REPORT

on the results of the work of the external expert commission on the assessment of compliance with the requirements of the standards of specialized primary accreditation of the educational program

7R01142 Clinical Pharmacology

SOUTH KAZAKHSTAN MEDICAL ACADEMY

in the period from April 19 to April 21 , 2023

Addressed to
To the Accreditation
Council of People 's

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Содержание

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

JSC "YUKMA" – Joint Stock Company "South Kazakhstan Medical Academy"

LIC - library and Information Center

IUQC – internal university quality control

HEI – higher education institution

EEC- external expert commission

SMSPE – State mandatory standard of postgraduate education

GVFM – Guaranteed volume of free medical care

CPC – computer-testing, publishing center

EPC – Educational Program Committee

CMS – Control and measuring system

CED – catalog of elective disciplines

MPI – medical and preventive institution

Ministry of Health of the Republic of Kazakhstan – Ministry of Health of the Republic of Kazakhstan

MTB – material and technical base

RTC - Research and Testing Center

SCC - Scientific and Clinical Council

EP – educational program

CSIS - Compulsory social health insurance system

TS – teaching staff

QMS – quality management system

IWR – independent work of a resident

IWRT – independent work of a resident with a teacher

SC – Standard Curriculum

EMCD – educational and methodical complex of disciplines

CPS - Center of practical skills

GPA – Grade Point Average (Grade Point average)

(II) INTRODUCTION

In accordance with Order No. 34-23-OD dated 02/20/2023 of the Independent Accreditation and Rating Agency, from April 19 to April 21, 2023, an external expert commission assessed the compliance of the educational program 7R01142 Clinical Pharmacology of the South Kazakhstan Medical Academy with the standards of specialized primary accreditation of the NAAR (No. 68-18/1-OD dated May 25, 2018, second edition).

The report of the external expert commission (EAC) contains an assessment of the submitted educational programs according to the criteria of the NAAR, recommendations of the EAC for further improvement of educational programs and parameters of the profile of educational programs.

The composition of the VEC:

1) **Chairman of the VEC** – Tagadyuk Olga Konstantinovna, MD, State University of Medicine and Pharmacy. Nicolae Testemitanu (Republic of Moldova) Off-line participation

2) **IAAR expert** – Kiseleva Elena Aleksandrovna, MD, Professor, Head of the Department of General Practice Dentistry of the Kemerovo State University Medical Institute of the Ministry of Education and Science of the Russian Federation, (Russian Federation) Off-line participation

3) **IAAR expert –** Natalia Lapova, Ph.D., Associate Professor, Dean of the Faculty of Pharmacy of Vitebsk State Medical University (Republic of Belarus) Op-line

4) **IAAR Expert** – Dina Karibaeva, PhD, Associate Professor, Al-Farabi Kazakh National University (Republic of Kazakhstan) Off-line participation

5) **IAAR expert** – Kurmanalina Gulnar Lukpanovna, PhD, Associate Professor, NAO "West Kazakhstan Medical University named after Marat Ospanov" (Republic of Kazakhstan) Op-line participation

6) **IAAR expert** – Nurgalieva Zhanar Zhenisovna, PhD, Associate Professor, S.D. Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan) Off-line participation

7) **IAAR expert** – Saule Burkitbaeva, PhD, Associate Professor, NAO "Astana Medical University" (Republic of Kazakhstan) Off-line participation

8) **IAAR expert, employer** – Koishyman Ernar Yerkinbekuly, Deputy Chief Physician of "Luch Neurorehabilitation Center" LLP (Republic of Kazakhstan) Op-line participation

9) **IAAR expert, employer** – Sergey Fedorov, Head of the Medical Department of the DP of the North Kazakhstan region (Republic of Kazakhstan) Op-line participation

10) **IAAR expert, student** – Kuat Sultan, 5th year student of OP "General Medicine" of Astana Medical University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) Op-line participation

11) **IAAR expert, student** – Gabdrakhmanova Nailya Khakimovna, student of OP "Pediatrics", Semey Medical University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) Op-line participation

12) **IAAR expert, student** – Gadzhieva Jasmine Aladinovna, student of the OP "Dentistry" of Astana Medical University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) Op-line participation

13) **IAAR expert, student** – Kakytaeva Asel Yerdosovna, resident doctor of the OP "Clinical Pharmacology", Semey Medical University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) Op-line participation

14) **IAAR Coordinator** – Saydulayeva Malika Akhyadovna, Project Manager of the Independent Accreditation and Rating Agency (Republic of Kazakhstan) Off-line participation.

