



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

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

6B10117 Stomatology (primary accreditation)

SOUTH KAZAKHSTAN MEDICAL ACADEMY

between 9 and 11 May 2024

INDEPENDENT AGENCY for ACCREDITATION AND RATING

External Expert Committee

Addressed to the

IAAR Accreditation Council



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Shymkent, 2024

(I) LIST OF NOTATIONS AND ABBREVIATIONS

SKMA JSC-South Kazakhstan Medical Academy Joint Stock Company
AIS-automated information system
BD-basic discipline
LIC-library and information centre
BME-Basic Medical Education;
IQC-intrauniversity quality control
HEI-higher education institution
FAC- final attestation commission
MCC-Municipal Cardiology Centre
SOES-state obligatory education standard
UNT-unified national testing
IEP-individual educational plan
EC-elective component
KVN-club of funny and resourceful people
EPC-educational programme committee
CT-comprehensive testing
CTPC-Computer, Test, Publishing Centre
GED-general educative discipline
EP-educational programme
RPAB-regional pathological-anatomical bureau
RPC-1-Regional Perinatal Centre-1
OR-registrar's office
OSCE-Objective Structured Clinical Examination
OSPE-Objective Structured Practical Examination
PD-profiled disciplines
PHS-primary healthcare services
TS- teaching staff
LO-learning outcomes
WC-working curriculum
P-3-Polyclinic No.3
RIEL-Republican Interuniversity Electronic Library
MM-mass media
QMS-quality management system
SIW-student's individual work
DSIC-Directorate for Strategic and International Co-operation
MC-model curriculum
EMCD-educational and methodical complex of the discipline
EMC- Educational and Methodological Center
DCRDMS-Directorate of Clinical Research, Doctoral and Master's Studies
AC-Academic Council
PSC- Practical Skills Centre
CBL-case-based learning.
GPA-Grade Point Average
MCQ-Multiple Choice Questions
SGL-small group learning
PBL-problem-based learning
TBL-team-based learning

(II) INTRODUCTION

In accordance with the order №70-24-OD from 09.02.2024 of the Independent Agency for Accreditation and Rating from 6 to 8 May 2024, the external expert commission conducted an assessment of compliance of the educational programme 6B10117 Stomatology of the South Kazakhstan Medical Academy with the standards of specialised accreditation (on the base of WFME/ AMSE/ ESG) №150-22-OD from 21 December 2022, third edition.

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

Composition of the EEC:

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

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

3) **IAAR expert** - Omarkulov Bauyrzhan Kadenovich, Ph.D., associate professor, Karaganda Medical University (Republic of Kazakhstan) *Off-line participation*

4) **IAAR expert** - Viktor Robertovich Shim , Department of Outpatient Pediatrics, NAO KazNMU named after. S.D. Asfendiyarova (Republic of Kazakhstan) *Off-line participation*

5) **IAAR expert** – Gulnar Dostanovna Sultanova, Ph.D., NJSC “West Kazakhstan Medical University” (Republic of Kazakhstan), *Off-line participation*

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

7) **IAAR expert, employer** – Katbaev Saken Arystanovich, Public Association “Local Trade Union of Healthcare Workers “DENSAULYQ” (Republic of Kazakhstan) *Off-line participation*

8) **IAAR Expert, student** – Nabiullin Asylkhan, 4th year student of the EP “Medicine”, NJSC “West Kazakhstan Medical University” (Republic of Kazakhstan) *On-line participation*

9) **IAAR expert, student** – Kuziev Saidbek Karimovich, 3rd year student of the program "Forensic Medical Examination", Astana Medical University (Republic of Kazakhstan) *Online participation*

10) **IAAR Coordinator** - Saidulaeva Malika Akh'yadovna, project manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Offline 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, training specialists in the medical, pharmaceutical and engineering-pharmaceutical fields at the level of secondary technical vocational education, higher and postgraduate education, as well as continuous

professional development of personnel in the healthcare system. It has a license from the Committee for Control of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. KZ36LAA00011387 dated March 28, 2018, without time limitation, for the right to carry out educational activities under technical and vocational, higher and postgraduate education programs, has a certificate of institutional accreditation issued by NAAR dated May 26, 2023, registration No. A-A No. 0243, the certificate is valid until May 25, 2028. The main objective of JSC "SKMA" is to create the necessary conditions for obtaining higher and postgraduate professional education, development and professional development of an individual based on national and universal values, the formation of competitive medical and scientific-pedagogical personnel of the highest qualification for the improvement of healthcare, medical education and science. The Academy provides training in Kazakh, Russian and English in 35 departments in the following programs:

- 9 *bachelor's degree programs* - "General Medicine", "Pediatrics", "Dentistry", "Pharmacy", "Nursing", "Preventive Medicine", "Public Health", "Public Health" and "Pharmaceutical Production Technology";
- 5 *master's degree programs* - "Medicine", "Public Health", "Nursing", "Pharmacy" and "Preventive Medicine";
- 3 *doctoral degree programs*: "Pharmacy", "Medicine", "Public Health";
- 31 *residency EPs*.

The quality of education and scientific research at the Academy is ensured by a high level of infrastructure: 4 own and 3 rented educational buildings with classrooms equipped with interactive equipment, a scientific library with a reading room and an electronic library room, research laboratories "Laboratory of Medicinal Plants" and "South Clinical & Genetic Laboratory", the Center for Practical Skills, 2 dormitories and 42 clinical bases.

JSC "SKMA" actively participates in international meetings, conferences on the development and implementation of international educational standards, global internationalization of research for the successful solution of health problems. The teaching staff of the Academy implements 18 scientific and technical projects that have passed state registration. Scientists of JSC "SKMA" are co-executors and implement grant scientific and technical programs.

The partners of JSC "SKMA" are the following universities: Nowy Sacz Graduate School of Business - National Louis University, Poland (Polish partner university), "Institute of Biomedical Research of the University of Barcelona", Spain; Institute of Neurology of the University College of London, Great Britain; University of Medicine and Pharmacy, Romania; Institute of Neurology of University College London, "St. Petersburg State Pediatric Medical University", Russia, "Tashkent Pediatric Medical Institute", Uzbekistan and others.

According to the results of the National Rating of Demand for Universities of the Republic of Kazakhstan annually conducted by NAAR, in 2020 and 2021, JSC "SKMA" in the General Rating of Universities of the Republic of Kazakhstan "Top-20" is in 17th place.

Since the 2023-2024 academic year, the university has been implementing the EP SIME "6B10117 Stomatology", where 305 students study in 3 languages of instruction.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialized accreditation of the educational institution “6B10117 Stomatology” (initial accreditation) of the South Kazakhstan Medical Academy according to IAAR standards is being carried out for the first time.

(V) DESCRIPTION OF THE VISIT OF THE EEC

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs of SKMA in the period from May 9 to 11, 2024.

In order to coordinate the work of the EEC, an online kick-off meeting was held on 08.05.2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the selection of examination methods.

In order to obtain objective information on the quality of the educational program and the entire infrastructure of the university, to clarify the content of self-assessment reports, on May 9, meetings were held with the rector, vice-rectors and heads of structural divisions of the university in areas of activity. During the interviews, the EEC determined such positions as administration of the educational process in the specialty, compliance of the organization of training with the requirements in this area, support of the faculty and students by the administrative and managerial staff, resource provision of the scientific and educational process at the university for the educational program, participation of stakeholders in the development of the educational program. During the meeting with the dean, heads of departments and teachers, information was received on the implementation of educational, scientific and clinical processes in the departments, the conditions that the university provides for their activities, motivation and incentives for the faculty, admission and career growth, financial support for the faculty, provision of the educational process with the necessary resources (material and technical, information, etc.), interaction with administrative and managerial structures.

A total of 152 people took part in the meetings (Table 1).

Table 1 – Information about the staff and students who took part in the meetings with the NAAR EEC:

Participant category	Number
Rector	1
Vice-Rector's building	3
Heads of structural divisions	19
Deans	2
Heads of Departments	23
Teachers	45
Students	59
Total	152

During the visual inspection, the members of the EEC got acquainted with the state of the material and technical base, where they visited the pharmacological and physiological educational and scientific laboratory, the Anatomical Classroom, the Library and Information Center, the University Dental Clinic and the Practical Skills Center.

On May 10, the members of the EEC visited the practice bases of the accredited EP: dental clinics - "Kristal 32", "Biomed" and "Zhanga shipa", where they got acquainted with the state of the material and technical clinical bases. The experts noted that all clinical bases are equipped with modern equipment and are highly specialized medical centers for the provision of highly qualified specialized treatment and advisory medical care to adults and children. From conversations with the heads of the clinics it was found out that students and teachers are allowed into all departments for the supervision of patients, receiving patients under the guidance of a teacher or mentor, have the opportunity to be present during surgical interventions,

during instrumental examinations, etc. The clinics have study rooms with computers, projectors, Internet access and separate locker rooms for students. From the conversation with them we also received data that the university closely cooperates with clinical bases, implementing clinical training at their bases, graduates work in these organizations through such events as the Job Fair, where the selection and invitation of young specialists to work takes place. They noted their participation in the development of the EP in other collegial bodies. Then the members of the EEC conducted an interview with students, where they discussed issues of their participation in the collegial bodies of the university, the organization of the educational process, social policy and a number of other topics. The experts then attended training sessions according to the approved schedule, in accordance with the visit program.

- SIWT in the discipline biochemistry topic "Blood and lymph", 2nd year, VM-SK-05-22. Lecturer - Ordabekova A.B. (room 400, building 1);

- SIWT in the discipline histology topic "Blood and lymph", 2nd year, VM-MOB-01-22. Lecturer - Zhumashov S.R. (room 507a, building 1).

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

Based on the results of the survey of teachers, it was established that they are satisfied with the content of the EP, opportunities for continuous development of potential, advanced training, the opportunity to actively apply their own teaching methods in the educational process. All respondents responded that the library has the necessary scientific and educational literature. Many respondents are satisfied with the support of the management both in relation to the development of new educational programs and motivational approaches. The overwhelming majority of respondents answered positively and believe that this is an actively developing University with great growth opportunities and conditions for both teachers and staff, as well as students. In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the University. Along with this, the experts studied the Internet positioning of the University through the official website of the University <https://skma.edu.kz/>

On the third day of the visit, May 11, a meeting was held in a hybrid format of the external expert commission, led by the chairman of the EEC. The members of the EEC discussed the parameters of the specialized profile, developed recommendations, held a vote and prepared the necessary documentation to complete the commission's work and presented it at a meeting with the management.

(VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS

6.1. Mission and Results Standard

- ❖ Mission Definition
 - ✓ The educational organisation shall:
 - define the mission of the EP and communicate it to stakeholders and the health sector.
 - reflect in the mission of the EP the goals and educational strategy that will enable the preparation of a competent specialist at the level of higher education in the field of health care with an appropriate basis for a further career in any field of health care, including all types of practice, administrative medicine and scientific research in health care; capable of performing the role and functions of a specialist in accordance with the established requirements of the health sector; prepared for postgraduate education and committed to lifelong learning.
 - ensure that the mission includes the achievements of research in the field of biomedical, clinical, pharmaceutical, behavioural and social sciences, aspects of global health and reflects the main international health problems.
 - ✓ Institutional Autonomy and Academic Freedom
 - ✓ The educational organization shall:
 - ✓ 1.2.1 have the institutional autonomy to develop and implement a quality assurance policy for which the administration and faculty are responsible, particularly with regard to the development of the educational program and the allocation of resources necessary for the delivery of the educational program.

- ✓ 1.2.2 ensure academic freedom for staff and students to deliver the educational program and to use the results of new research to improve the study of specific disciplines/topics without expanding the curriculum.
- ✓ Learning Outcomes
- ✓ The educational organization shall:
 - ✓ define the expected learning outcomes that students should achieve on completion of their studies in relation to basic level achievements in knowledge, skills and professional attitudes; an appropriate basis for a future career in any area of the health sector; future roles in the health sector; subsequent postgraduate training; a commitment to lifelong learning; public health needs, health system needs and other aspects of social responsibility
 - ✓ ensure appropriate behaviour of learners towards fellow students, teachers, health care staff, patients and their relatives
 - ✓ publish expected learning outcomes of the EP
 - ✓ define and coordinate the links between the learning outcomes required upon completion and those required in postgraduate education
 - ✓ provide opportunities for learners to participate in research in the relevant field of health
 - ✓ pay attention to the expected learning outcomes related to global health
 - ✓ Participation in the formulation of the mission and learning outcomes
 - ✓ The educational organization should:
 - ✓ ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes
 - ✓ ensure that the stated mission and expected learning outcomes are based on the opinions/proposals of other stakeholders.

