training of graduates at the intersection of the combination of knowledge of theory and practice, aimed at mastering and consolidation of knowledge gained during training, mastering practical skills and mastering professional competencies. The content of the programmes of the disciplines studied takes into account regional and national peculiarities, the current state of medical science and practice, taking into account the basic requirements of the professional standard of the Republic of Kazakhstan on Pediatrics. Presented to experts WEP on the speciality, provides consistent study of disciplines, based on continuity, rational even distribution of semesters of the educational process, based on the construction of "horizontal" and "vertical" integration of disciplines, taking into account clinical problems and diseases, thus providing a student-centred approach, science-oriented learning and interdisciplinary approach, which assumes a gradual deepening in the study of certain EPs/clinical problems from the norm

to pa To implement the EP all departments have EDUCATIONAL AND METHODOLOGICAL COMPLEX OF THE DISCIPLINE, where the purpose of the discipline is defined, the integration of practical and theoretical components, independent work is taken into account. There is a catalogue of elective disciplines in the process of formation. In the conversation with the head of AK it was explained that electives on the EP are provided for 3-5 courses and will be built on an interdisciplinary basis.

There is an advisor on the EP, providing consultative assistance to students on the formation of individual learning trajectories. During the interview with the head of the AC, heads and teachers of the profile departments it was noted that the work on the formation of the bank of tEPics of master's projects has been started. The work on the formation of internal methodological guidelines, regulations and procedures for NIMO students in order to ensure the quality of the educational process has not yet begun, while students together with universityr advisors could already form universityr learning trajectory based on the approved internal procedures and regulations. The experts also drew attention to the safety of the learning environment, as during the visit to the departments and discussions with the teachers it was found that there is a Safety Logbook, briefing is given by the teacher who teaches the classes, but does not have a certificate/certificate of his/her own safety training.

Strengths/best practices:

No strengths were identified for this standard.

EEC Recommendations:

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

EEC findings on criteria:

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

6.7 Standard "Evaluation of the educational programme"

- ✓ Mechanisms for monitoring and evaluation of the programme
- ✓ The education organisation should:
 - ✓ have regulated procedures for monitoring, periodic evaluation of the educational programme and learning outcomes, progress and performance of students
 - ✓ develEP and demonstrate readiness to apply an evaluation mechanism for an educational programme that examines the programme, its main components, learner performance, identifies and resolves problems, and ensures that relevant evaluation results have an impact on the EP.
- ✓ demonstrate a willingness to periodically evaluate the programme, taking a comprehensive view of the educational process, components of the educational programme, expected learning outcomes and social responsibilities ~ Instructor and learner feedback
- ✓ The education organisation should:
 - ✓ Provide for systematically conducting, analysing and responding to feedback from teachers and learners ~ demonstrate a willingness to use the results of feedback to improve the educational programme ~ Learning achievements of students
- ✓ The education organisation should:
 - ✓ Demonstrate a willingness to analyse learner performance against the mission and expected learning outcomes, programme of study and resourcing.
- ✓ demonstrate readiness to analyse the performance of students, taking into account the conditions of universityr 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

- ✓ Stakeholder engagement The educational organisation should:
- ✓ demonstrate readiness to involve key stakeholders in the monitoring and evaluation of the education programme
- ✓ demonstrate a willingness to provide stakeholders with access to the results of programme evaluation, collect and review feedback from them and feedback on the educational programme

Evidentiary part

In order to improve the educational standards, SKMA constantly monitors and analyses the quality of the educational programme, its compliance with the mission, development strategy, modern needs of the labour market, etc.

Loose-leaf statement of major sets 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 the SKMA's educational programmes; develop the diversity of educational programmes (StandardsQMS, Policy in the field of internal quality assurance of educational programmes of JSC SKMA, "ST 044/023-2020. Standards of internal quality assurance of educational activity of "South Kazakhstan Medical Academy" JSC", "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. REGULATION on rating evaluation of faculty and departmental activities", Regulations and Rules of the SKMA).