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

JSC "YUKMA" is the leading medical higher educational institution of the country, which has been providing educational services in the market of Kazakhstan for more than 40 years, trains specialists in medical, pharmaceutical and pharmaceutical engineering at the level of secondary, technical and vocational education (medical college), higher (bachelor's degree, internship), postgraduate education (master's degree, doctoral degree, residency); at the level of continuous professional development of healthcare personnel (advanced training and retraining of medical and pharmaceutical personnel).

JSC "YUKMA" has a license of the Committee for Control in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. KZ36LAA00011387, dated March 28, 2018, without time limit, for the right to carry out educational activities under the programs of technical and vocational, higher and postgraduate education, according to which the Academy has the right to issue state-issued education documents; has a certificate of institutional accreditation issued by NAOKO dated December 24, 2018, registration number IA-A No. 0095, the certificate is valid for December 22, 2023 (https://skma.edu.kz/ru/pages/institucionalnaya-akkreditaciya).

The main task of JSC "YUKMA" is to create the necessary conditions for obtaining higher and postgraduate professional education, the development and professional formation of an individual on the basis of 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 at 40 departments at the pre-diploma and postgraduate levels of study, according to the following educational programs:

Before graduation: "General Medicine", "Pediatrics", "Dentistry", "Nursing", "Public Health", "Pharmacy" and "Pharmaceutical production technology". Postgraduate professional education in 5 master's degree programs: "Medicine", "Public Health", "Nursing", "Pharmacy", "Medical and preventive care", 3 doctoral degree educational programs: "Pharmacy", "Medicine, "Public Health", 29 educational residency programs.

The quality of education and research in JSC "YUKMA" is provided by a high level of infrastructure: 4 academic buildings with classrooms equipped with interactive equipment; a scientific library with a reading room and an electronic library hall; research laboratories - "Laboratory of Medicinal Plants" and "South Clinical & Genetic Laboratory"; Practical Skills Center, 2 dormitories; contracts have been concluded with 32 clinical bases.

Students and staff are provided with a high-speed Wi-Fi network covering the area of all academic buildings and dormitories of the Academy. Each student and employee has a personal account to log into the Platonus information system, employees have personal access to the corporate portal for the implementation of electronic document management. The LMS Platonus system, integrated with the national educational database, uses online platforms ZOOM, Cisco Webex Meetings, Big Blue Button, etc.

JSC "YUKMA" carries out active international cooperation in the field of medical education, science and practice with medical universities and research centers of the countries of the near and far abroad. Partners of JSC "YUKMA" are such universities as: 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 University College of London - Great Britain; University of Medicine and Pharmacy - Romania; "St. Petersburg State Pediatric Medical University" - Russia, "Tashkent Pediatric Medical Institute" - Uzbekistan, and others.

In 2020, the South Kazakhstan Medical Academy, within the framework of the Erasmus+ program, won a grant for the project "Accelerated-Improvement of nursing at the master's and PHD doctoral level in the higher education system of Kazakhstan", where the grant applicant is the Lithuanian University of Health Sciences (Lithuania), (years of implementation: 2020-2023).

Every year more than 100 students take part in international scientific conferences and research. Thus, on the initiative of JSC "YUKMA", since 2013 South Kazakhstan Medical JSC "YUKMA" together with the Nazarbayev Foundation annually holds an international scientific conference of young scientists and students "Prospects for the development of biology, medicine and pharmacy".