Evidentiary part

The mission of the EP "Stomatology" is to train qualified and competitive personnel capable of self-improvement and conducting scientific research. The mission was developed with the participation of stakeholders: leading specialists and faculty of the university, representatives of the NCE "Atameken", representatives of the health department, heads of dental organizations, as well as students of this EP in accordance with the mission of the academy, taking into account the requirements of the State Program for the Development of Healthcare of the Republic of Kazakhstan for 2020-2025 and the Strategic Directions of JSC "South Kazakhstan Medical Academy" for 2024-2028. When developing the mission, public health problems, the needs of the health care system and other aspects of social responsibility were taken into account. It includes the integration of science, education and practice, which is realized through the gradual and consistent acquisition by students of critical and analytical thinking skills, the basics of evidence-based medicine and modern research methods. The mission of the EP "Stomatology" is communicated to stakeholders by publishing on the official website of JSC "SKMA" - (<https://skma.edu.kz>), the social network Facebook - (<https://www.facebook.com/ukma.kz/>), as well as at roundtable meetings, meetings, Job Fairs together with stakeholders (practical healthcare of the Southern region of the country), where issues of improving personnel training, mission, content of the EP and learning outcomes, employment opportunities for graduates, development and implementation of joint educational programs with foreign countries are discussed. The main issues of such meetings are the participation of employers in the formation of competencies of future specialists, taking into account their interests when developing the EP, participation in certification and employment of graduates, problems of improving the qualifications of medical personnel in the Southern region of Kazakhstan, etc. Taking into account the challenges of the labor market and the demands of practical health care, changes and / or additions can be made to the content of the EP "Stomatology", after preliminary discussion at meetings of departments, AC, and the Methodological Council. The quality policy adopted at the university is one of the areas of EP management, published on the website and has an official status. The policy shows the connection between processes and tools aimed at ensuring the quality of the training program, reflects the connection between the recognition of the LO, teaching and assessment technologies. The final LOs are developed on the basis of competencies comparable with the requirements of the Dublin first-level descriptors and reflect its main provisions: proficiency in diagnostic

methods, including research methods using digital technologies, treatment and prevention methods in accordance with the requirements of the current legislation of the Republic of Kazakhstan and the use of an interdisciplinary approach in providing dental care to the population, expanding and deepening the knowledge necessary for professional activity and continuous professional education. At each stage of training, the LOs are clearly defined for each discipline and for each module of students, due to which the stages of competence formation are achieved. The professionalism of students in the EP is achieved due to the stages of formation of this competence, determined by the EP by choosing elective disciplines that complement and deepen the competencies formed by the disciplines of the compulsory component, ensuring the flexibility of the EP with a focus on the needs of society, the priorities of the National Health System, allowing a timely response to the achievements of science and technology. For this purpose, the University has a Strategic Planning and International Cooperation Department, which promptly responds to the challenges of the internal and external environment with the goal of timeliness for improvement. The LO of each level is formed according to the type of continuity of education levels, starting from the basic level and ending with the ability to provide highly specialized care. Appropriate behavior of students in relation to classmates, teachers, medical personnel, patients and their relatives is formed from the first year in the disciplines of introduction to the profession, introduction to the clinic and educational practice on safe care. The communicative component of the EP reflects the ability to establish trusting relationships with the patient and his relatives, colleagues. Students have access to patients of clinical sites, are involved in the treatment and diagnostic process. In the process of clinical activity, the student realizes his commitment to the profession, scientific knowledge, the principle of confidentiality of information concerning the patient. The student builds relationships with patients and their relatives, teachers, colleagues in accordance with medical ethics, with the participation of curators and mentors. In accordance with the traditions and values of the Academy, all members of the staff, students and clinical teachers follow the standards of ethical behavior and comply with the "Code of Honor of the Teacher", "Code of Honor of the Student" (Academic Policy of JSC "UKMA" dated 09.09.2022), which are the standards of corporate ethics. The main purpose of these documents is to create an atmosphere of goodwill and tolerance in JSC "SKMA".

Analytical part

Analysis of the university and EP activities compliance with the criteria of this standard indicates that the academy has a Development Strategy that corresponds to the mission and vision of the university. The management carries out a number of events on target indicators of activity areas, monitoring and improvement measures. It has close contacts with managers and representatives of practical healthcare. Interaction between the academy and representatives of the medical community is carried out in the process of holding meetings of faculty councils, the university council, departments, other joint events, during the practical training of students at clinical sites. Thanks to various mechanisms of interaction with organizations involved in the provision of medical care, the academy has the opportunity to take into account the health needs of society, the needs of the medical care system when determining the mission of the EP. The academy has developed a procedure for approval, periodic review (revision) and monitoring of educational programs and documents regulating this process, all processes regulating the development and implementation of the EP are documented. The academy implements the principle of continuity of training levels. There is a clear connection between the training program and the subsequent professional training of the student. Such training allows successful professional activity in the future. Students have the opportunity to further deepen their knowledge, skills and competencies, as well as to continue postgraduate education in the Republic of Kazakhstan and abroad.

The University ensures the availability and effective functioning of an information and feedback system aimed at students, employees and stakeholders, demonstrates the functioning of the quality assurance system of the EP, and conducts an analysis of the external and internal environment. Surveys and questionnaires are conducted among students, graduates, employers and teachers in order to identify their opinions on the quality of professional activity of teachers, the quality of management activities and other important issues of the educational process. The management of the EP will further analyze the target indicators of the areas of activity, monitor and take measures to improve the quality of the EP.

The results of the study of documentation and interviews of focus groups demonstrate that all participants in the educational process know the mission of the EP, took part in the discussion, as well as in the formation of proposals when formulating the mission. The contents of all documents are brought to the attention of the faculty, students and interested persons at collegial meetings of the University, schools, departments, meetings with the faculty and students, corporate mail, posting on the University website, etc. During interviews with heads of structural divisions and teachers, a well-established system of provision and effective current work with the necessary resources was positively noted, taking into account ensuring their satisfaction. Available material resources are used responsibly, with the aim of worthy implementation of the designated mission and goals of the EP. Members of the EEC note the great interest of clinical sites in cooperation with the university and their readiness to bear joint responsibility in training medical personnel for the region. Members of the EEC note that great importance is attached to the formation of appropriate behavior in students in relation to colleagues, teachers, administration, patients and their relatives.

Strengths/best practices:

The current quality assurance policy at the university contributes to the training of qualified and competitive personnel in terms of resource allocation required for the implementation of the EP to meet the requirements and expectations of consumers.

EEC recommendations:

There are no recommendations for this standard.

EEC findings on criteria:

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

6.2 Standard "Educational Programme"

- ✓ Model of the educational programme and teaching methods
- ✓ The educational organisation should:
 - ✓ define the specifications of the programme, including a statement of intended learning outcomes, a curriculum based on a modular or spiral structure, and the qualification to be awarded
 - ✓ use teaching and learning methods that encourage, prepare and support learners to take responsibility for their learning
 - ✓ ensure that the programme is delivered in accordance with the principles of equality.
 - ✓ develop learners' capacities for lifelong learning
 - ✓ Scientific method
- ✓ The educational organisation should:
 - ✓ instill in learners throughout the programme the principles of scientific methodology, including analytical and critical thinking methods; research methods in healthcare and evidence-based medicine
 - ✓ provide for the possibility of including in the content of the EP the results of modern scientific research
- ✓ Basic biomedical sciences
- ✓ The educational organization should:
 - ✓ define and include in the EP the achievements of basic biomedical sciences to form in students an understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and application in practice of clinical scientific knowledge
 - ✓ provide for mechanisms for reviewing and updating the EP taking into account the achievements of biomedical sciences, reflecting scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system
- ✓ Behavioral, social sciences and medical/pharmaceutical ethics

- ✓ The educational organization should:
- ✓ define and include in the EP the achievements of behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence
- ✓ provide for mechanisms for reviewing and updating the EP taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health care system; changing demographic and cultural context
- ✓ Clinical/pharmaceutical sciences and skills
- ✓ The educational organization should:
- ✓ define and include in the EP achievements of clinical/pharmaceutical sciences to ensure that students, upon completion of training, have acquired sufficient knowledge, clinical and professional skills to assume appropriate responsibilities in subsequent professional activity;
- ✓ ensure that students spend a sufficient part of the program in planned contacts with patients, consumers of services in appropriate clinical/workplace settings and gain experience in health promotion and disease prevention
- ✓ determine the amount of time allocated for the study of basic clinical/specialized disciplines
- ✓ organize training with due attention to the safety of the learning environment and patients, including observation of the actions performed by the trainee in the conditions of clinical/industrial bases
- ✓ provide for the possibility of changing the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system
- ✓ ensure that each trainee has early contact with real patients, consumers of services, including his gradual participation in the provision of services and including responsibility:
 - ✓ - in terms of examination and/or treatment of a patient under supervision in the appropriate clinical conditions;
 - ✓ - in sanitary and epidemiological supervision procedures in terms of examination and/or inspection of the object under supervision, which is carried out in the appropriate production bases (sanitary and epidemiological examination centers, territorial departments of sanitary and epidemiological control, including in transport, disinfection organizations and healthcare facilities);
 - ✓ - in terms of patient counseling on the rational use of medicines, which is carried out in appropriate production conditions
- ✓ structure the various components of training in clinical, hygienic skills for monitoring environmental and production environment factors and other production skills in accordance with a specific stage of the training program
- ✓ Structure of the educational program, content and duration
- ✓ The organization of education should:
- ✓ describe the content, scope and sequence of disciplines/modules, including compliance with the appropriate ratio between basic biomedical, behavioral, social and clinical/specialized disciplines
- ✓ provide for horizontal integration of related sciences and disciplines;
- ✓ provide for vertical integration of clinical/profile sciences with basic biomedical and behavioral and social sciences
- ✓ provide the possibility of elective content (electives) and determine the balance between the compulsory and elective parts of the EP
- ✓ determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice, occupational medicine, including aspects of the impact of the environment and man-made industrial loads, social situation on public health
- ✓ Program management
- ✓ The educational organization should:
- ✓ define procedures for the development, approval and revision of the EP
- ✓ determine a committee under the control of the academic leadership, responsible for planning and implementing the EP to ensure the achievement of the expected learning outcomes

- ✓ ensure representation of teachers, students, representatives from other stakeholders, including representatives from clinical, industrial bases, health professionals involved in the learning process in the EP committee responsible for the EP
- ✓ provide for the opportunity to plan and implement innovations in EP through the committee responsible for the EP
- ✓ Link with medical/pharmaceutical practice and the health care system
- ✓ The educational organization must:
- ✓ ensure continuity between the EP and subsequent stages of professional training or practical activity that the student will begin upon completion of training
- ✓ take into account the specific conditions in which graduates will have to work and modify the EP accordingly.

Evidentiary part

The University has been implementing the EP "6B10117 "Stomatology" since 2023, in accordance with the phased implementation of the EP SIME based on the order of the Vice-Minister Dudnik V.Y. №661 dated on 08.08.2022 and the letter of the Director of the Department of Science and Human Resources of the Ministry of Health of the Republic of Kazakhstan Aldyngurov D.K. incoming №1011-K dated on 15.08.2023. The EP of the National Research International Educational Institution " Stomatology" has accepted first-year students of 2023 and transferred second-year students of 2022 admission. At the university, the development of the EP is regulated by the Regulation on the development of educational programs. According to the State Educational Standard of the Republic of Kazakhstan for 2022, the EP is implemented over 6 years and consists of 10,800 hours (360 ECTS credits), including 900 academic hours in internship and master's degree (30 ECTS credits) and 390 hours (13 ECTS credits) of experimental research work of the master's student. General education disciplines (GED) - make up 56 credits (1,680 hours), of which 51 are Compulsory Components (CC) (1,530 hours) and 5 credits (150 hours) are the University Component (UC/VC). Disciplines of the GED/CC: "History of Kazakhstan", "Philosophy" are determined by the standard curricula. Basic disciplines (BDV) - 95 credits (2850 hours), of which the University component (UD/VK) is 91 credits (2730), including 4 credits (120 hours) KV. Profile disciplines (PDV) 184 credits (5520 hours), of which 181 credits (5430 hours) University component (UC/VK), Elective component (EC/KV) 3 credits (90 hours). The list of PD/KV is presented in the catalog of elective disciplines (CED). Writing, defending a master's project and passing a comprehensive exam 12 credits (360 hours). The duration of the academic semester of the State Educational Standard is from 15 to 18 weeks. The EP is included in the Register of Educational Programs of Higher and Postgraduate Education of the Unified State University of Higher Education. The modular structure of the EP is regulated by the "Regulations on the Development of Modular Educational Programs" developed at the university and posted for general use on the SKMA website and is reflected in the MEP and working curricula.

When developing educational competencies, the emphasis is on the formation of the main competencies: general education; social and ethical; readiness to change social, economic, professional roles, geographical and social mobility in the context of increasing dynamism of changes and uncertainties; communication; diagnostic activities; therapeutic activities; preventive activities; rehabilitation activities; psychological and pedagogical activities; research activities of pediatric specialists taking into account the specifics of the direction of their training. The vertical integration of disciplines is determined by the structure of the EP. In the first years of study, mainly general and fundamental (basic) disciplines are taught, progressively revealing the structure and normal processes of the human body, and then - pathological processes. The knowledge and skills acquired by students while studying fundamental disciplines create the basis for acquiring professional competencies and their development in clinical disciplines. The study of diseases in the 6th year is completed by internship disciplines, where fundamental and clinical knowledge in various areas is consolidated with their application in medical practice, which ensures the development of a professional clinical approach to the patient, which is based on the principles of syndromic and differential diagnostics. Innovative teaching methods are constantly being introduced into the educational process in order to develop independent and self-directed learning, improve the quality of educational services: problem-based learning methods, PBL, TBL, RBL, project-research methods, assessment sheets

used to assess knowledge, skills and clinical practice within the disciplines. Innovative teaching methods form in students such qualities as searching for reliable information, critical analysis of the information received, the ability to adapt the acquired knowledge to real practice.

Active teaching methods and SIW protection used in the educational process allow the student to demonstrate their personal and professional growth, independence in obtaining additional knowledge, which becomes a solid foundation for self-esteem in students. Persons who have completed training under the continuous integrated medical education program and successfully passed the final certification are awarded the degree of "Master of Medicine", a diploma of postgraduate education with an appendix (transcript) and (or) a common European supplement to the diploma, a certificate of completion of internship with the assignment of the qualification "Doctor". The graduate's qualification level corresponds to level 6 of the National Qualifications Framework. Upon completion of training, a state diploma with an appendix (transcript) is issued free of charge and the university additionally issues the graduate a common European supplement to the diploma (Diploma Supplement). EP SIME "Stomatology" is the main basic medical education for the transition to the next level of medical education: residency and doctoral studies. The EP is compiled in accordance with the principles of equality in relation to students regardless of gender, nationality, religion, socio-economic status and taking into account physical capabilities. The program does not discriminate based on age, religion, gender, national origin, etc. The right to education without discrimination is an internationally recognized universal right.

Analytical part

The analysis of educational activities showed that in the EP, the programs of disciplines and modules of the BD and PD cycles have an interdisciplinary and multidisciplinary nature using simulation technologies that ensure the training of personnel at the junction of a number of areas of knowledge based on a combination of theoretical training with practical training and are aimed at mastering and consolidating the knowledge obtained in the learning process, acquiring practical skills and mastering professional competencies. The substantive part of the programs of all disciplines takes into account regional and national characteristics, the current state of medical science and practice and the main requirements of the Professional Standard of the Republic of Kazakhstan for the specialty.