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

1. Monitoring the implementation of the Development Programme of JSC SKMA for 2023-2025.
2. Activity of the collegial governing bodies of JSC "SKMA" - Faculty Council, Methodical Council, Clinical Council, Scientific Council, Rectorate, Academic Council. At the meetings of collegial bodies the issues related to the evaluation of the...

EP:

- academic progress of students, attendance of classes (every meeting of the Rectorate);
- results of interim certification, results of state certification of programme graduates; results of independent examination of programme graduates, analysis of competence assessment, learning outcomes.
- results of professional practice (MS, rectorate);
- monitoring of employment of graduates of the respective 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 graduating departments (rectorate, MS). Monitoring includes tracking the employment of graduates during 3 years after graduation;
 - Feedback with employers (Needs of practical healthcare, assessment of graduates' competence, compliance with qualification requirements);
 - results of scientific work of faculty and students (Scientific Council);
 - resource, personnel, information support of the programmes (Faculty Council, Rectorate, MS, Clinical Council (provision of clinical bases), RS);

3. Activity of the IQC acting on the basis of the Regulation on the IQC. The Commission ensures the quality of examination materials for interim, final attestation, reliability of supporting documents according to the nomenclature of affairs of the departments of the OHPE;

4. The activity of the ACs ensuring the quality of the EP implementation;

5. Activity of the UMC, ensuring the quality of EDUCATIONAL AND METHODOLOGICAL COMPLEX OF THE DISCIPLINE, educational and methodical materials, planning the educational process of the EP (RUP, planning and implementation of teaching load of the teaching staff, monitoring the use of the classroom fund, development of the class schedule,

etc.); 6.

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

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

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

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

10. Internal audits, organised by the ESPforP department, providing monitoring of the quality of EP and being one of the tools of 0 assessment;

11. Self-evaluation of EP according to the 'Standards of internal quality assurance of educational activity of JSC SKMA' <https://clck.ru/eozW2>; the results will be analysed by the relevant bodies of the Academy and reported at the meetings of AC, QAC, FC, AS and AS, with the application of appropriate measures to eliminate deficiencies and improve the quality of EP.

Analytical part

The examination of the standard "Evaluation of the educational program" and the analysis of the provided documentation notes its compliance with the requirements of the EP. The assessment of satisfaction with the EP will be carried out within the framework of annual planning and implementation of the processes of receiving feedback from students, faculty, university administration, employers - on the content of the EP, organization of the educational process, quality of training and assessment, support from the faculty and the dean's office, identifying difficulties, problems in the learning process and areas for improvement; receiving proposals and recommendations from the stakeholders of the EP; developing a plan of corrective measures.

In the future, one of the criteria for the success of the EP will be the results of passing an independent examination and defending master's projects. Electronic questionnaires on Google MO 365 platforms, interviews in focus groups, discussions of the EP at councils, round tables, etc. will be used as feedback tools. The results of the feedback will be heard at the meetings of the AC, the Councils of the faculty and the University, as well as at the Academic Council of the Academy, the results of which will influence the decision-making on corrective measures. The presence and monitoring of the EP Development Plan, systematic analysis, involvement of all stakeholders in the discussion of the achievement of the final learning outcomes by students will ensure continuous improvement at all stages of the EP "Pediatrics".

Strengths / best practices:

No strengths have been identified for this standard.

Recommendations of the EEC:

None.

Conclusions of the EEC by criteria:

- * Strong - 0
- * Satisfactory - 9
- * Suggest improvements - 0
- * Unsatisfactory - 0