Thus, on December 8-9, 2022, South Kazakhstan Medical Academy JSC jointly with the Council for Science at the Nursultan Nazarbayev Foundation and the Abuali Ibni Sino Tajik State Medical University hosted the IX International scientific Conference "Prospects for the Development of biology, Medicine and Pharmacy" among young scientists and students.

JSC "YUKMA" actively participates in international meetings, conferences on the development and implementation of international standards of education, global internationalization of research for the successful solution of health problems. The teaching staff of JSC "YUKMA" carries out 37 scientific and technical projects that have passed state registration. Scientists of JSC "YUKMA" are co-executors and carry out grant scientific and technical programs.

The passage of high-quality and professional practice of students is carried out at various bases in the Republic of Kazakhstan and abroad.

On the basis of JSC "YUKMA" there are: youth self-government, student government, student rector, vice-rectors and deans, and the youth center "Bolashak".

The effectiveness of the activities of JSC "YUKMA" is confirmed by the reports of the commission for the evaluation of the activities of JSC "YUKMA", the successful passage of specialized accreditation.

The following accreditations have been completed in the NAAR: 7 bachelor's degree educational programs; 28 residency educational programs; 5 college educational programs; 3 doctoral educational programs, 9 master's degree educational programs.

According to the results of the rating of indicators of scientific and innovative activity in 2017, JSC "YUKMA" occupies the 2nd overall place among medical universities of the Republic of Kazakhstan, and in 2018 - the 3rd place.

In 2019, JSC "YUKMA" was awarded a high national rating and took 4th place in the General Institutional rating of medical universities of the Republic of Kazakhstan, 1st place in the rating of educational programs "Master's degree" in the educational programs "Pharmacy" and "Medicine", and 2nd place in the rating of educational programs "Bachelor's degree" according to the educational programs "Public Health", "Pharmacy" and "Nursing" (NAAR).

According to the results of the National Ranking of the demand for universities of the Republic of Kazakhstan annually conducted by the NAAR, in 2020 and 2021. JSC "YUKMA" is in 17th place in the General ranking of universities of the Republic of Kazakhstan "Top-20".

Graduates of JSC "YUKMA" successfully work in all regions of Kazakhstan, as well as countries of near and far abroad. The percentage of graduates' employment remains at a high level from year to year (94.7%), which undoubtedly indicates the recognition, demand and competitiveness of our specialists in the labor market.

Graduates of JSC "YUKMA" in different years have headed and are heading the country's medical service: Vice-Minister of Health of the Republic of Kazakhstan - Burkitbayev Zh.K.; Head of JSC "Heart Center" Shymkent – Suigenbayev D.Zh.; General Director of Galamat Integra, MD, DBA – S.Sypabekov; coordinator of UNICEF programs on health and nutrition –

K.Sukhanberdiev; Director of the Johnson & Johnson branch in Kazakhstan - A.Nazarbayev and others.

Also, graduates of JSC "YUKMA" occupy senior positions in educational organizations, are heads of city and regional health departments, hold senior positions in medical and preventive organizations in Shymkent, Turkestan region and other regions of the Republic of Kazakhstan. Pashimov M.O. – Head of the Health Department of the Turkestan region, Kapanova K.A. – Deputy Chief physician for quality control of the Regional Tuberculosis Dispensary, Serikbayeva S.Zh. – Chief physician of the Medical Center "Hirudotherapy" LLP, President of the Alliance of Hirudotherapists of Kazakhstan, Neuropathologist, Member of the NGO "Association of Independent Medical Experts of Astana". Narkabulov A.A. – Chief physician of the GKP at the Aryssa Central District Hospital of the Public Health Department of the Turkestan region.