The curriculum presented to experts in the specialty ensures the sequence of studying disciplines based on their continuity, rational distribution of disciplines by semesters, and the position of uniformity of academic work, built on the "horizontal" and "vertical" integration of disciplines, based on clinical problems and diseases, thereby ensuring a student-oriented approach, scientifically oriented training and an interdisciplinary approach, which involves a gradual deepening of the study of certain topics / clinical problems from norm to pathology throughout the entire period of study. For the implementation of the EP, all departments have EMCD, which defines the purpose of the discipline, takes into account the integration of practical and theoretical components, and independent work. The educational program includes elements of student training for the formation of scientific thinking and the application of scientific research methods: student participation in research work of departments, SIW, SIWT in class and out of class time, EIR. They allow students to independently study problems, the feasibility of organizing research and using various methods of collecting information and conducting statistical analysis. The main element of the SSS at the department level is the SSC. The results of the work are reported at scientific and practical conferences in the Republic of Kazakhstan and abroad, published in conference proceedings. Scientific and practical conferences of students and young scientists of ZKMU are held annually. The educational process takes into account the individual characteristics of students, provides support in the implementation of the educational process and maintains a monitoring system for their achievements. The unified EP confirms the principle of equality and the absence of any differences between domestic and foreign students in the learning process. The EEC notes that the University ensures continuity between the EP and the next stage of professional training, which was confirmed during interviews with students and analysis of the EP. The presence of clinical bases provided by representatives of practical health care ensures continuity between theoretical and practical training, and the readiness of practical health care to take joint responsibility for the training of medical personnel.

The implementation of the achievements of scientific research results in the educational process is envisaged by the university policy and coordinated by the AC EP SIME. There is a

catalog of elective disciplines, which is replenished with disciplines at the request of students and employers. In a conversation with the head of the AC, it was noted that from this year, electives for the EP are provided for 3-5 years and will be built on an interdisciplinary basis. They will be presented to students in the second semester of the 2024-2025 academic year. There is an adviser for the EP who provides consultative assistance to students on the formation of individual trajectories. During an interview with the head of the AC, heads and teachers of specialized departments, it was noted that work has begun on the formation of a bank of topics for master's projects. However, work has not begun on the formation of internal methodological guidelines, regulations and procedures for students on the SIME (integration of the scientific component) such as conducting EIR, teaching and learning methods, including RBL, project methods, by including scientific topics, project work, etc., taking into account the implementation of the master's thesis and its defense, while students together with advisers could form their learning trajectory based on approved internal documents. Experts also drew attention to the safety of the learning environment, since during visits to departments and conversations with teachers it was established that there is a Safety Journal, the instruction is conducted by the teacher leading the classes, but does not have a certificate / certificate of having undergone safety training himself.

Strengths/best practices:

There were not identified strengths for this standard.

EEC recommendations:

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

2. The head of the educational program should develop a Regulation on the procedure for conducting an examination of research work (EW) of students under the SIME program. Deadline: during the 2024/2025 academic year, then on an ongoing basis.

EEC findings on criteria:

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

6.3. Standard "Policy for assessing students"

- ✓ Assessment methods
- ✓ The educational organization must:
- ✓ define and approve the principles, methods and practices used to assess students, including the number of examinations, criteria for setting passing scores, grades and the number of retakes permitted;
- ✓ ensure that assessment procedures cover knowledge, skills, attitudes and professional behaviour
- ✓ use a wide range of assessment methods and formats depending on their "assessment of usefulness", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format
- ✓ provide for the possibility of providing external experts with expertise in the assessment process and methods
- ✓ demonstrate a willingness to ensure that assessment methods and results avoid conflicts of interest and use a system of appeal against the assessment results of students
- ✓ provide for the possibility of ensuring an open assessment procedure and its results, informing students about the criteria and assessment procedures used

- ✓ provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as the involvement of external examiners
- ✓ Relationship between assessment and learning
- ✓ The educational organization should:
- ✓ use assessment principles, methods and practices that are consistent with the planned LO and teaching and learning methods, ensure the achievement of planned learning outcomes, promote student learning, provide an appropriate balance of formative and summative assessment to guide learning and make decisions about academic performance
- ✓ provide the ability to adjust the number and nature of examinations to stimulate both knowledge acquisition and integrated learning
- ✓ provide timely, specific, constructive and fair feedback to students on assessment results.

Evidentiary part

The purpose of the "Learning Outcomes Assessment Policy" is to provide each student with the opportunity to demonstrate their level of achievement of the LO to receive the corresponding credits and assign a qualification.

The Academy uses a system of assessment of academic achievements, which objectively assesses the achievement of the final LO in disciplines, modules and the EP as a whole. The syllabi have developed criteria for assessing the LO of disciplines and modules, which are available to students on the educational portal of the university and each student can track the development of their competencies and final results with an indication of the level achieved. The advisory service helps students compare the final results and professional trajectory. The assessment of students' academic achievements is carried out using criteria, provisions and procedures developed in accordance with the set goals and objectives for the implementation of the EP and the assigned qualifications within the framework of the current rating system and control of the educational process in accordance with regulatory documents. The academic achievements (knowledge, abilities, skills and competencies) of students are assessed in points on a 100-point scale, corresponding to the internationally accepted letter system with a digital equivalent (positive grades, in descending order, from "A" to "D-", and "unsatisfactory" - "FX", "F") and grades according to the traditional system in accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 152 of 20.04.2011 "Rules for organizing the educational process using credit technology of education". Organizational support for the transfer of credits to ECTS credits in the Academy is carried out on the basis of the "Regulations on the transfer of credits according to the ECTS type." The assessment of academic achievements of students is carried out on the basis of such measures as:

Knowledge: test questions, tickets, test-based assignments, situational tasks, cases, etc.;

Practical skills: examination of a standardized and real patient, clinical analysis of a patient, presentation at a pathological conference, presentation of a patient's medical history, filling out medical documentation, performing manipulations in accordance with the learning outcomes of a discipline/module and the EP as a whole, etc.;

Communication skills: teamwork, communication with a patient, his relatives and parents; conversation, debate, questionnaires, self-assessment, etc.;

Legal competence: testing, oral questioning, tasks, presentations, essays, working with medical documentation, etc.

Self-development: preparation of analytical reviews, presentations, development of thematic crosswords, writing articles, essays, summaries, etc.

Departments develop assessment methods and tools for all types of control, with the help of which it is possible to most effectively assess the achievement of planned learning outcomes (LO) at the discipline level. The assessment principles are: achievability, measurability, transparency, consistency, validity; objectivity (reliability), inclusiveness and fairness, authenticity and feedback according to the procedure "Assessment-policy-of-learning-results-of-JSC SKMA-2022", which regulates the procedure for planning, organizing and monitoring the process of assessing students' achievements in the context of student-centered learning, which ensures: comprehensive, accurate, consistent, transparent and objective assessment of academic achievements; compliance with the requirements of professional standards for measuring professional competencies; a high degree of student involvement at all stages of the academic

process. The syllabuses of academic disciplines reflect the discipline assessment policy, which includes the criteria and methods for assessing the LO, and the AIS "Platonus" defines the conditions for calculating the rating and forming indicators for accounting for academic achievements. Information on the assessment methods and criteria is presented in the syllabuses, modular curricula. The documents are posted in the virtual database of JSC "SKMA" and are open to access for all interested parties (students, teaching staff, university managers, external experts, parents).

Test assignments are developed in accordance with the "Regulations on the process of developing test assignments for conducting intermediate and final assessment of students' knowledge at SKMA". Up to 30% of test assignments are updated annually. When compiling an examination question, its reliability (the student's answer to the question really allows assessing the degree of formation of the LO) and validity (the student's answer to the question really allows assessing exactly the LO that they want to assess) are ensured. The following types of control are used within the assessment system: current control; midterm control (carried out at least 2 times during one academic period. During the last lesson of the cycle/discipline, the assessment of current academic performance is calculated, which represents the assessment of the admission rating and makes up 60% of the final assessment of knowledge in the discipline of the student in this discipline); final assessment (FA) (carried out after completion of studying the academic discipline during the midterm certification period according to the schedule; FA is carried out in the form of computer testing, oral or written exam; the share of the exam grade is 40% of the total grade for mastering the discipline). For all basic and clinical disciplines, exams are held in two stages. The first stage is the assessment of practical/clinical skills as the application of OSPE/OSKE technologies with the involvement of independent examiners.

Organization and conduct of midterm assessment of students is assigned to the registrar's office and is conducted in accordance with the working curriculum "Regulations on the organization and conduct of certification of practical/clinical skills and abilities using OSPE/OSKE technologies during the final control of academic achievements of students of SKMA", "Rules for organizing and conducting midterm assessment of students in the form of computer testing in SKMA" <http://surl.li/evihg>; "Regulations on the procedure for organizing and conducting written and oral exams in SKMA"; "Regulations on the process of developing test assignments for conducting midterm and final control of students' knowledge in SKMA". The form of the final control is discussed at the Faculty Council and approved by the Academic Council upon the submission of the dean no later than one month before the beginning of the academic year. Students with a passing score of 50% or higher for all types of controls are admitted to the final control in the discipline. In case of receiving an "unsatisfactory" grade corresponding to the "FX" mark, the student has the opportunity to retake the final assessment without repeating the program of the academic discipline/module no more than once. In case of receiving an "unsatisfactory" grade corresponding to the "F" mark, the student re-enrolls in this academic discipline/module, attends all types of classes, completes all types of academic work according to the program and retakes the final assessment. Retaking a positive grade on the final assessment in order to improve it during the same period of midterm assessment is not permitted. The final assessment of students is carried out according to the forms established by the State Educational Standard, the duration and terms of which are stipulated by the academic calendar and the working curricula of the EP. Students who have fully completed the theoretical and practical course in accordance with the requirements of the individual curriculum (IEP) and curricula are admitted to the final assessment.

The assessment policy contains various types of assignments with a description of the assessment criteria and conditions for calculating the overall summary indicator of academic performance in the discipline. For each academic discipline, assessment tools (control and measuring tools) are determined for measuring and assessing the level of achievement of the learning outcomes in the discipline. The control and measuring tools (CMT) contain all the necessary information, are presented in a clear and understandable form (do not require additional explanations during the exam) and are checked by the intra-university quality control committee (IQCC). All students receive full information on the types of assessment of the LO disciplines/modules; are informed of specific quantitative (number) and qualitative (content and skills) assessment mechanisms for all types of assignments/work, clear procedures and deadlines for submitting assignments in accordance with the curriculum and the academic sanctions applied for late submission or completion of assignments; receive feedback on their academic performance in the discipline and effectively use the comments received to improve and advance

their learning. CMT include control and measurement materials for all types of academic work (classroom, SIW), forms and types of control (current, midterm, final), allowing to assess the level of mastering the RA by students based on the totality of achieved results (scores). The level of fulfillment by students of the requirements of the curriculum of the discipline determines the degree of mastering the LO.

An important criterion for maintaining transparency and objectivity is the exclusion of the human factor from the assessment process. For this purpose, over the past few years, a computerized examination method has been introduced in real time, which is conducted centrally in the computer testing and publishing center (CTPC) in the AIS "Platonus" using online proctoring technology, which allows you to verify the student, track the screen and behavior of the student, and record the entire exam on video. Test results are available immediately after the exam. Written exams are conducted in the CTPC using the automated SKMA-WEX program. Upon completion of the exam, CTPC representatives launch the SKMA-WEX-PPS software to check and evaluate the answers by the examiner. All students have equal rights when appealing or correcting academic results. The system for appealing assessment results at JSC "SKMA" is presented in the Academic Policy of the university. The appeal results are also used to assess the validity of examination tests and assignments.

Analytical part

Analyzing the data of the report on the standard, as well as the results of interviews of the members of the commission with focus groups during the visit to the university, it can be noted that the policy and procedures of assessment are carried out on the basis of the Academic Policy, as well as procedures that ensure transparency, reliability and validity of the methods of assessing the knowledge of students. The achievement of the final results by students is identified and recorded in the electronic journal during the midterm and final certification. Assessment of the learning outcome is achieved through a balance between formative and summative forms of assessment. All forms and methods of assessment, the frequency of formative assessment are prescribed in the syllabuses under the disciplines. The balance between formative and summative assessments is reflected in the syllabus matrix. The AIS "Platonus" program provides for a personal account of the student, where his data, individual curriculum, history of academic achievements are posted.

The experts studied the documents on the organization of assessment of knowledge and practical skills. When reviewing the syllabi, the experts noted that assessment of students is provided using the most valid methods according to the final results of each discipline and each course of study. During the interviews in focus groups, respondents (both faculty and students) indicated that the main method of feedback is a questionnaire, which is carried out mainly upon completion of training in the discipline. When interviewing teachers, no convincing answers were received on the various assessment methods implemented in the Academy, students in disciplines. According to the EEC, little attention is paid to determining the validity and reliability of assessment methods. Assessment methods based on criteria and reasoning and special exams should be used, taking into account the specifics of medical education.

The system of students' knowledge assessment is continuously studied by the heads of departments and is an open environment for the introduction of new methods in this activity. However, it is necessary to use a wider range of assessment methods and formats depending on their "assessment of usefulness", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of methods and assessment formats, using modern software. The EEC experts note that the Academy needs to document and evaluate the reliability and validity of assessment methods, which requires the implementation of appropriate software and an appropriate quality assurance process for the existing assessment practice. It is necessary to implement and use assessment methods that correspond to the training program and assess all competencies in accordance with the need and modern trends in medical education. Satisfactory were put by the EEC members on 2 points, which formally correspond to the standard, but require attention when observing the criteria of the standards.

Strengths/best practices:

There were not identified strengths for this standard.

EEC recommendations:

1. The Vice-Rector for Academic Work and the Head of the EP should 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 students' knowledge, skills and behavior. Deadline: during the 2024/2025 academic year, then on an ongoing basis.

2. The Vice-Rector for Academic Work and the Head of the EP should 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 Work and the Head of the EP should ensure the participation of students from all EPs and stakeholders in the assessment process, discussion of assessment criteria and proposals for improvements in the assessment system in order to make a decision on academic performance. Completion date – during the 2024/2025 academic year, then – continuously.