6.8. Standard "Management and Administration"

- ✓ Program Monitoring and Evaluation Mechanisms
- ✓ The educational organization should:
 - ✓ have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and performance of students
 - ✓ develop and demonstrate readiness to apply a mechanism for evaluating the educational program that examines the program, its main components, student performance, identifies and solves problems, and ensures that the relevant evaluation results influence the EP.
 - ✓ demonstrate readiness for periodic program evaluation, comprehensively examining the educational process, components of the educational program, expected learning outcomes and social responsibility
- ✓ Teacher and student feedback
 - ✓ The educational organization should:
 - ✓ provide for systematic implementation, analysis and response to feedback from teachers and students
 - ✓ demonstrate readiness to use feedback results to improve the educational program
 - ✓ Learning achievements of students
- ✓ The educational organization should:
 - ✓ demonstrate readiness to analyze student performance in accordance with the mission and expected learning outcomes, the training program and resource availability.
 - ✓ demonstrate readiness to analyze students' academic performance taking into account the conditions of university previous education, level of preparation upon 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 program, and consulting students
- ✓ Stakeholder Involvement
 - ✓ The educational organization must:
 - ✓ demonstrate readiness to involve key stakeholders in monitoring and evaluating the educational program
 - ✓ demonstrate readiness to provide stakeholders with access to the results of the program evaluation, collect and study feedback from them and reviews of the educational program

Evidence

In accordance with the Law of the Republic of Kazakhstan "On Education" and other regulatory legal acts governing the activities of higher educational institutions of the medical profile, the Academy has developed and approved documents defining the scope of responsibilities and powers. At present, the construction of a Multidisciplinary University Clinic for 800 beds and a clinical diagnostic center for 700 visits per shift has begun on the basis of the State Emergency Committee. With the delivery of the facility, according to the management and quality policy, for the proper management and distribution of resources of this powerful material resource in the future, it is necessary to provide for a separate administrative staff. SKMA is a joint-stock company, which provides for its own management system that contributes to the achievement of the mission and goals, maintaining institutional efficiency and integrity, creating and supporting conditions for the educational process, conducting scientific research and creative activities. In pursuance of the mission and implementation of the set tasks, the activities of the academic leadership are studied and assessed based on the analysis of the implementation of the goals and objectives of the strategic plan and internal audit reports. The results of academic

activities, the effectiveness of modern forms of educational process management, prospects for further improvement of management and enhancement of the quality of education are considered and discussed in the final reports of the rector, vice-rectors and heads of structural divisions. In accordance with the requirements of the international standard ISO 9001:2015, an annual analysis is carried out by the management of the degree of achievement of the mission and goals of the OHPE. The Academy closely cooperates with government agencies. Thus, the order of the Ministry of Health of the Republic of Kazakhstan dated September 21, 2022 No. 828 "On the organization of work on the formation of medical and pharmaceutical clusters for the development of innovative drugs and medical devices", the academy entered the Medical and Pharmaceutical Cluster "Shymkent".

Cooperation with clinical sites is carried out by concluding agreements with medical organizations of the city and region for training and formation of professional competencies of students. In medical organizations, practicing qualified doctors are involved in the educational process as clinical mentors. The continuous work of the Academy's management department is aimed at strengthening the position and improving the conditions of educational and labor activities in the National Rankings of the country. The University administration creates conditions for young teachers through material motivation for career growth at the university, creating a pool of personnel reserves. Thus, by the Decision of the Board of Directors of JSC "SKMA", since 2022, a remuneration system has been introduced for applicant teachers who have defended the academic degree of Doctor of Philosophy (PhD) in the form of a cash bonus personally on behalf of the Main Founder of JSC "SKMA" Seitzhanov S.S. in the amount of 2,000,000 (two million) tenge in support of teachers conducting classes in English, the Academy has introduced additional payment to the employee's official salary in accordance with the "Regulations on remuneration, bonuses, provision of financial assistance and payment of health benefits" of JSC "SKMA" (with amendments and additions), approved by the Rector of the Academy on August 29, 2018.