The accredited residency program in specialty 7R01142 "Clinical Pharmacology" will be implemented in accordance with State and mandatory standards and standard professional training programs in medical and pharmaceutical specialties dated January 9, 2023 (Order No. 4 of the Ministry of Health of the Republic of Kazakhstan "On approval of standard training programs in medical and pharmaceutical specialties"). The staff of the Department of "Pharmacology, Pharmacotherapy and clinical Pharmacology" has the necessary competencies for training; 3 teachers participate in the training of residents: N.Zh. Ormanov. – MD, Professor, clinical pharmacologist; Tashimova S.A. – PhD, clinical pharmacologist; Azizova A.A. – clinical pharmacologist, the highest category.

The staff of the department implementing the residency program adopted the mission of the academy as the basis of the mission of the educational program and goals and informed interested parties (teachers, employers, students and other interested parties) about it in order to clearly understand the tasks and strive to meet the needs of practical healthcare. The mission of the educational program is brought to the attention of all interested parties by posting on the Academy's website.

Academic mobility according to the accredited cluster support: was not carried out.

Research projects on cluster support: none.

Commercialization by accredited cluster support: no.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The international specialized accreditation of OP 7R01142 Clinical Pharmacology according to UIAA standards is held for the first time.

(V) DESCRIPTION OF THE VEC VISIT

The work in the EG was carried out on the basis of the approved Program of the visit of the expert commission on specialized accreditation of educational programs to the UCMA in the period from April 19 to April 21, 2023.

In order to coordinate the work of the WEC, an introductory meeting was held on 04/18/2023, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, and to clarify the content of self-assessment reports, meetings were

held with the rector, vice-rectors of the University in areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 69 representatives took part in the meetings (Table 1).

Table 1 - Information about employees and students who took part in meetings with VEK NAAR:

Category of participants	Quantity
Rector	1
Vice-Rectors and the Head of the Rector's Office	3
Heads of structural divisions	19
Deans of faculties	6
Heads of departments	38
Teachers	2
Students	-
Graduates	-
Employers	-
Total	**69**

During the tour, the members of the VEC got acquainted with the Laboratory of Medicinal plants, the Computer-Test Publishing Center, the YUKMA Museum, the Anatomical Museum, the Laboratory of Genomic Research, the Library and Information Center, the Dining Room, the Assembly Hall, the Layout of the University Clinic, the Dental Clinic, the Center of Practical Skills, the Dormitory, JSC "Himpharm" Research and Testing Center (NIITS), Zerde-Pharma LLP.

We visited the Research Institute, the laboratory has all the necessary equipment and knowledge to develop ready-made medicines that meet the modern requirements of the industry. The plant is located on the territory of 17ha, has all the necessary areas for the functioning of the main and auxiliary industries, as well as reserve areas for further development. The main tasks of the center are the development of new drugs, the development of pilot series for clinical trials and the registration of drugs and the subsequent introduction of new technology in production.

Cooperation with educational institutions involves: familiarizing students, faculty and scientists with the company's production facilities and research laboratories; providing grants for the most promising students and young scientists to conduct or finalize research in the field of pharmaceuticals; internships at the production facilities of the SANTO company and conducting joint events (conferences, research and other projects), aimed at improving the level and quality of education.

We also visited Zerde-Pharma LLP, where students undergo professional practices: educational, industrial, pre-graduate. In order to improve the quality of training of specialists, the development of social partnership, the effectiveness of educational and research work, the professional development of teachers is organized on the basis of "dual education" within the framework of the academic program.

At the meeting of the VEC NAAR with the target groups of the UCMA, the mechanisms for implementing the University's policy were clarified and the specification of individual data presented in the University self-assessment report was carried out.

For the period of accreditation, due to the absence of resident students in the specialty of clinical pharmacology at the Department of Pharmacology, Pharmacotherapy and Clinical Pharmacology, practical classes were attended by undergraduates of 1 year of study in Medicine,

group MMK-01-22, lecturer, MD, Professor Ormanov N.Zh. on the topic of practical training "Clinical andeconomic expertise in clinical practice". During the lesson, active teaching methods are used using modern terminology (analysis of clinical cases, maintenance of medical documentation, examination of the quality of medical care).

In accordance with the accreditation procedure, a survey was conducted among 159 teachers, 94 students, including junior and senior 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 /.