EEC findings on criteria:

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

6.4. Standard "Students"

- ✓ *Admission and selection policy*
- ✓ *The educational organization must:*
- ✓ *have a policy and implement an admissions practice based on the principles of objectivity and including a clear statement of the process of selection of students*
- ✓ *have a policy and implement a practice for the admission of persons with disabilities*
- ✓ *have a policy and implement a practice for the transfer of students from other educational organizations, including foreign ones*
- ✓ *establish a link between selection and the mission of the educational organization, the educational program and the desired quality of graduates; periodically review admissions policies*
- ✓ *demonstrate a willingness to use an appeals system for admissions decisions*
- ✓ *Student intake*
- ✓ *The educational institution should:*
- ✓ *determine the number of students to be admitted in accordance with the educational institution's capabilities at all stages of the educational programme*
- ✓ *demonstrate a willingness to periodically adjust the number and type of students to be admitted, 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 as a whole

- ✓ *provide for the possibility of periodically reviewing the number and type of students to be admitted in consultation with other stakeholders and adjusting them in order to meet the health needs of the population and society as a whole*
- ✓ *Student counselling and support*
- ✓ *The educational institution should:*
- ✓ *demonstrate the possibility of using a system of academic counselling for students*
- ✓ *demonstrate a willingness to offer students a support programme aimed at social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counselling and support*
- ✓ *demonstrate a willingness to use a system of feedback to students on the assessment of conditions and the organization of the educational process*
- ✓ *demonstrate readiness to provide students with documents confirming the qualifications obtained (diploma) and diploma supplement (transcript)*
- ✓ *provide for the possibility of taking into account the needs of different groups of students and provide the opportunity to form an individual educational trajectory*
- ✓ *demonstrate readiness to provide academic counseling, which is based on monitoring the student's academic performance and includes issues of professional orientation and career planning*
- ✓ *Student representation*
- ✓ *The educational organization should:*
- ✓ *have a policy and implement the practice of student representation and their appropriate participation in determining the mission, development, management and evaluation of the educational program and other issues related to students*
- ✓ *provide for the possibility of encouraging and providing assistance and support to student activities and student organizations*

Evidential part

The admission policy of students to the Academy is carried out in accordance with the Law of the Republic of Kazakhstan "On Education" and the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "On approval of the Model rules for admission to study in educational organizations implementing educational programs of higher and postgraduate education" (additions and amendments No. 189 dated December 15, 2022). The work of the admissions committee is regulated by the Regulation on the Admissions Committee of JSC SKMA and carries out work in accordance with the regulation "Rules for admission to the bachelor's degree of JSC SKMA" developed based on regulatory legal acts in the field of education.

The policy and procedure for admission to JSC SKMA are published in the media and on the website and are available to all interested parties. The formation of the student contingent is carried out through budgetary financing, placing a state order for personnel training, as well as paying for tuition at the expense of citizens' own funds and other sources. JSC SKMA admits persons with general secondary, technical and vocational, post-secondary, higher education. Persons with secondary, technical and vocational or post-secondary education, with the exception of applicants for related areas of higher education personnel training that provide for shortened training periods, who have passed the UNT and wish to participate in the competition

for an educational grant for higher education at the expense of the republican budget or local budget and (or) enroll in fee-based education at JSC SKMA must score at least 70 points based on the UNT results, including at least 5 points in the history of Kazakhstan, mathematical literacy, reading literacy - language of instruction, and at least 5 points in each specialized subject. Admission to training in the SIME programs is carried out taking into account the results of a special exam in the form of psychometric testing, which is assessed in the form of "admission" or "failure to admit".

Admission of foreign citizens is carried out according to the "Rules for Admission of Foreign Students to Study at SKMA" on a fee-paying basis based on the results of testing in general education subjects: language of instruction, mathematics, biology, chemistry and psychometric testing conducted by the Admissions Committee during the calendar year. In this case, the enrollment 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 upon their applications on a competitive basis in accordance with the UNT scores (certificate of the established form). 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 studying in the selected group of educational programs.

The number of accepted students is regulated by the state order of the Ministry of Health and Higher Education of the Republic of Kazakhstan for the training of medical personnel, as well as according to the material and technical capabilities, taking into account the area of the classrooms, the availability of faculty, the degree of provision with manuals and scientific literature, the possibility of providing adequate conditions for studying and living for students. Education at the university for students begins with an orientation week, within the framework of which the educational and methodological center, deans of faculties, the registrar's office, the department of social work and youth policy and others annually hold meetings to familiarize them with the Charter, mission and strategy of JSC "SKMA", rules of conduct at the university; training rules; current, midterm, final certification of knowledge of the student; summer semester; GPA calculation; transfer from course to course, to another educational program, reinstatement; passing professional practices.

Consulting 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 of the academy, through meetings both offline and online and promptly via messengers. Advisory work in the departments consists of consulting during the course of study and before the examination session. Before the start of each examination session, the department develops and approves a schedule of consultations on disciplines. Experienced teachers, associate professors, professors, lecturers in the relevant disciplines are involved in the consultation. Information about teachers is posted on the AIS Platonus portal. To meet the social, financial and personal needs of students, JSC SKMA has the following student service departments: Department of Social Affairs and Youth Policy; BIC; student dormitories with reading rooms, wireless Internet Wi-Fi; medical centers; canteens; buffets, etc. Taking into account suggestions from students, a psychological support service began to function in 2022. Confidentiality is fully guaranteed with regard to consulting and charitable assistance provided to orphans and socially vulnerable students, which

allows them to communicate freely. Student youth are represented in the Faculty Council, the Academic Quality Council, the Academic Committee of the EP, the Academic Council, the Academic Council and other advisory bodies, in accordance with the internal regulatory documents of the university. Student self-government is implemented through public student organizations, which are led by the students themselves. Information about support services is communicated to students through the Department of Social Affairs and Youth Policy, faculty deans, information stands and the official website of JSC "SKMA". The Academy provides material and organizational support to student self-government bodies. In order to provide technical and financial support to student organizations, the following is carried out: allocation of premises, communication facilities, financing of programs (projects) at the expense of the Academy.

Analytical part

Based on the results of interviews and visual inspection, it was established that the requirements set out in the "Students" standard are met in full. The policy for forming the contingent of students is consistent with the mission, vision, and strategic goals of the university. The enrollment of students in the EP is determined according to the material and technical capabilities, taking into account the area of the classrooms, the availability of faculty, the degree of provision with manuals and scientific literature, the possibility of providing adequate conditions for students to study and live. When interviewing students, it was found that during meetings with the dean's office and the university administration, students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring academic quality and other professional, financial and social issues. All issues raised and discussed at these meetings are resolved in a timely manner and in due course. The students also confirmed that they are included in the advisory bodies of the faculty and the university.

Strengths/best practices:

No strengths identified for this standard.

EEC recommendations: None.

EEC findings by criteria:

- *Strong* – 0
- *Satisfactory* – 16
- *Suggests improvement* – 0
- *Unsatisfactory* – 0

6.5. Standard "Academic staff/faculty"

- ✓ *Policy for selection and recruitment of personnel*
- ✓ *The educational organization must:*

- ✓ *Determine their category, responsibility and balance of academic staff/faculty of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for adequate implementation of the EP, including the proper ratio between medical, non-medical, pharmaceutical profile teachers, full-time and part-time teachers, as well as the balance between academic and non-academic staff.*
- ✓ *Consider criteria of scientific, educational and clinical achievement, including the balance between teaching, research and "service" functions*
- ✓ *Define and monitor the responsibilities of academic staff/faculty of basic biomedical sciences, behavioral and social sciences and clinical, health and pharmaceutical sciences*
- ✓ *Provide for the possibility in the selection and recruitment policy to take into account such criteria and characteristics as the relationship to the mission and economic opportunities of the educational organization, as well as significant characteristics of the region*
- ✓ *Policy of work and development of staff*
- ✓ *The educational organization should develop and implement a policy of work and development of staff, which is aimed at:*
- ✓ *Maintaining a balance of opportunities between teaching, research and "service" functions, ensuring recognition of worthy academic activity with due emphasis on teaching, research and professional qualifications*
- ✓ *Ensuring that individual staff have sufficient knowledge of the entire educational program, as well as training and professional development of teachers, their development and assessment } provide for the possibility to take into account the "teacher-student" ratio depending on from various components of the educational program*
- ✓ *Develop and implement a personnel career development policy*

Evidential part

The policy for the recruitment and admission of teachers and employees, their category and responsibility are reflected in the Personnel Policy of JSC "SKMA" and posted on the academy's website. When hiring faculty and staff, the University is guided by State regulatory documents, in particular the Labor Code of the Republic of Kazakhstan dated January 1, 2016, the Law "On Education" (with amendments and additions), the Code of the Republic of Kazakhstan "On Public Health and the Healthcare System" and internal documents of the Academy. Recruitment is carried out by concluding employment contracts in accordance with the Labor Code of the Republic of Kazakhstan, or by competition, the procedure for which is regulated based on the "Rules for the competitive replacement of positions of faculty and research workers" of JSC "SKMA". In the academy, the average ratio of the number of students to teachers, for calculating the total number of teaching staff is determined on the basis of the order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 606 "On approval of the average ratio of the number of students to teachers for calculating the total number of faculty of higher and (or) postgraduate education organizations, with the exception of military, special educational institutions, educational organizations in the field of culture." Thus, the total number of teaching staff is formed based on the average ratio of students to teachers: in the bachelor's degree - 10:1, in the master's degree - 6:1, in residency - 3:1, in doctoral studies - 4:1. The general indicator of the total result of the activities of the teaching staff of JSC SKMA is the implementation by all teaching staff of the departments of the

individual teacher's work plan (hereinafter ITWP), which is coordinated and analyzed by the deans' offices, the Training and Methodological Center. The ITWP contains plans and information on the implementation of the teaching load (academic work), methodological, research, educational, social and clinical work of the teaching staff. The approximate ratio (balance) between the listed types of activity of the teaching staff is presented as follows:

- academic work - 40%;
- methodological work – 25%;
- scientific research work– 25%;
- educational work, including social work – 10%.

The ratio of which is decided by the head of the department and is reflected in the individual plans of teachers. For planning the teaching load of the teaching staff and calculating time standards for types of educational work, the "Regulation on the teaching load of the teaching staff" has been developed. In order to assess the activities of pedagogical, scientific, clinical and educational activities, a system of key performance indicators of the teaching staff has been introduced at JSC "SKMA", which is a hierarchically organized structure of indicators characterizing the assessment of the activities of the teaching staff and is intended for regular planning and monitoring of their implementation. JSC SKMA has a system of remuneration of teachers for pedagogical skills, scientific and clinical results and dedication, and by the Decision of the Board of Directors of JSC SKMA, since 2022 a system of remuneration has been introduced for young teachers-applicants 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" approved by the Rector of the Academy on August 29, 2018.

The university policy is aimed at ensuring access of the teaching staff to career growth opportunities through motivation and implementation of specific methods of remuneration; implementation of effective forms of continuous education, application of various methods of material and non-material incentives, motivation and promotion of personnel for achievements in the professional sphere. At the same time, other types of material incentives are applied, such as partial and full financing/covering of expenses related to the participation of the teaching staff in various scientific forums.

The Academy creates conditions for continuous training and retraining of the teaching staff and provides support for mobility to achieve educational, research and professional goals. Thus, for the purpose of continuous professional development of the teaching staff, the University annually plans financial resources for participation in academic mobility. Participation of the teaching staff in academic mobility programs is achieved because of cooperation agreements concluded with partner universities. To promote employees and teachers, the Academy adheres to the policy of formation and preparation of the personnel reserve "Regulations on the formation of the personnel reserve for management positions". When selecting candidates for management

positions, the professional, personal and business qualities of the employee are taken into account.

Personnel reserve plans are drawn up at management levels, namely: the position of rector is appointed by the Decision of the Board of Directors of JSC SKMA; the positions of vice-rectors - from among the deans, heads of departments; the positions of deans - from among the heads of departments. The personnel reserve for the positions of heads of departments is formed from among the teachers who give lectures at the departments, have an academic degree and academic title; who are mentors, as well as based on the results of the forecast of expected personnel changes in the Academy (by faculties, departments, structural divisions) and the collection of information on the professional, personal and business qualities of candidates. To develop the potential of employees, support and evaluate the activities of teachers, the Academy has modules on pedagogy such as "Project-oriented learning", "Researcher and scientist", "Use of simulation technologies in training programs for the development of clinical competencies", "Efficient teacher", "Development of educational programs". During interviews with teachers and heads of departments, it was noted that the individual plan of the teacher is discussed at a department meeting and approved by the head of the department. Every year at the end of the academic year, an analysis of the fulfillment of the indicators within the individual plan is carried out at a department meeting. It was also noted that they timely undergo advanced training courses in accordance with the requirements of regulatory documents. The Academy creates conditions for continuous training and retraining of the teaching staff and provides support for mobility to achieve educational, research and professional goals. The teaching staff ensuring the implementation of the EP "Stomatology" is represented by 115 full-time teachers. These are 2 doctors of science, 38 people - candidates of science, 6 people - doctors of philosophy (PhD), as well as specialists in the field of health care who have basic medical and postgraduate education "doctor", "master of medicine", "stomatology", specialist certificates in the profile of the discipline taught; and also having the highest, 1st and 2nd qualification categories of a doctor; having experience of working with students, possessing methods of effective transfer of knowledge, skills and abilities within the educational process. The degree rate is 40.0%.

Analytical part

In order to verify the standard data, external experts, when studying the documents, established that hiring and holding a competition for filling vacant positions is based on the current regulatory documents of the Republic of Kazakhstan. According to the Individual Plan, the work of a teacher consists of educational, methodological, scientific and educational. To take into account the qualifications, the university has developed mechanisms and criteria for a systematic assessment of the effectiveness of teachers' activities. The teaching staff is assessed for all types of activities in accordance with the provisions of P 044_465-2021 REGULATION on the rating assessment of the activities of the teaching staff and departments.