Analytical part

Based on the analysis of the provided data, it is possible to confirm that the quality management system for training specialists at SKMA is aimed at implementing strategic goals by forming and defining tasks for achieving and improving the quality of educational activities. The Dean's Office of the Faculty of Medicine is an administrative and structural unit in organizing the educational process for the EP, the work of which is managed by the Dean of the Faculty. The Academy independently carries out financial and economic activities, the financial autonomy of which correlates with the principles of responsibility to society for the quality of all activities on professional training within the EP, scientific research and provision of services, with the effective management of funds and property of the University. Financial support is carried out in accordance with the approved Development Plan and Procurement Plan of the Academy according to the estimate of expenses for the purchase of goods and services, the performance of work aimed at developing and equipping the material and technical well-being of the University. When interviewing the administrative and management staff and heads of departments, the members of the EEC noted that the Academy clearly defines the responsibility of the academic leadership for the development and management of the EP. In the focus group discussions, the respondents' data showed that the University periodically assesses its academic management in terms of achieving its mission and learning outcomes.

According to the "Model Rules for the Activities of Educational Institutions Implementing Internal Quality Assurance", the Academy is based on the standards and guidelines for quality assurance in higher and postgraduate education in the European Higher Education Area (ESG), which include: quality assurance policy; programme development and approval; student-centred learning, teaching and assessment; student admission, academic performance, recognition and certification; teaching staff; learning resources and student support system; information management; public information; ongoing monitoring and periodic programme evaluation.

In order to ensure satisfaction with training, annual meetings of the management with

students are organized, where issues of the quality of the content of educational programs, the quality of teaching, the quality of the organization of the educational process, the quality of teaching technologies, the quality of forms of control of students' knowledge, learning conditions, material and technical, methodological, information support of the educational process, living conditions, food conditions, etc. are directly discussed, the result of which is a sensitive reaction to the identified problems. Thus, during a conversation with the teaching staff of the university, attention was drawn to the fact that the university administration quickly responds to problems in the implementation of the EP, fulfilling all requests for the purchase of the necessary equipment and materials in a short time. Meetings of vice-rectors and deans are organized throughout the year, the requirements of students are studied daily by the dean's offices. The rector's blog, telephones and trust boxes are freely available. The mechanism of interaction of the Academy as a medical higher educational institution with the healthcare sector is regulated by: the legislation of the Republic of Kazakhstan; contracts and agreements with governing bodies and healthcare organizations; written requests from authorized government agencies and medical and preventive organizations. Clinical departments provide organizational, advisory and educational assistance to practical healthcare of the city and region both with direct participation and online. The teaching staff participates in the work of expert commissions to assess the quality of medical services provided, initiated by various organizations of the Republic, namely the Committee for the Protection of Public Health, a branch of the ROO "National Medical Association", and other authorized state bodies.

The Academy operates on the principle of transparency of the management system and decisions taken. This is ensured through the participation of the faculty of the University, employees of the structural divisions of the academic block, students, representatives of employers, and other interested parties in the discussion and decision-making regarding the content of the EP, the organization of the educational process and its assessment. Information about the University: mission, vision, development strategy, structure, corporate documents, contacts and other reference information is posted on the website <https://skma.edu.kz/>, access to all tabs is open to all users without restrictions. Members of the EEC, based on the results of a survey of the faculty and students, found that the overwhelming majority of respondents highly appreciate the activities of the University management.

Strengths/best practices:

1. Institutional autonomy of SKMA and timely response of the Administration in allocating resources necessary for high-quality implementation of the EP;
2. Allocation of motivational rewards to the faculty who achieve the planned results;
3. Constructive cooperation with health care authorities, heads of health care institutions of various types of ownership, due to the availability of professional human resources, and the provision of clinical bases and equipment, ensuring access to patients.

Recommendations of the EEC:

To the management of JSC "SKMA" in connection with the construction of the university clinic and for the effective implementation and for the effective implementation of the "trinity" in education, provide for the possibility of introducing the position of vice-rector for clinical work into the staffing schedule of SKMA. Deadline for implementation - September 2024.

Conclusions of the EEC by criteria:

- * Strong - 3
- * Satisfactory - 8
- * Suggest improvements - 1
- * Unsatisfactory – 0

(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD**Standard "Mission and Results"**

The current quality assurance policy at the university contributes to the preparation of qualified and competitive personnel in terms of the distribution of resources necessary for the implementation of the EP, to meet the requirements and expectations of consumers.