As part of the planned program, recommendations for improving the accredited educational programs of the UCMA, developed by the VEC based on the results of the examination, were presented at a meeting with the management on 04/21/2023.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. The standard "Mission and final results"

The evidentiary part
The implementation of the residency program in the specialty "Clinical Pharmacology" is carried out in accordance with the mission - the Strategic Development Plan of JSC "YUKMA", based on the Standard curriculum of residency in the specialty based on the State residency program in medical specialties, and the standard professional curriculum in medical specialties of the residency. To determine the goals and development strategy, the Academy ensures the participation of all stakeholders (administration, teachers, students and employers).

The mission of the 7R01142 – "Clinical Pharmacology" residency educational program is to train competitive personnel in the field of clinical pharmacology with a high level of professionalism to meet the needs of the national and regional healthcare system, demonstrating continuity in continuous professional development and social responsibility for contributing to the development of medicine, in full accordance with the University's development strategy, relying on a competent approach in training (https://skma.edu.kz/ru/pages/obrazovatelnye-programmy).

The main (internal) stakeholders involved in the process of forming the mission of the OP include: residents, teachers, clinical mentors attracted from clinical bases, administrative staff, advisory bodies of the Academy. External stakeholders involved in the formulation of the mission and final results include: employers, healthcare organizations, professional associations.

In order to ensure the connection of OP and health problems, the Academy maintains constant and effective communication with organizations of practical health care. Round tables are held with representatives of medical organizations (chief physicians, deputy chief physicians, heads of the Department of the Medical and Pharmaceutical Control Committee, NCE "Atameken", etc.). The mission of the OP and the need for clinical pharmacologists were discussed at a round table meeting with representatives of more than 30 medical organizations. According to the chief freelance clinical pharmacologist for Shymkent, the need for clinical pharmacologists is currently about 5-6 specialists. (https://skma.edu.kz/ru/news/vzaimnoe-partnerstvo-s-rabotodatelyami-v-kachestvennoy-podgotovke-medicinskih-kadrov).

The Residency Department, the Department, the Dean's Office of Internship and employment of graduates monitor staffing needs by region. The need for personnel is determined

by statistical data of the Ministry of Health of the Republic of Kazakhstan, and by vacancies offered in the electronic labor exchange (www.enbek.kz).

Another important justification for the need to open the OP "Clinical Pharmacology" is the implementation of the investment project "A multidisciplinary University hospital with 800 beds and a clinical diagnostic center (polyclinic) for 700 visits per shift", implemented in the UCMA. The training of personnel for our own university clinic is a priority task of the OP.

The resources of the Academy, the teaching staff of the departments, the number and powerful material and technical equipment of clinical bases, the professionalism of practical healthcare staff (clinical mentors) allow us to provide balance and opportunities for the training of highly qualified specialists motivated for continuous professional development.

The University has developed a Code of Ethics for students, which is signed annually at the beginning of the academic year by each resident upon enrollment and each newly hired teacher or employee (https://skma.edu.kz/files/Magistracy-Residency-Doctorate/residency). The department is responsible for analyzing the problems that have arisen and preventing violations among residents.

To improve all areas of the University's activities, including the mission, the Academy has implemented a system for collecting and analyzing feedback from consumers through internal and external monitoring. The following departments participate in the implementation of monitoring - the QMS department, UMC, OK, COP. Feedback results are taken into account when planning work for improvement.

An example of effective use of feedback is the annual survey of employers studying to assess the level of OP (questionnaire) (https://docs.google.com/forms/d/e/1FAIpQLSdjFX8zOsJewzWRYVKnvPmIEx77smrPKzyYx4 o13p62Re8Iog/viewform).

The final results of the graduate of the program are developed on the basis of methodological approaches proposed in Bloom's Taxonomy and Miller's Pyramid, include knowledge, skills, data analysis abilities, development of research competencies, lifelong learning.