According to the University Charter, there are mechanisms for promoting employees with equal access to career advancement in degrees of qualification growth from assistant to professor and head of department. The right to elect colleagues and be elected to all governing bodies is guaranteed, in accordance with the current criteria and procedures. The mechanisms of career advancement in both the scientific and educational spheres and in the management sphere provide that each employee have the necessary conditions for work and performance of job

responsibilities. The opinion on the personnel policy was obtained during conversations with the heads and teachers of the departments, which allowed the experts to learn about the approaches to attracting employees for teaching, about the strategy and tactics of hiring, information support of the educational program, motivation, job satisfaction, material incentives, etc. The interview included such questions as "are you satisfied with the salary, how often do you improve your professional competencies and on what basis, and other questions" which allowed the experts to learn about the approaches to attracting employees for teaching, information support of the EP. The experts received answers about the program for improving the qualifications of teachers. The Academy has implemented a policy of activity and development of the faculty, which guarantees recognition of academic activity with an appropriate emphasis on teaching, research and clinical qualifications, which is carried out in the form of awards, promotion and/or remuneration. In addition, the faculty of scientific profile has access to international scientific internships in leading foreign universities at the expense of the university. When interviewing the staff of the departments, it was found that many of them want and can do science and the material base allows for this, but due to the workload of academic work, they are unable to do so.

Strengths/best practices:

No strengths were identified for this standard.

Recommendations of the EEC:

The management of JSC "SKMA" must develop 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.

Conclusions of the EEC by criteria:

- *Strong* - 0
- *Satisfactory* - 7
- *Suggest improvement* – 1
- *Unsatisfactory* - 0 6.6.

6.6 Standard "Educational Resources"

- ✓ *Material and technical base*
- ✓ *The educational organization should*
- ✓ *Demonstrate readiness to provide sufficient material and technical base to ensure adequate implementation of the educational program, as well as to create a safe learning environment for staff, students, patients and their relatives*
- ✓ *Demonstrate readiness to improve the learning environment by regularly updating and expanding the material and technical base to meet changes in educational practice*
- ✓ *Resources for practical training*
- ✓ *The educational organization should:*

- ✓ *Demonstrate readiness to provide the necessary resources to provide students with appropriate clinical/practical experience, including:*
 - ✓ *Quality and categories of patients/service consumers*
 - ✓ *Number and categories of clinical/industrial bases, which include:*
 - ✓ *Observation of student practice*
 - ✓ *Demonstrate readiness to evaluate, adapt and improve clinical/practical training conditions to meet the needs of the population*
 - ✓ *Information technology*
 - ✓ *The educational organization should:*
 - ✓ *Develop and implement policies to ensure the effective and ethical use and evaluation of appropriate information and communication technologies*
 - ✓ *Provide access to websites or other electronic media*
 - ✓ *Provide access for teachers and learners to relevant patient data and health information systems using existing and appropriate new information and communication technologies for independent learning, access to information, patient databases and work with health information systems*
 - ✓ *Research and scientific achievements*
 - ✓ *The educational organization should:*
 - ✓ *Demonstrate a willingness to use research activities and scientific achievements in the field of medicine, pharmacy as a basis for the educational program*
 - ✓ *Formulate and implement policies that promote strengthening the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the educational organization*
 - ✓ *Provide for the relationship between scientific research and education is taken into account in teaching, encourages and prepares students for and participation in scientific research in the field of health care*
 - ✓ *Expertise in the field of education*
 - ✓ *The educational organization should:*
 - ✓ *Have a policy and implement in practice access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, inter-university and international levels; develop and implement a policy of expertise in the development, implementation and evaluation of the educational program, development of teaching and assessment methods*
 - ✓ *Demonstrate a willingness to provide evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting the interests of staff in conducting research in education Exchange in the field of education*
 - ✓ *The educational organization should:*
 - ✓ *have a policy and implement the practice of national and international cooperation with other educational organizations, including staff and student mobility, as well as the transfer of educational credits demonstrate readiness to facilitate the participation of teachers and students in academic mobility programs in the country and abroad and allocate appropriate resources for these purposes*

Evidential part

JSC "SKMA" has a modern material and technical base. The material and technical base used to organize the training process under the EP is sufficient, complies with the established

safety standards and rules. The university provides free access to each student to information resources, library collections and material and technical equipment in the form of classrooms, medical equipment, multimedia equipment, and premises where they can practice practical skills. The university has 4 of its own and 3 rented academic buildings, sports and fitness halls. The buildings have food outlets and medical centers.

The dormitory has favorable living conditions: it is located in an accessible area, not far from the center and from JSC "SKMA". Video surveillance is organized in all buildings, security is ensured. Conditions have been created for students to study in the LIC, CTIC. 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 management, keeping records in medical records in electronic form provide the faculty with the opportunity to use modern information and communication technologies for patient management and work in the healthcare system. The corporate network of JSC "SKMA" provides access to modern databases in the field of medicine and healthcare of large publishing houses with an extensive list of information, both for students and for the faculty. Center of Practical Skills (CPS), with an area of more than 800 sq.m, where modern dummies and simulators are located. It is intended for training, mastering and assessing the practical (clinical) skills of students in accordance with the requirements of the State Educational Standard and the Technical Regulations for disciplines on training models and virtual simulators.

South Clinical & Genetic Laboratory «SC&GL» and the laboratory of medicinal plants provide for the implementation of scientific research work of students, there is the necessary modern equipment for conducting relevant genomic studies and a clinical diagnostic laboratory, which has all the necessary conditions for conducting the latest clinical laboratory studies (hematological, immunological, molecular genetic, biochemical and others, with high analytical and diagnostic reliability of scientific research.

In order to implement high-quality education, the Academy is expanding its material and technical base. At present, construction has begun with China Machinery Engineering Corporation based on the State Emergency Committee of the Academic Hospital for 800 beds and the Clinical and Diagnostic Center for 700 visits per shift. This clinic will be one of the largest modern clinics in the country, 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, and heads of departments, departments, divisions, highly qualified clinical doctors capable of providing highly specialized and high-tech care. Computer testing and publishing center with a total area of 326.2 sq.m., consists of the following offices: "Server", five computer classes, a repair and technical office, a printing office; web-site and virtual database office of JSC "SKMA" The library and information support system is carried out by the LIC, where a significant fund of educational, scientific and reference literature, periodicals on all cycles of the studied disciplines is collected The centralized network of the Internet statistics and administration system allows for clear control over all servers and services in the network, as well as for distributing and monitoring the use of the Internet. In parallel, the Wi-Fi wireless communication system operates. All computers are connected to the Internet via a local network at a speed of 200 Mbit/sec. A fiber-optic communication line has been laid in

JSC "SKMA". 6 computer classes - 191 new-generation computers (monoblock), computer class (building No. 2) - 25 new-generation computers connected to the Internet. The AIS "PLATONUS" is designed to provide effective information support for the management processes of the education system. The electronic document management system "Salem Office". The clinical bases of JSC "SKMA" are medical and preventive institutions, private dental clinics, health centers, laboratories of Shymkent and the Turkestan region. During interviews with managers and teachers, the timeliness of updating equipment and supplies based on applications for purchase was noted. JSC "SKMA" plans to further improve the learning environment through the development, constant updating, expansion and strengthening of the material and technical base for students and teaching staff, which allows for high-quality training of medical personnel in accordance with international standards and the experience of leading world universities and medical schools.

In order to implement high-quality education, the Academy is expanding its material and technical base. At present, construction has begun with China Machinery Engineering Corporation based on the State Emergency Committee of the Academic Hospital for 800 beds and the Clinical and Diagnostic Center for 700 visits per shift. This clinic will be one of the largest modern clinics in the country, 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, and heads of departments, departments, divisions, highly qualified clinical doctors capable of providing highly specialized and high-tech care.

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The library and information support system is carried out by the BIC, where a significant fund of educational, scientific and reference literature, periodicals on all cycles of the studied disciplines is collected. The centralized network of the Internet statistics and administration system allows for clear control over all servers and services in the network, as well as for distributing and monitoring the use of the Internet. In parallel, the Wi-Fi wireless communication system operates. All computers are connected to the Internet via a local network at a speed of 200 Mbit/sec. A fiber-optic communication line has been laid in JSC "SKMA". 6 computer classes - 191 new-generation computers (monoblock), computer class (building No. 2) - 25 new-generation computers connected to the Internet. The AIS "PLATONUS" is designed to provide effective information support for the management processes of the education system. The electronic document management system "Salem Office". The clinical bases of JSC "SKMA" are medical and preventive institutions, private dental clinics, health centers, laboratories of Shymkent and the Turkestan region. During interviews with managers and teachers, the timeliness of updating equipment and supplies based on applications for purchase was noted. JSC "SKMA" plans to further improve the learning environment through the development, constant updating, expansion and strengthening of the material and technical base for students and teaching staff, which allows for high-quality training of medical personnel in accordance with international standards and the experience of leading world universities and medical schools.

The EEC confirms the availability of support systems for students, including support via the university website, through personal appeals to the dean, vice-rector, rector, curator, mentor, and advisor. During the interviews, students expressed complete satisfaction with their education, scientific work, food and medical care, and dormitory accommodation. The administration allocates the necessary funds from the budget for the continuous improvement of the material and technical base, which are spent on: major and current repairs, technical support for educational, scientific and information activities, the purchase of furniture and educational equipment, maintenance of utilities and networks, buildings and structures. The academy attracts foreign specialists as visiting professors and full-time teachers. The program for attracting visiting professors allows attracting specialists in various fields of medicine who have significant scientific authority to exchange experience and master advanced technologies and innovative techniques. Currently, the academy has hired 4 foreign teachers to teach classes in English. When visiting the Academy's Practical Skills Center, experts note that the "Dentistry" program has simulators and mannequins for special disciplines of the program (preparation of carious cavities and types of anesthesia) for practicing practical skills in special disciplines in the 2nd-4th years. But at the same time, the EEC members note that students are trained in educational buildings, chemical and other laboratories, as well as at clinical sites, and for the unacceptable risk of harm to health, honor and dignity, in order to avoid industrial accidents, it is necessary to create a safe learning environment.

Strengths/best practices:

No strengths were identified for this standard.

EEC recommendations:

The management of JSC "SKMA" shall organize safety training 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.

Conclusions of the EEC by criteria

- *Strong – 0*
- *Satisfactory – 13*
- *Suggest improvements - 1*
- *Unsatisfactory - 0 6.7.*

6.7 Standard "Educational Program Assessment"

- ✓ *Mechanisms for monitoring and evaluating the program*
- ✓ *The educational organization must:*
- ✓ *Have regulated procedures for monitoring, periodic assessment of the educational program and learning outcomes, progress and academic performance of students*

- ✓ *Develop and demonstrate readiness to apply the educational program assessment mechanism, which examines the program, its main components, academic performance of students, identifies and solves problems, ensures that the corresponding assessment results influence the EP.*
- ✓ *Demonstrate readiness for periodic program evaluation, comprehensively considering the educational process, components of the educational program, expected learning outcomes and social responsibility*
- ✓ *Feedback from teachers and students*
- ✓ *The educational organization should:*
- ✓ *Provide for the systematic implementation, analysis and response to feedback from teachers and students*
- ✓ *Demonstrate readiness to use the results of feedback to improve the educational program*
- ✓ *Academic achievements of students*
- ✓ *The educational organization should:*
- ✓ *Demonstrate readiness to analyze the academic performance of students in accordance with the mission and expected learning outcomes, the curriculum and the availability of resources.*
- ✓ *Demonstrate readiness to analyze the academic performance of students taking into account the conditions of their previous education, the 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*
- ✓ *Involvement of stakeholders*
- ✓ *The educational organization must:*
- ✓ *Demonstrate a willingness to involve key stakeholders in monitoring and evaluating the educational program*
- ✓ *Demonstrate a willingness to provide stakeholders with access to the results of the program evaluation, collect and study feedback from them and reviews of the educational program*

Evidential part

Since the accredited educational program is implemented from 2023-2024, JSC SKMA will conduct ongoing monitoring of the quality of the educational program to analyze the completeness of the educational program implementation in accordance with the mission of the educational program and the academy, the development strategy of JSC SKMA, the requirements of the labor market, etc., based on the procedures and provisions such as the QMS Standards, the Policy in the Field of Internal Quality Assurance of Educational Programs of JSC SKMA, "ST 044/023-2020. Standards of Internal Quality Assurance of Educational Activities of JSC South Kazakhstan Medical Academy", "RK 044/001-2022. Quality Management System Guide", "ST 044/015-2021. Assessment of Consumer Satisfaction", "ST 044/020-2021. Internal Audits", "P 044_465-2021. REGULATION on the rating assessment of the activities of the faculty and departments".

The assessment will be carried out through the following monitoring mechanisms and tools:

1. Monitoring the implementation of the Development Program of JSC "SKMA" for 2023-2025;
2. Activities of the collegial governing bodies of JSC "SKMA"

- The Faculty Council, the Methodological Council, the Clinical Council, the Scientific Council, the Rector's Office, the Academic Council. At the meetings of the collegial bodies, issues related to the assessment of the EP are discussed:

- Academic performance of students, class attendance (each meeting of the Rector's Office);
- Results of midterm assessment, results of state certification of graduates of programs; results of independent examination of graduates of programs, analysis of the assessment of competencies, learning outcomes (Faculty Council, AC, Rector's Office);
- Results of professional practice (MS, Rector's Office);
- Monitoring the employment of graduates of the corresponding levels of education; This type of monitoring is carried out by the dean's office of internship and graduate employment together with the dean's offices and graduating departments (rector's office, medical school). Monitoring includes tracking the employment of graduates for 3 years after graduation;
- Feedback from employers (needs of practical healthcare, assessment of graduates' competence, compliance with qualification requirements)
- Results of scientific work of the faculty and students (Scientific Council);
- Resource, personnel, information support of programs (Faculty Council, Rector's office, medical school, Clinical council (provision of clinical sites), AC);

3. Activities of the, acting based on the Regulation on the IUQC. The commission ensures the quality of examination materials for conducting interim, final certification, the reliability of supporting documents on the nomenclature of cases of departments of higher professional education;

4. Activities of the AC, ensuring the quality of the implementation of the EP;

5. Activities of the Educational and Methodological Center, ensuring the quality of the educational and methodological complex, teaching and methodological materials, planning the educational process of the educational program (workflow planning, planning and implementation of the teaching load of the teaching staff, monitoring the use of classroom space, developing a class schedule, etc.)