Standard "Educational Program"

No strengths were identified for this standard.

Standard "Student Assessment Policy"

No strengths were identified for this standard.

Standard "Students"

No strengths were identified for this standard.

Standard "Academic Staff/Faculty"

No strengths were identified for this standard.

Standard "Educational Resources"

No strengths were identified for this standard.

Standard "Educational Program Assessment"

No strengths were identified for this standard.

Standard "Management and Administration"

1. Institutional autonomy of SKMA and timely response of the Administration in allocating resources necessary for high-quality implementation of the EP;
2. Allocation of motivational rewards to the teaching staff who achieve the planned results;
3. Constructive coEPeration with health care authorities, heads of health care institutions of various forms of ownership, due to the availability of professional human resources, and the provision of clinical bases and equipment, ensuring access to patients.

(VIII) REVIEW RECOMMENDATIONS FOR QUALITY IMPROVEMENT**Standard "Mission and Results"**

None.

Standard "Educational Program"

The management of JSC "SKMA" shall conduct training for the Academy staff to ensure the safety of the learning environment and patients at clinical sites and industrial practice sites. Completion date - during the 2024/2025 academic year, then - on an ongoing basis.

The head of the educational program shall develep a Regulation on the procedure for conducting an examination of research work (EW) of students under the NIMO program. Completion date - during the 2024/2025 academic year, then - on an ongoing basis.

Standard "Student Assessment Policy"

1. The Vice-Rector for Academic Affairs and the head of the educational program shall

ensure a variety of assessment methods, including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats in order to assess various aspects of knowledge, skills, and behavior of students. Deadline: during the 2024/2025 academic year, then on an ongoing basis.

2. The Vice-Rector for Academic Affairs and the Head of the EP shall ensure an examination of the assessment process and methods with the involvement of external experts. Deadline: during the 2024/2025 academic year, then on an ongoing basis.
3. The Vice-Rector for Academic Affairs and the Head of the EP shall ensure the participation of students from all EPs and stakeholders in the assessment process, discussion of assessment criteria and prEPosals for improvements in the assessment system for making a decision on academic performance. Deadline: during the 2024/2025 academic year, then on an ongoing basis.

Standard "Students"

None.

Standard "Academic staff/teachers"

The management of JSC "SKMA" must deveEP and implement a mechanism for material incentives for the teaching staff for improving the quality of the educational process. Deadline - during the 2024/2025 academic year, then - on an ongoing basis.

Standard "Educational resources"

The management of JSC "SKMA" must organize training on safety precautions for the teaching staff and ensure the availability and up-to-dateness of resources, including teaching materials, laboratory equipment, library collections and information technologies to ensure a safe educational environment. Deadline - during the 2024/2025 academic year, then - on an ongoing basis.

Standard "Educational program assessment"

None.

Standard "Management and Administration"

To the management of JSC "SKMA" in connection with the construction of the university clinic and for the effective implementation and for the effective implementation of the "trinity" in education, provide for the possibility of introducing the position of vice-rector for clinical work into the staffing schedule of SKMA. Deadline - September 2024.

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

None.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the EEC came to the unanimous EPinion that EP 6B10116 Pediatrics (initial accreditation) is recommended for accreditation for a period of 5 years.

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 peEPle 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 EPinion of stakeholders, responsible for planning and deveLEPping health sector staff to meet the health needs of the pEPulation 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 pEPulation 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 apprEPriate 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 EPportunities between teaching, research and «service» functions, ensuring recognition of worthy academic activities with apprEPriate 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, tuniversityr develEPment 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 develEPment					
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 tuniversityr 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 apprEPriate 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 pEPulation			+		
6.3. Information technology								
The education organization should:								
80	5	6.3.1.	DevelEP 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

APPROVED
Director General
NU 'Independent Agency
Accreditation and Rating Agency'
Zhumagulova A. B.
'29' April 2024

_____ 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, Professor	Small Hall of the SKMA Подключиться к конференции Zoom 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-	Technical break	External experts of IAAR	Small Hall of the SKMA