The joint work of the department with clinical bases is aimed at joint responsibility for the training of qualified specialists, ensuring the quality of the OP and its graduates. The high need for specialists will be the main motivation in the interest of practical medicine in training.

The analytical part

"Mission and final results" of JSC "YUKMA" fully meets the criteria of the accreditation standard. The supporting materials are: a report on the self-assessment of the department, information on the official website of the academy, the results of an interview with the leadership of the academy, teaching staff, students, and employers.

The residency program in the specialty "Clinical Pharmacology" has been developed in accordance with the requirements of the standard and the TUP in the specialties of the residency, reflecting the results of training, on the basis of which curricula (RUPl, individual curricula of a resident doctor) and syllabuses are developed. The training is conducted through mentoring, regular evaluation and feedback, residents are informed about their rights and obligations, obligations on ethics issues in the program.

The main task of the OP is the development of clinical skills and competencies, the list of which is coordinated by the staff of the department, the CPC of postgraduate education, taking into account the opinion of employers.

The degree of independence and responsibility regarding their knowledge, skills and experience development will be achieved by increasing the share of SRP and SRP in the training program to 80%; the conclusion of tripartite agreements between the resident, the academy, the

employer; free access to independent work in the medical institution as a clinical pharmacologist under the supervision of a clinical mentor. The University recognizes gender, cultural and religious characteristics.

The final results of training are determined in the UMDK according to the qualification requirements for the residency specialty.

Strengths/Best practices
According to this standard, no strengths have been identified.

VTEC Recommendations
There are no recommendations for this standard.

Conclusions of the VEC by criteria:
• Strong – 0
• Satisfactory – 16
• Suggest improvements – 0
• Unsatisfactory – 0

6.2. Standard "Educational program"

The evidentiary part
The accredited OP in the specialty "Clinical Pharmacology" is compiled in accordance with the State Standard of the Ministry of Health of the Republic of Kazakhstan: hours and disciplines correspond to the standard curriculum. The content of the training program is aimed at mastering the results of training and the formation of competencies of a clinical pharmacologist. The duration of mastering the residency program in the specialty "Clinical Pharmacology" is 2 years, with a volume of 140 credits. The academic year includes the study of disciplines with a volume of 70 credits. The development and updating of the OP is regulated by the internal regulatory and legal document of the UCMA "Regulations and procedures, and procedures for the development of educational programs" (Educational process. Regulations and Rules (https://base.ukgfa.kz /).

The department has created the necessary conditions for residents to acquire all competencies in the specialty 7R01142 "Clinical Pharmacology" during the training period, including general education skills, social and ethical skills, communication skills, teamwork skills, and knowledge of IT technologies. When drawing up the educational program of the residency, the opinion of employers is taken into account, much attention is paid to the independent work of the resident.

General information about the Department of Pharmacology, Pharmacotherapy and Clinical Pharmacology, which plans to implement the residency program "Clinical Pharmacology", is presented on the UCMA website (https://skma.edu.kz/ru/pages/kafedra-farmakologii-farmakoterapii-i-klinicheskoy-farmakologii). As of today, the Department of Pharmacology of Pharmacotherapy and Clinical Pharmacology will have 3 teachers in the residency program, 100% degree, 1 employee has the highest medical category in the specialty Clinical Pharmacology.

The training of residents at clinical bases is conducted under the supervision of curators who are appointed from among the teaching staff with a doctor's degree, candidate of medical sciences, as well as the highest qualification category. Mentoring is implemented within the framework of the requirements of the internal document of the UCMA "Regulations on Residency" (https://base.ukgfa.kz). Mentors are employees of the department and doctors of practical healthcare of clinical bases. The mentor provides appropriate support in the professional and

personal formation and development of the resident, shares experience, knowledge and supports the ward in a way that is effective and efficient, educates independence in him, thoroughly studying the abilities of a young specialist, his inclinations, interests, attitude to the team, etc.