6. Activities of the OR, dean's office, dean's office of internship and graduate employment, ensuring monitoring of the achievements of students at all stages of certification and control of knowledge, skills, and abilities of students.

7. Analysis of the personnel policy of JSC SKMA, holding a competition for filling vacant positions (the competition for filling vacant positions of the teaching staff of JSC SKMA was held on August 27 and 31, 2022);

8. Results of a survey of students on the degree of satisfaction with the educational process (the results of the survey based on the results of the midterm assessment are presented to the rector's office and the AC twice a year);

9. Meetings with employers, organizing and holding round tables with representatives of employers to discuss issues of improving the EP, etc.;

10. Internal audits organized by the **OKM** department, ensuring monitoring of the quality of the EP and being one of the tools for assessing the EP;

11. Self-assessment of the EP in accordance with the "Standards of Internal Quality Assurance of Educational Activities of JSC SKMA" the results will be analyzed by the relevant bodies of the academy and reported at meetings of the AC, FC, AC and AC, using the relevant measures to eliminate deficiencies and improve the quality of the EP.

Analytical part

Experts of the EEC note that within the framework of the standard "Evaluation of the educational program" during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard was revealed. Assessment of satisfaction with the EP will be carried out within the framework of annual planning and implementation of processes of receiving feedback from students, teaching staff, the Academy administration, employers - on issues of the content of the EP, organization of the educational process, quality of training and assessment, support from the teaching staff 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 and developing a plan of corrective measures. One of the criteria for the success of the EP in the future will be the results of passing independent examinations and defending master's projects. Electronic questionnaires on Google MO 365 platforms, interviews in focus groups, discussions of the EP in the Round Table format, etc. will be used as feedback tools. The results of the feedback will be heard at the meetings of the AC, the Faculty Council and the Academic Council, as well as at the Academic Council of the Academy, based on the results of which decisions will be made 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 "Stomatology".

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"

Mechanisms for monitoring and evaluating the program

- ✓ *The educational organization must:*
- ✓ *Have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and academic performance of students*
- ✓ *Develop and demonstrate readiness to apply a mechanism for evaluating the educational program, which examines the program, its main components, academic performance of students, identifies and solves problems, and ensures that the relevant evaluation results influence the EP.*
- ✓ *Stomatology readiness for periodic program evaluation, comprehensively considering the educational process, components of the educational program, expected learning outcomes and social responsibility*
- ✓ *Feedback from teachers and students*
- ✓ *The educational organization should:*
- ✓ *Provide for the systematic implementation, analysis and response to feedback from teachers and students*
- ✓ *Demonstrate readiness to use the results of feedback to improve the educational program*
- ✓ *Academic achievements of students*
- ✓ *The educational organization should:*
- ✓ *Demonstrate readiness to analyze the academic performance of students in accordance with the mission and expected learning outcomes, the curriculum and the availability of resources.*
- ✓ *Demonstrate readiness to analyze the academic performance of students taking into account the conditions of their previous education, the level of preparation upon admission to the university; use the results of the analysis to interact with the structural unit responsible for student selection, development of the educational program, student counseling*
- ✓ *Stakeholder involvement*
- ✓ *The educational organization should:*
- ✓ *Demonstrate readiness to involve key stakeholders in monitoring and evaluating the educational program*
- ✓ *Demonstrate readiness to provide stakeholders with access to the results of program evaluation collect and study feedback from them and reviews of the educational program*
- ✓ *Management*
- ✓ *The educational organization should:*
- ✓ *Define structural units and their functions, including relationships within the university*
- ✓ *Define committees in the management structure, their responsibilities, composition, reflecting the representation of key and other stakeholders, ensuring transparency of the work of management bodies and the decisions they make*
- ✓ *Academic leadership*
- ✓ *The educational organization should:*
- ✓ *Describe the responsibilities of academic leadership in defining and managing the educational program*
- ✓ *Demonstrate readiness to periodically evaluate academic leadership in relation to the achievement of its mission and expected learning outcomes*

- ✓ *Budget for training and appropriations resources*
- ✓ *The educational organization must:*
- ✓ *Have a clear distribution of responsibility and authority for providing resources for the educational program, including a target budget for training*
- ✓ *Demonstrate a willingness to allocate the resources necessary for the implementation of the educational program and distribute educational resources in accordance with their needs*
- ✓ *provide for the possibility of independently distributing resources, including remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources, take into account scientific advances in the field of health care and public health issues and their needs } Administrative staff and management*
- ✓ *The educational organization should:*
- ✓ *Demonstrate readiness to have administrative and professional staff to implement the educational program and related activities, ensure proper management and allocation of resources*
- ✓ *Demonstrate readiness to ensure the participation of all departments of the educational organization in the processes and procedures of the internal quality assurance system*
- ✓ *Interaction with the health sector*
- ✓ *The educational organization should:*
- ✓ *Demonstrate readiness to engage constructively with the health care system and sectors of society and government related to health, including foreign ones*
- ✓ *Demonstrate readiness to formalize cooperation, including the involvement of staff and students, with partners in the health sector*
- ✓ *Public information*
- ✓ *The educational organization should:*
- ✓ *Provide for regular publication on the official website of the educational organization and in the media of complete and reliable information about the educational program, its achievements*

Evidential part

In accordance with the Law of the Republic of Kazakhstan "On Education" and other regulatory legal acts governing the activities of medical higher education institutions, the Academy has developed and approved documents defining the scope of responsibilities and powers. The Academy is a joint-stock company and has its own management system that contributes to the achievement of the mission and goals, supports institutional efficiency and integrity, creates and maintains an environment for learning, conducting scientific research and creative activities.

According to the organizational structure, vertical and horizontal interaction of structural divisions is carried out. General management and management of the university is carried out by the Chairman of the Board - Rector. Vice-rectors are directly subordinate to the Chairman of the Board - Rector, ensuring the processes of the student life cycle. Vice-rectors oversee structural and collegial divisions in areas of activity.

The main structural divisions of the university are deans' offices, departments, centers, divisions, departments, laboratories, clinics, etc., which perform certain functional duties. The functions and tasks of structural and collegial divisions, the list of divisions and officials with whom the structural divisions of the university interact within the framework of their

functionality are determined by the regulations on structural divisions. The tasks and functions of the personnel are defined by job descriptions. Interaction of structural and collegial divisions with departments, students, and other interested parties takes place within the framework of meetings of councils and commissions, as well as in the electronic information educational environment of the university through corporate e-mail, electronic personal accounts in the Platonus information system, and the Salem Office electronic document management program. The collegial governing body of the university is the Academic Council, which includes the Chairman of the Board-Rector, vice-rectors, deans of faculties, heads of departments and clinics, representatives of health care authorities, heads of departments, professors, and students. The collegial governing body of academic activities is the Academic Council, which is authorized to manage Scientific and Methodological Activities. The collegial body of the faculty is the Faculty Council, which organizes its work under the leadership of the Dean of the Faculty. The Faculty Council considers the educational, methodological, educational, scientific and clinical work of the departments of the dean's office. There are student and faculty representatives who participate in decision-making and the activities of the educational organization (Academic Council, Academic Council, trade union committee, etc.). The majority of the representatives are faculty members.

The activities of the academic leadership regarding the fulfillment of the mission and the solution of the tasks set before the academy are studied and assessed because of the analysis and formation of reports and plans, analysis of the fulfillment of the goals and objectives of the strategic plan, internal audit reports. The results of academic activities, the effectiveness of modern forms of educational process management, prospects for further improvement of management and improvement 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 of the degree of achievement of the mission and goals is carried out by the management.

The Academy closely cooperates with government agencies. Thus, by 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 products", the Academy entered the Shymkent Medical and Pharmaceutical Cluster. Cooperation with clinical bases is carried out by concluding agreements with medical organizations of the city and region for training and developing professional competencies of students. In medical organizations, practicing qualified doctors are involved in the educational process as clinical mentors. The members of the EEC note the great interest of clinical sites in cooperation with the university and their readiness to bear joint responsibility in training medical personnel for the region. The administration of the University creates conditions for young teachers by providing material motivation for career scientific growth and 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, an additional payment to the official salary has been introduced.

The management of the University is constantly working towards prosperity and strengthening the position of the university in the labor market, which is reflected in the National Ratings of the country. Currently, the construction of a Multidisciplinary University Clinic for 800 beds and a Clinical and Diagnostic Center for 700 visits per shift is underway because of the State Emergency Committee. One of the principles of the university clinic in the country is the trinity of science, education and clinical practice. This involves providing high-quality medical education based on obtaining modern theoretical knowledge and practical skills and conducting high-quality scientific research based on access to advanced technologies and scientific developments with the implementation of their results in practical health care. Naturally, with the delivery of the facility and its functioning, according to the management and quality policy for proper management and distribution of resources, the university management must have a separate administrative staff in the future in the management of the clinic, and the vice-rector for the clinic should be the link between the clinic and the university. In this regard, it is necessary to provide for this position with the introduction of the clinic.

Analytical part

The results of the analysis of the presented data allowed us to verify 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 Academy independently carries out financial and economic activities. Its financial autonomy correlates with the principles of responsibility to society for the quality of all activities on professional training within the framework of the EP, scientific research and provision of services, with the effective management of funds and its property. Financial support is carried out in accordance with the approved Development Plan and Procurement Plan in terms of expense items for the purchase of goods, works and services aimed at developing and equipping the material and technical base. 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. When talking with focus groups, the interviewers responded that the university periodically assesses the academic leadership regarding the achievement of its mission and the final learning outcomes.

According to the "Model Rules for the Activities of Educational Organizations Implementing Higher and Postgraduate Educational Programs", the Academy's internal quality assurance system is based on the standards and guidelines for quality assurance of higher and postgraduate education in the European Higher Education Area (EHEA), which includes: quality assurance policy; program development and approval; student-oriented learning, teaching and assessment; student admission, academic performance, recognition and certification; teaching staff; educational resources and system student support; information management; public information; continuous monitoring and periodic evaluation of programs.

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 response to the identified problems. The material and technical base is regularly updated and expanded based on requests from departments, a feedback system between departments and the university management on the completeness of the material and technical support of academic disciplines.

Thus, during a conversation with the teaching staff, it was found that the University administration quickly responds to problems in the field of EP implementation, providing all requests for the purchase of the necessary equipment and materials in a short time. The Academy creates conditions for mastering clinical and practical skills by providing the educational process with simulation equipment and concluding contracts with practical healthcare as bases for clinical training and industrial practices. Meetings of vice-rectors and deans are organized throughout the year, and the requirements of students are studied daily by the dean's offices. The rector's blog, telephones, and trust boxes have been opened. 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 healthcare authorities; contracts and agreements with healthcare organizations; written requests from authorized government agencies and medical and preventive organizations. Clinical departments provide organizational, advisory and educational assistance to practical healthcare in the region. 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 Public Health Protection, a branch of the RGEO "National Medical Association", and other authorized government bodies. The Academy carries out its activities based on the principle of transparency of the management system and decisions made.

This is ensured through the participation of the university faculty, employees of the structural divisions of the academic block, students, representatives of employers, and other stakeholders in the discussion and decision-making regarding the content of the EP, the organization of the educational process, and its assessment. Information about the academy: mission, vision, development strategy, structure, corporate documents, contacts, and other reference information is posted on the website; access to all tabs is open to all users without restrictions. Members of the EEC, based on the results of a survey of 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 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. EEC conclusions 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 cooperation 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 develop a Regulation on the procedure for conducting an examination of research work (ERW) of students under the SIME program. Completion date - during the 2024/2025 academic year, then - on an ongoing basis.

Standard "Student Assessment Policy"

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 permanently.

The Vice-Rector for Academic Work 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 permanently.

The Vice-Rector for Academic Work and the Head of the EP shall ensure the participation of students from all EPs and interested parties in the assessment process, discussion of assessment criteria and proposals for improvement in the assessment system for making a decision on academic performance. Deadline: during the 2024/2025 academic year, then permanently.

Students Standard

None.

Academic Staff/Teachers Standard

The management of JSC SKMA shall develop 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 permanently.