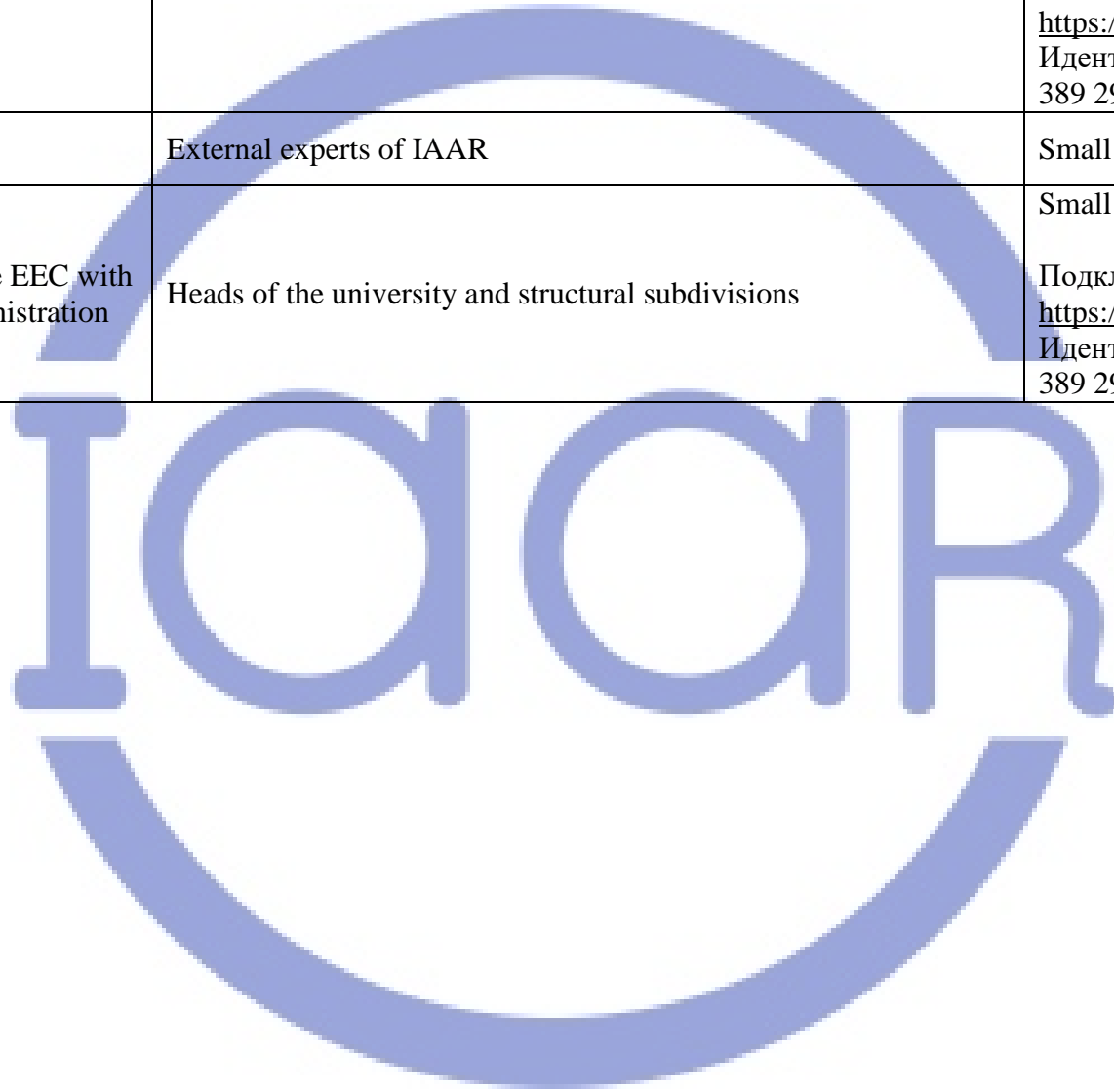
12.15			
12.15-13.00	Meeting with heads of structural subdivisions	<ol style="list-style-type: none"> 1) Head of the Department of Scientific and Clinical Work, Doctoral Studies and Master's Degree - Seyil Birzhan Seyitulyi 2) Head of the Department of Strategic Development and International Cooperation - 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 Kanatzhan Sauhanbekovich 9) Head of Registrar's Office - Saulet Akmurzaevna Syzdykova 10) Head of Library Information Centre (LIC) - Darbicheva Raushan Iskakovna 11) Head of Computer-Testing and Publishing Centre (CTPC) - Uksikbaev Maksat Turarovich 12) Head of the Department of Social Affairs and Youth Policy - Salim Yerbol Kultursynovich 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>Assembly Hall of SKMA</p> <p>Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765</p>
13.00-14.00	Lunchtime	External experts of IAAR	