Equipping clinical bases makes it possible to effectively use interactive and practice-oriented teaching methods: analysis of clinical cases, maintenance of medical documentation, examination of the quality of medical care, consultations of doctors on the drug management of patients, development of a medical organization's drug form, evaluation of the rational use of medicines, work in the pharmacovigilance system, training in a clinic with the participation of a real patient, attending medical conferences, consultations, teaching using web technologies, research, publications, etc .

When mastering competencies, patient safety comes first. A Center of Practical Skills has been created at the Academy for Quality Management and Patient Safety (https://skma.edu.kz/public/ru/pages/centr-prakticheskih-navykov-cpn). The activities of the CPN are aimed at training and independent assessment of the clinical skills of residents on simulators, dummies and virtual simulators. During the academic year, residents are engaged in the CPN according to the schedule, where they work out and improve their practical skills.

The training program for residents also provides for the implementation of various forms of educational and research work (preparation of reports, reports, research, publication of scientific articles, poster reports, participation in scientific and practical conferences, etc.). The department assists in publishing and putting into practice the results of scientific works, participation in international and interuniversity scientific conferences, and registration of scientific works of residents for grants, scholarships, prizes and other forms of moral and material encouragement, as well as additional points to the portfolio. The journal "Bulletin of the Academy" organized at the Academy publishes scientific articles of students, residents and young scientists for free.

Analytical part

The basis of the content of the OP is "The structure of the standard residency curriculum in the specialty "Clinical Pharmacology" (Order No. 4 of the Ministry of Health of the Republic of Kazakhstan dated January 9, 2023). The content of the training program is aimed at mastering the results of training and the formation of competencies of a clinical pharmacologist. The program follows the sequence of studying disciplines, the content of which is aimed at achieving knowledge, skills and abilities, providing a step-by-step approach to their study. All learning conditions are provided with consistency, continuity of their content, consistent development of all competencies depending on the specialty, the logic of academic interrelation of disciplines, their continuity is taken into account.

The development and updating of the OP is regulated by the internal regulatory legal document of the UCMA "Regulations and procedures, and procedures for the development of educational programs". The general principle of OP development is the development of OP taking into account the needs of the labor market. At the same time, the instruments of interaction between the education system and the labor market are the National Qualifications Framework, the sectoral qualifications framework, and professional standards.

The training is based on practice with the involvement of residents to personally participate in the performance of functions, responsibility for patient care activities, effective work with colleagues on the effective and safe management of pharmacotherapy, at the level of drug provision within the framework of GOBMP, OSMS in medical organizations recognized as residency bases.

During the examination of the OP, it was found that it includes the scientific foundations and methodology of medical research, at the same time, residents do not fully study the issues of

medical ethics, clinical epidemiology and evidence-based medicine, biostatistics within the educational program, which should be reflected to a greater extent in the catalogs of elective disciplines (QED). Unfortunately, the content of elective disciplines is aimed at the fields of obstetrics and gynecology, anesthesiology and resuscitation, although the topics duplicate the mandatory component of the curriculum. At the same time, the participation of practical healthcare in the development of formations of components of choice is not reflected.

It is also planned to attract clinical pharmacologists from clinical bases as clinical mentors. However, mentors of clinical bases, despite their professional level, do not fully master pedagogical techniques, which limits the implementation of a high-quality transfer of professional knowledge and skills, and therefore it is desirable to conduct training of mentors in the "School of Clinical Mentor".

The Department plans academic mobility of residents at the national level in leading universities with a strong school of clinical pharmacology in established clinical bases, in foreign universities in accordance with contractual obligations between the Academy and the partner university.

The training program for residents provides for the implementation of educational and research work, it is aimed at training residents, developing their research type of thinking. It is necessary to provide for the involvement of residents in research work, revealing their knowledge and ability to apply them in solving specific practical problems, as well as to obtain topics for further development of scientific work, which they will continue in the master's or doctoral studies.

In the specialty "Clinical Pharmacology" admission is planned to be carried out in the 2023-2024 academic year.