Standard "Educational Resources"

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

Standard "Evaluation of the educational program"

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 RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL ORGANIZATION

None.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the EEC came to the unanimous opinion that EP 6B10117 stomatology (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, and behavioral and social sciences, global health aspects and reflects major international health issues.		+		
1.2 Institutional autonomy and academic freedom							
The education organization should:							
4	4	1.2.1.	Have institutional autonomy to design and implement quality assurance policies for which the administration and teachers are responsible, especially with regard to curriculum development and resource allocation; Necessary for the implementation of the educational program		+		
5	5	1.2.2.	Provide academic freedom to staff and trainees to implement the educational program and use new research results to improve the study of specific disciplines/issues without expanding EP		+		
1.3 Learning outcomes							
The education organization should:							
6	6	1.3.1.	To identify the expected learning outcomes that students should achieve at the end of their training in relation to basic knowledge, skills and professional relationships; appropriate foundation for future career in any field of health care; future roles in the health sector; post-graduate training; lifelong learning commitments; public health needs, Health care and other social responsibility needs		+		
7	7	1.3.2.	Ensure that students behave appropriately towards fellow students, teachers, medical staff, patients and their families		+		
8	8	1.3.3.	Publish expected 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 behavioral sciences, social sciences, medical/pharmaceutical ethics and law		+		
23	10	2.4.2.	Provide mechanisms for the revision and updating of the EP in the light of developments, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, Current and expected needs of society and health systems; changing demographic and cultural context		+		
2.5. Clinical/pharmaceutical sciences and skills							
The education organization should:							
24	11	2.5.1.	Identify and include clinical/pharmaceutical science achievements in the EP to ensure that students have acquired sufficient knowledge upon completion of their studies, Clinical and professional skills to take		+		

			appropriate responsibility for subsequent professional activities;				
25	12	2.5.2.	ensure that trainees are conducting a sufficient portion of the program in planned contacts with patients, service users in appropriate clinical/production conditions and receive health promotion and disease prevention experience		+		
26	13	2.5.3.	Determine the amount of time to spend on the main clinical/subject-specific disciplines		+		
27	14	2.5.4.	Provide training with appropriate attention to the safety of the learning environment and patients, including monitoring of the learning actions performed in clinical/production facilities			+	
28	15	2.5.5.	Allow for the possibility of changing the EP, taking into account the advances in scientific, technological, medical and pharmaceutical developments, current and expected needs of society and health systems		+		
29	16	2.5.6.	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 (sanepidetology centers, territorial departments of sanitary and epidemiological control, incl. transport, organizations of disinfection); - in the area of advice to patients on the rational use of drugs, which is carried out under appropriate production conditions 		+		
30	17	2.5.7.	Structure the different components of clinical, hygiene monitoring and other occupational skills according to the specific stage of the training program.		+		
2.6. Structure, content and duration of the educational program							
The education organization should:							
31	18	2.6.1.	Describe the content, scope and sequence of disciplines/modules, including the appropriate relationship between basic biomedical, behavioral, social and clinical/professional disciplines.		+		
32	19	2.6.2.	To provide for the integration of related sciences and disciplines;		+		
33	20	2.6.3.	Consider integration of vertical clinical/specialty sciences with basic biomedical and behavioral and social sciences		+		
34	21	2.6.4.	provide the possibility of elective content (electives) and determine the balance between mandatory and elective part of EP		+		

35	22	2.6.5.	Identify the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of environmental impact and technological workloads, social environment on health of the population.		+		
2.7. Programme management							
The education organization should:							
36	23	2.7.1.	Define procedures for the development, approval and review of the EP			+	
37	24	2.7.2.	To identify a committee, under the direction of academic leadership, responsible for planning and implementing the EP to ensure that the expected learning outcomes are achieved.		+		
38	25	2.7.3.	Ensure representation of the teaching staff, representatives from other stakeholders including representatives from clinical, production bases, health professionals involved in the training process on the CO committee responsible for EP.		+		
39	26	2.7.4.	Allow for the ability to plan and implement innovation in EP through the EP committee		+		
2.8. Relationship with medical/pharmaceutical practice and health care system							
The education organization should:							
40	27	2.8.1.	Provide continuity between the 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 behavior		+		
44	3	3.1.3.	Use a wide range of assessment methods and formats according to their "utility" assessments, including a combination of validity, reliability, learning impact, acceptability and effectiveness of assessment methods and format		+p		
45	4	3.1.4.	Provide for the possibility of external experts providing expertise on the evaluation process and methods		+p		
46	5	3.1.5.	demonstrate a willingness to ensure that evaluation methods and results avoid conflicts of interest and		+		

			use a system for reviewing the evaluation results of learners				
47	6	3.1.6.	Provide for the possibility of ensuring an open evaluation procedure and its results, informing trainees about the criteria used and the evaluation procedures		+		
48	7	3.1.7.	Provide for the possibility of documentation and evaluation of reliability and validity of assessment methods, as well as the involvement of external examiners		+		
3.2. The relationship between assessment and learning							
The education organization should:							
49	8	3.2.1.	use principles, methods and practices of evaluation that are comparable with planned RO and teaching and learning methods, guarantee the achievement of planned learning results, promote the learning of learners, provide the right balance of formative and final assessment for learning direction and decision making on academic achievement			+	
50	9	3.2.2.	Allow for adjustments in the number and nature of examinations to encourage both learning and integrated learning		+		
51	10	3.2.3.	Provide timely, concrete, constructive and fair feedback to learners on the assessment results		+		
Total				0	9	1	0
Standard 4. TRAINEES							
4.1. Reception and selection policy							
The education organization should:							
52	1	4.1.1.	Have a policy and practice of admission based on the principles of objectivity, including a clear statement about the process of selection of students		+		
53	2	4.1.2.	Have a policy and implement the practice of accepting people with disabilities		+		
54	3	4.1.3.	have a policy and implement the practice of transferring students from other educational institutions, including foreign		+		
55	4	4.1.4.	Establish a link between selection and the mission of the education organization, the curriculum and the desired quality of graduates; periodically review admission policy		+		
56	5	4.1.5.	demonstrate willingness to use the system of appeals against decisions on admission of students		+		
4.2. Recruitment of Trainees							
The education organization should:							
57	6	4.2.1.	Determine the number of students admitted according to the possibilities of organizing education at all stages of the educational program		+		
58	7	4.2.2.	Demonstrate willingness to regulate the number and size of students, taking into account the opinion of stakeholders, responsible for planning and developing health sector staff to meet the health		+		

			needs of the population and society at large				
59	8	4.2.3.	Provide for the possibility of periodically reviewing the number and nature of students admitted in consultation with other stakeholders and to regulate to meet the health needs of the population and society at large		+		
4.3. Counselling and support for learners							
The education organization should:							
60	9	4.3.1.	Demonstrate the possibilities of using the academic counselling system for students		+		
61	10	4.3.2.	demonstrate a willingness to offer students a support program focused on social, financial and personal needs by allocating appropriate resources and ensuring the confidentiality of counselling and support		+		
62	11	4.3.3.	demonstrate readiness to use the feedback system with students on assessment of conditions and organization of educational process		+		
63	12	4.3.4.	demonstrate readiness to provide student documents confirming the qualification obtained (diploma) and an attachment to the diploma (transcript)		+		
64	13	4.3.5.	Provide for the individual educational trajectory while accommodating the needs of different groups of learners		+		
65	14	4.3.6.	demonstrate a willingness to provide academic counselling that is based on student performance monitoring and includes career guidance and planning issues		+		
4.4. Representation of learners							
The education organization should:							
66	15	4.4.1.	have a policy and practice of student representation and their proper participation in the definition of mission, design, management and evaluation of educational program and other matters related to students		+		
67	16	4.4.2.	Provide for the possibility of encouraging and facilitating student activities and student organizations		+		
Total				0	16	0	0
Standard 5. ACADEMIC STAFF/FACULTY							
5.1. Recruitment and selection policy							
The education organization should develop and implement a recruitment policy that:							
68	1	5.1.1.	Defines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for adequate implementation of the EP, including due ratio between medical professors, non-medical, pharmaceutical, full-time and part-time faculty, and academic and non-academic staff balance		+		
69	2	5.1.2.	Takes into account the criteria of scientific,		+		

			educational and clinical achievements, including the relationship between teaching, research activities and «service» functions				
70	3	5.1.3.	Identifies and monitors responsibilities of academic staff/faculty in basic biomedical sciences, behavioral and social sciences and clinical, hygienic, pharmaceutical sciences.		+		
71	4	5.1.4.	Provides for the possibility of taking into account criteria and characteristics such as attitude to the mission and economic possibilities of the educational institution, as well as relevant features of the region in personnel selection and recruitment policy		+		
5.2. Staff Performance and Development Policy							
The education organization should develop and implement a policy for staff development and activities that aims to:							
72	5	5.2.1.	Balance of opportunities between teaching, research and «service» functions, ensuring recognition of worthy academic activities with appropriate emphasis on teaching, research and professional qualifications			+	
73	6	5.2.2.	Ensuring sufficient knowledge of individual staff throughout the educational program, as well as training and upgrading of teachers, their development and evaluation		+		
74	7	5.2.3.	The teacher-student ratio can be analyzed based on the various aspects of the educational program.		+		
75	8	5.2.4.	staff career development				
Total				0	7	1	0
Standard 6. EDUCATIONAL RESOURCES							
6.1. Logistics base							
The education organization should:							
76	1	6.1.1.	Demonstrate a willingness to provide sufficient material and technical base to ensure adequate implementation of the educational program, as well as to create a safe learning environment for staff, students, patients and their families			+	
77	2	6.1.2.	demonstrate a willingness to improve the learning environment by regularly updating and expanding the material base to meet changes in educational practice		+		
6.2. Resources for practical training							
The education organization should:							
78	3	6.2.1.	demonstrate willingness to provide the necessary resources to provide students with appropriate clinical/practical experience, including: quality and categories of patients/service users, number and categories of clinical/production bases; Observation of student practice		+		
79	4	6.2.2.	Demonstrate a willingness to assess, adapt and improve the conditions of clinical/practical training to meet the needs of the population		+		

6.3. Information technology							
The education organization should:							
80	5	6.3.1.	Develop and implement policies aimed at the effective and ethical use and assessment of relevant information and communication technologies		+		
81	6	6.3.2.	Provide for the possibility of access to websites or other electronic media		+		
82	7	6.3.3.	Provide teachers and students with access to relevant patient data and health information systems using existing and relevant new information and communication technologies for self-learning; access to information, patient databases and health information systems		+		
6.4. Research and scientific achievements							
The education organization should:							
83	8	6.4.1.	demonstrate a willingness to use research and scientific achievements in medicine, pharmacy as the basis for an educational program		+		
84	9	6.4.2.	Formulate and implement policies that strengthen the relationship between research and education; provide information on the research base and research priorities of the organization of education		+		
85	10	6.4.3.	Provide for the relationship between research and education is taken into account in teaching, encourages and prepares students to participate in health research		+		
6.5. Education expertise							
The education organization should:							
86	11	6.5.1.	have a policy and implement in practice access to educational expertise processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, pedagogues-psychologists, sociologists of university, inter-university and international levels; to develop and implement a policy of expertise in the development, implementation and evaluation of educational programs, development of teaching methods and evaluation		+		
87	12	6.5.2.	demonstrate willingness to provide evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting staff interests in conducting research in education		+		
6.6. Exchange in the field of education							
The education organization should:							
88	13	6.6.1.	have a policy and implement practices of national and international cooperation with other educational organizations, including staff and student mobility, as well as the translation of education credits		+		
89	14	6.6.2.	Demonstrate a willingness to facilitate the		+		

			participation of teachers and students in academic mobility programs 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 program							
The educational organisation shall:							
90	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational program 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 program that examines the program, 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 program, looking comprehensively at the educational process, components of the educational program, 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, analyzing 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 program		+		
7.3 Learning achievements of learners							
The educational organisation shall:							
95	6	7.3.1.	Demonstrate a willingness to analyze student performance in relation to mission and expected learning outcomes, curriculum and resourcing		+		
96	7	7.3.2.	demonstrate readiness to analyze the performance of students, taking into account the conditions of their previous studies, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, development of the educational program, 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 program		+		
98	9	7.4.2.	demonstrate a willingness to provide stakeholders with access to the results of program evaluation and to collect and review feedback from them about the educational program.		+		
Total				0	9	0	0
Standard 8. MANAGEMENT AND ADMINISTRATION							

8.1 Governance							
The educational organisation shall:							
99	1	8.1.1.	Identify structural units and their functions, including relationships within the university		+		
100	2	8.1.2.	Define committees in the management structure, their responsibilities and composition reflecting the representation of key and other stakeholders, ensuring transparency of the work of the management bodies and their decisions		+p		
8.2 Academic Leadership							
An educational organisation should:							
101	3	8.2.1.	describe the responsibilities of academic management in defining and managing the educational programme		+		
102	4	8.2.2.	Demonstrate a willingness to periodically assess academic leadership in relation to the achievement of its mission and expected learning outcomes		+		
8.3 Learning budget and resource allocation							
The education organisation should:							
103	5	8.3.1.	have a clear division of responsibility and authority for resourcing the education programme, including a dedicated training budget		+		
104	6	8.3.2.	demonstrate readiness to allocate resources necessary for the implementation of the OP and distribute educational resources in accordance with their needs		+		
105	7	8.3.3.	Provide for the ability to allocate resources independently, including rewarding teachers who adequately achieve the intended learning outcomes; take into account scientific advances in health and public health issues and needs when allocating resources.		+		
8.4 Administrative staff and management							
An educational organisation should:							
106	8	8.4.1.	demonstrate a willingness to have administrative and professional staff, to implement the educational programme and related activities, to ensure proper management and allocation of resources		+		
107	9	8.4.2.	demonstrate readiness to ensure the participation of all units of the educational organization 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 formalize 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 organization and in the media of complete and reliable information about the educational program and its achievements		+		
TOTAL				3	9	0	0
TOTAL IN GENERAL				4	101	5	0

Appendix 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION

 <p>SOUTH KAZAKHSTAN MEDICAL ACADEMY</p> <p>AGREED Rector of the South Kazakhstan Medical Academy</p> <p>_____ Rysbekov M.M.</p> <p>April 29, 2</p>	 <p>«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ НУ «НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА» INDEPENDENT AGENCY FOR ACCREDITATION AND RATING</p> <p>APPROVED General Director NU "Independent Agency for Accreditation and Rating"</p> <p>_____ Zhumagulova A. B.</p> <p>"April 29, 2024"</p>
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PROGRAM OF THE VISIT OF THE EXTERNAL EXPERT COMMISSION OF THE INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR) TO THE SOUTH KAZAKHSTAN MEDICAL ACADEMY (SKMA) (INTERNATIONAL SPECIALISED ACCREDITATION