14.00-14.15	Work of EEC	External experts of IAAR	Small Hall of the SKMA Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765
14.15-15.00	Meeting with the Deans	1) Dean of the Faculty of Medicine - Seydakhmetova Aizat Ashimkhanovna 2) Dean of residency - Bektenova Gulmira Erseitovna	Small Hall of the SKMA Подключиться к конференции Zoom https://us02web.zoom.us/j/3892931765 Идентификатор конференции: 389 293 1765
15.00-15.15	Technical break	External experts of IAAR	Small Hall of the SKMA
15.15-16.00	Meeting with Heads of EPs, Heads of Departments	Appendix No.1 Heads of EPs, Heads of Departments	Assembly Hall of SKMA 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-	Technical break	External experts of IAAR	Small Hall of the SKMA

17.15			
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-	Lunchtime	External experts of IAAR	

14.00			
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-	EEC work, discussion,	External experts of IAAR	Small Hall of the SKMA

16.15	decision-making by voting (recorded)		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	Relatively 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	24 pers.	9 pers.	0 pers.	0	0 pers.	-

	EPportunities provided by the University for the professional development of the teaching staff?	(72,73 %)	(27,27 %)	(0%)	pers. (0%)	(0%)	
8	How do you assess the EPportunities 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 universityr own						
10	• - Strategies	23 pers. (69,7%)	9 pers. (27,27 %)	1 pers. (3,03 %)	0 pers. (0%)	0 pers. (0%)	-
11	• - Methods	23pers. (69,7%)	10pers. (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%)	-
1	• - Teachers	17 pers.	16 pers.	0 pers.	0	0 pers.	-

8		(51,52 %)	(48,48 %)	(0%)	pers. (0%)	(0%)	
1 9	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%)	-
2 0	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%)	-
2 1	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%)	-
2 2	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%)	-
2 3	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%)	-
2 4	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						
2 5	• - On academic mobility	23 pers. (69,7%)	10 pers. (30,3%)	1 pers. (3,03%)	0 pers. (0%)	0 pers. (0%)	-
2 6	• - On professional deveLEPment 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						
2 7	• - Research endeavours of the teaching staff	24 pers. (72,73 %)	9 pers. (27,27 %)	0 pers. (0%)	0 pers. (0%)	0 pers. (0%)	-
2 8	• - DeveLEPment of new educational programmes/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						
2 9	• - With research	12 pers. (36,36 %)	20 pers. (60,6%)	1 pers. (3,03%)	0 pers. (0%)	0 чел (0%)	-
3 0	• - With practical activity	16 pers. (48,48 %)	16 pers. (48,48 %)	1 чел (3,03%)	0 pers. (0%)	0 чел (0%)	-

3 1	Evaluate how well the knowledge of students received at this university corresponds to the realities of the requirements of the modern labour market.	16 pers. (48,48 %)	17 pers. (51,52 %)	0 pers. (0%)	0 pers. (0%)	0 pers. (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.	22 pers. (66,67%)	-

		(33,33%)		
Other issues	<ul style="list-style-type: none"> ✓✓ No ✓✓ 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 			

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 satisfi	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%)