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

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



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

		<p>3) Chief Accountant - Baymbetova Dinara Ashirkhanovna</p> <p>4) Head of Administrative and Legal Support Department - Kabishtaev Orynbasar Abdukarimovich</p> <p>5) Head of Training and Methodological Centre - Bibigul Zaidullaevna Doltaeva</p> <p>6) Head of Personnel Service Department - Gulsara Lesovna Yelesizova</p> <p>7) Head of Practical Skills Centre (PSC) - Nurlan Zhumanovich Kalmenov</p> <p>8) Dean of Internship and Graduate Employment - Kemelbekov Kanatzhon Sauhanbekovich</p> <p>9) Head of Registrar's Office - Saulet Akmurzaevna Syzdykova</p> <p>10) Head of Library Information Centre (LIC) - Darbicheva Raushan Iskakovna</p> <p>11) Head of Computer- Testing and Publishing Centre (CTPC) - Uksikbaev Maksat Turarovich</p> <p>12) Head of the Department of Social Affairs and Youth Policy - Salim Yerbol Kaltursynovich</p> <p>13) Head of Quality Assurance and QMS Department - Nurlan Amirovich Yerzhanov</p> <p>14) Head of DOT Department - Shakhnoza Abdulakimovna Khalmetova</p> <p>15) Head of Student Records Department - Urzhan Konakbayevna Zhipsibayeva</p> <p>16) Director of AHCH Department - Yunusov Samukhzhon Kasymovich</p> <p>17) Head of Chancellery - Spataeva Gulnara Zhangubekovna</p> <p>18) Compliance Officer - Nurgali Alikhanovich Pernebaev</p> <p>19) Commercialisation</p>	
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		Office - Bekarysova Dana	
13.00-14.00	Lunchtime	External experts of IAAR	
14.00-14.15	Work of EEC	External experts of IAAR	Connect to the Zoom Conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
14.15-15.00	Meeting with the Deans	1) Dean of the Faculty of Medicine - Seydakhmetova Aizat Ashimkhanovna 2) Dean of residency - Bektenova Gulmira Erseitovna	Small Hall of the SKMA Connect to the Zoom Conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
15.00-15.15	Technical break	External experts of IAAR	Small Hall of the SKMA
15.15-16.00	Meeting with Heads of EPs, Heads of Departments	Appendix No.1 Heads of OPs, Heads of Departments	Assembly Hall of SKMA Connect to the Zoom Conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
16.00-16.15	Technical break	External experts of IAAR	Small Hall of the SKMA
16.15-17.00	Meeting with the TS	Annex No. 2 List of names	Assembly Hall of SKMA Connect to the Zoom Conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
17.00-18.30	Questionnaires TS (parallel)	Annex No. 2 (list with valid e-mail addresses)	The link is sent to the teacher's email personally 5 minutes before the start of the survey.
17.00-17.15	Technical break	External experts of IAAR	Small Hall of the SKMA
17.15-18.30	Visual inspection of the GE	Annex No. 3 (Itinerary by clusters with responsible persons)	On the route Join Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
18.30-18.40	Work of the EEC (discussion of results and summarising the results of day 1)	External experts of IAAR	Small Hall of the SKMA Join Zoom Conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
Day 2: 10 May 2024			

10.00-12.00	Attendance of EP practice bases (in parallel)	Annex No. 6 practice bases (route by clusters)	On the route
12.00-12.10	Technical break	External experts of IAAR	Small Hall of the SKMA
12.10-13.00	Meeting with students	Annex No. 4 List of names	Assembly Hall of SKMA Join Zoom Conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
13.00-15.00	Questionnaire survey of students (in parallel)	Annex No. 4 (list with valid e-mail addresses)	The link is sent to the student's email personally 5 minutes before the start of the survey.
13.00-14.00	Lunchtime	External experts of IAAR	
14.00-16.00	Work with the documents of the departments and attendance of classes of faculty members according to the schedule (Annex No. 5)	Appendix No. 1	Small Hall of the SKMA Departments Join Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
16.00-16.10	Technical break	External experts of IAAR	Small Hall of the SKMA
16.10-18.30	EEC work, discussion of the results of the second day and parameters of the profiles (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 Join Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
11.30-11.40	Technical break	External experts of IAAR	Small Hall of the SKMA
11.40-13.00	EEC work, development and discussion of recommendations	External experts of IAAR	Small Hall of the SKMA (Individual work of an expert offline)
13.00-14.00	Lunchtime	External experts of IAAR	
14.00-	EEC work,	External experts of IAAR	Small Hall of the SKMA

16.15	discussion, decision-making by voting (recorded)		Join Zoom Conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
16.15-16.30	Technical break	External experts of IAAR	Small Hall of the SKMA
16.30-17.00	Final meeting of the EEC with the university administration	Heads of the university and structural subdivisions	Small Hall of the SKMA Join Zoom Conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765

Appendix 3. RESULTS OF THE QUESTIONNAIRE SURVEY

1. Total number of questionnaires: 33

2. Your department:

Medicine	29 people	87,88%
Therapeutic	1 people	3,03%
Pediatrics	1 people	3,03%
Pharmacology, pharmacotherapy and clinical pharmacology	1 people	3,03%
Department of Therapeutic and Pediatric Dentistry	1 people	3,03%

3. Position

Professor	3 p.	9,1%
Associate	4 p.	12,12%
Senior teacher	10 p.	30,3%
teacher	12 p	36,36%
head of department	0 p.	0%
Acting Professor	0 p.	0%
Teacher laureate	0 p.	0%
Assistant	4 p.	12,12%

4. Academic degree, academic title

Honored Worker of the Republic of Kazakhstan	0 p	0%
Ph. D.	0 p	0%
Ph.	7 p	21,21%

Master	17p	51,52%
PhD	0 p	0%
Professor	0 p	0%
Associate Professor	0p	0%
not	8 p.	24,24%
Assistant, clinician	1 p	3,03%

5. work experience

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

№	Questions	Very good	good	Relatively bad	bad	Very bad	No answer
6	To what extent does the content of the educational program meet your scientific and professional interests and needs?	23 p (69,7%)	10 p (30,3%)	0 p (0%)	0 p (0%)	0 p (0%)	-
7	How do you assess the opportunities provided by the University for professional development of the teaching staff?	24 p (72,73%)	9 p (27,27%)	0 p (0%)	0 p (0%)	0 p (0%)	-
8	How do you assess the opportunities provided by the University for career development of the teaching staff?	17 p (51,52%)	16 p (48,48%)	0 p (0%)	0 p (0%)	0 p (0%)	-
9	How do you assess the degree of academic freedom of the teaching staff?	18 p (54,55%)	15 p (45,45%)	0 p (0%)	0 p (0%)	0 p (0%)	-
	The extent to which teachers can utilize their own						
10	Strategies	23 p (69,7%)	9 p (27,27%)	1 p (3,03%)	0 p (0%)	0 p (0%)	-
11	Methods	23 p (69,7%)	10 p (30,3%)	0 p (0%)	0 p (0%)	0 p (0%)	-

12	Innovation in the learning process	22 p (66,67 %)	11 p (33,33 %)	0 p (0%)	0 p (0%)	0 p (0%)	-
13	How do you evaluate the work on the organization of medical care and disease prevention at the university?	20 p (60.6%)	13 p (39,4%)	0 p (0%)	0 p (0%)	0 p (0%)	-
14	How much attention does the institution's management to the content of the educational program pay.	24 p (72,73 %)	9 p (27,27 %)	0 p (0%)	0 p (0%)	0 p (0%)	-
15	How do you assess the sufficiency and availability of necessary scientific and educational literature in the library?	27 p (81,82 %)	5 p (15,15 %)	1 p (3,03%)	0 p (0%)	0 p (0%)	-
16	Evaluate the level of conditions created, taking into account the needs of different groups of learners?	20 p (60,6%)	12 p (36,36 %)	1 p (3,03%)	0 p (0%)	0 p (0%)	-
	Assess the accessibility of the manual						
17	Students	20 p (60,6%)	13 p (39,39 %)	0 p (0%)	0 p (0%)	0 p (0%)	-
18	Teachers	17 p (51,52 %)	16 p (48,48 %)	0 p (0%)	0 p (0%)	0 p (0%)	-
19	Evaluate the involvement of staff member in the process of making managerial and strategic decisions	19 p (57,58 %)	12 p (36,36 %)	2 p (6,06%)	0 p (0%)	0 p. (0%)	-
20	How are staff member encouraged to be innovative?	15 p (45,45 %)	16 p (48,48 %)	2 p (6,06%)	0 p (0%)	0 p (0%)	-
21	Assess the level of feedback from staff member	14 p (42,42 %)	19 p (57,58 %)	0 p (0%)	0 p (0%)	0 p (0%)	-
22	What is the level of stimulation and involvement of young	18 p (54,55 %)	15 p (45,45 %)	0 p (0%)	0 p (0%)	0 p (0%)	-

	professionals in the educational process?						
23	Evaluate the opportunities created for professional and personal growth for each faculty and staff member	14 p (42,42 %)	19 p (57,58 %)	0 p (0%)	0 p (0%)	0 p (0%)	-
24	Evaluate the adequacy recognition of the potential and abilities of teachers	14 p (42,42 %)	18 p (54,55 %)	1 p (3,03%)	0 p (0%)	0 p (0%)	-
	How is the work done						
25	On academic mobility	23 p (69,7%)	10 p (30,3%)	1 p (3,03%)	0 p (0%)	0 p (0%)	-
26	To improve the skills of teaching staff	24 p (72,73 %)	8 p (24,24 %)	1 p (3,03%)	0 p (0%)	0 p (0%)	-
	Rate the university's support and its superiors						
27	Scientific research initiatives of the Faculty	24 p (72,73 %)	9 p (27,27 %)	0 p (0%)	0 p (0%)	0 p (0%)	-
28	Development of new educational programs/academic disciplines/methods	25 p (75,76 %)	8 p (24,24 %)	0 p (0%)	0 p (0%)	0 p (0%)	-
	Assess the level of faculty's ability to combine teaching						
29	With scientific research	12 p (36,36 %)	20 p (60,6%)	1 p (3,03%)	0 p (0%)	0 p (0%)	-
30	With practical activities	16 p (48,48 %)	16 p (48,48 %)	1 p (3,03%)	0 p (0%)	0 p (0%)	-
31	Evaluate how well the students' knowledge obtained at this university corresponds to the realities of the requirements of the modern labor market	16 p (48,48 %)	17 p (51,52 %)	0 p (0%)	0 p (0%)	0 p (0%)	-
32	How do the management and administration of the university perceive criticism?	8 p (24,24 %)	23 p (69,7%)	2 p (6,06%)	0 p (0%)	0 p (0%)	-

33	Evaluate how well your study load meets your expectations and capabilities	8 p (24,24%)	22 p (66,7%)	3 p (9,09%)	0 p (0%)	0 p (0%)	-
34	Evaluate the focus of educational programs/curricula on the formation of students' skills and abilities to analyze the situation and make forecasts	15 p (45,45%)	18 p (54,55%)	0 p (0%)	0 p (0%)	0 p (0%)	-
35	Assess the extent to which the educational program meets the expectations of the labor market and employers in terms of content and quality of implementation	15 p (45,45%)	18 p (54,55%)	0 p (0%)	0 p (0%)	0 p (0%)	-

36. Why do you work at this particular university?

- *Because I live in this city.*
- *To educate the local youth*
- *Medical school in the region.*
- *Because of the location.*
- *Started as an assistant, worked my way up to professor. There is understanding, support, and career advancement.*
- *Finished my residency here and fell in love with its faculty.*
- *Family situation prevents me from traveling abroad.*
- *The prestige of the academy, opportunity for internships, decent salary, career growth.*
- *I would like to change the formed perception that the quality of knowledge in our university is low. The desire to improve the level of knowledge of current students.*
- *Because it offers unparalleled opportunities for my personal and professional growth*
- *Teaching experience of 27 years, I like personal academic freedom, comfortable teaching load, and sufficient resources for my work*
- *I like my job.*
- *At this point, I am comfortable in it*

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

Very often	12 p	36,36%
Often	18 p	54,55%
Sometimes	3 p	9,09%
Very rare	0 p	0%
Absolutely not	0 p	0%

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

Very often	8 p	24,24%
Often	19 p	57,58%
Sometimes	6 p	18,18%
Very rare	0 p	0%
Absolutely not	0 p	0%

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

	Often	Sometimes	Never	No answer
Lack of classrooms	0 p (0%)	14 p (42,42%)	19 p (57,58%)	-
Unbalanced teaching load by semesters	0 p (0%)	8 p (24,24%)	25 p (75,76%)	-
Inaccessibility of necessary literature in the library	1 p (3,03%)	5 p (15,15%)	27 p (81,82%)	-
Overcrowding of study groups	9 p (27,27%)	24 p (72,73%)	0 p (0%)	-
Uncomfortable schedule	2 p (6,06%)	11 p (33,33%)	20 p (60,61%)	-
Inadequate conditions for classrooms	2 p (6,06%)	6 p (18,18%)	25 p (75,76%)	-
No Internet access/weak Internet access	0 p (0%)	8 p (24,24%)	25 p (75,76%)	-
Lack of students' interest in learning	1 p (3,03%)	11 p (33,33%)	21 p (63,64%)	-
Failure to receive information on events in a timely manner	0 p (0%)	7 p (21,21%)	26 p (78,79%)	-
Lack of technical means in classrooms	0 чел. (0%)	11 p (33,33%)	22 p (66,67%)	-
Other issues	Not Нет No other problems. I believe that everything is being done Inconsistency of wages with the busy work performed no problem Low pay Challenges of engaging international students in practical work with patients Сложности вовлечения иностранных студентов к практическим работам с пациентами			

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	Completely satisfied	Partially satisfied	Not satisfied	I can't answer that
The attitude of the university administration towards you	26 p (78,79%)	7 p (21,21%)	0 p (0%)	0 p (0%)
Relationship with direct management	24 p (72,73%)	9 p (27,27%)	0 p (0%)	0 p (0%)
Relationships with colleagues in the department	27 p (81,82%)	6 p (18,18%)	0 p (0%)	0 p (0%)
Participation in management decision-making	22 p (66,67%)	9 p (27,27%)	0 p (0%)	2 p (6,06%)
Relationships with students	30 p (90,9%)	3 p (9,1%)	0 p (0%)	0 p (0%)
Recognition of your successes and accomplishments by the administration	25 p (75,76%)	8 p (24,24%)	0 p (0%)	0 p (0%)
Supporting your suggestions and comments	25 p (75,76%)	8 p (24,24%)	0 p (0%)	0 p (0%)
Activity of the university administration	23 p (69,7%)	10 p (30,3%)	0 p (0%)	0 p (0%)
Terms of labor remuneration	22 p (66,7%)	7 p (21,21%)	3 p (9,09%)	1 p (3,03%)
Working conditions, list and quality of services provided at the university	26 p (78,8%)	7 p (21,2%)	0 p (0%)	0 p (0%)
Occupational health and safety	27 p (81,82%)	6 p (18,18%)	0 p (0%)	0 p (0%)
Change management in the university's activities	24 p (72,73%)	7 p (21,21%)	0 p (0%)	2 p (6,06%)
Provision of a social package: vacation, sanatorium treatment, etc.	16 p (48,48%)	8 p (24,24%)	4 p (12,12%)	5 p (15,15%)
Organization and quality of catering at the university	18 p (54,55%)	9 p (27,27%)	2 p (6,06%)	4 p (12,12%)
Organization and quality of medical care	25 p (75,76%)	7 p (21,21%)	0 p (0%)	1 p (3,03%)