Strengths/Best practices

Due to the availability of clinical bases, residents have the opportunity to spend most of their study time in close contact with patients, medical documentation, including automated healthcare systems. Clinical training is carried out in accredited multidisciplinary clinics that provide wide access to specialized patients.

Recommendations of the VEC

1. Expand the elective component (electives on medical ethics, clinical epidemiology and evidence-based medicine, biostatistics) and take into account the recommendations of representatives of practical healthcare. The deadline is September 2023-2024 academic year.

2. Initiate and/or involve clinical pharmacologists (mentors) in conducting clinical trials/studies of medicines in order to develop research potential in the specialty. The deadline is January 2024.

3. To improve academic mobility and industrial practice of residents in the specialty "Clinical Pharmacology" to other medical universities of the country. The deadline is December 2024.

4. Involve residents in research work for the possibility of selecting topics and further development of scientific work that they will continue in the master's or doctoral studies. The deadline is June 2025.

Conclusions of the VEC by criteria:
• Strong – 1
• Satisfactory – 22
• Suggest improvements – 2
• Unsatisfactory – 0

6.3. The Standard "Residency Student Assessment Policy"

The evidentiary part

The policy and procedure for evaluating learning outcomes within the framework of the OP is carried out using criteria developed in accordance with the set goals and objectives for the implementation of the OP and the qualifications awarded within the framework of the current point-rating system for assessing knowledge and monitoring the educational process in accordance with the directive, regulatory and internal documents (Regulations and Rules https://base.ukgfa.kz /).

There is an established system for monitoring academic achievements of students at the Academy, regulated forms of control, a 100-point scale of assessments. There is information about the forms of current, intermediate and final control. In order to achieve proper control of the development of the program, external examiners from practical healthcare are invited to the IGA.

The assessment of the educational achievements of residents is carried out on the basis of the meters of the level of formed competencies and the achievement of learning outcomes. Departments develop various types of control and measuring tools: questions for oral, written control, tasks in test form (MCQ format), a list of practical skills and forms of their assessment (OCE, portfolio, etc.), clinical situations and scenarios, etc.

The curriculum of the discipline defines various types of ongoing monitoring of students' progress: oral survey, written control, combined control, discussions, trainings, round tables, case stages, tests, etc.

Control and measuring instruments for various types of control are developed by departments on all topics of the curriculum, have a concise formulation, essential content and thematic feature.

The form of the final controls is discussed at the Clinical Council and approved by the Scientific Council. The organization of final control is assigned to the registrar's office, preparation for the exams is assigned to the residency department and the registrar's office. The schedule of classes and exams is developed by the UMC, approved by the Vice-rector for UMVR before the beginning of the academic period.

Residents who have a passing score (50%) and higher in all types of controls (current control, milestone) are allowed to the final control of the discipline. A resident who has not scored a passing score on one of them is not allowed to take the exam.

They are described in detail, using a table of a point-rating letter system of knowledge assessment, which reveals a system for monitoring the educational achievements of students. The mechanism of appeal, the rules for retaking exams, the rules for transferring students from course to course are described in detail. The transfer score is determined by the decision of the Academic Council.

Every year, at the end of the academic year, a resident doctor is certified for the implementation of an individual curriculum of work agreed with the head. The procedure for the annual certification of the residency student is carried out in accordance with the working curriculum and academic calendar in the form approved by the Academic Council.

A resident doctor who has completed the training program is admitted to the final certification. The purpose of the final certification is to assess the professional readiness of graduates upon completion of the residency program.

The final certification of resident doctors is carried out according to the rules for assessing the professional readiness of graduates of educational programs in the field of healthcare, approved by the Order of the Minister of Health of the Republic of Kazakhstan dated December 11, 2020

No. MH RK-249/2020 "On approval of the rules for assessing the knowledge and skills of students, assessing the professional readiness of graduates of educational programs in the field of healthcare and specialists in the field of healthcare" (registered in the Register of State Registration of Normative Legal Acts under No. 21763) within the terms, provided by the working curriculum and academic calendar.

The final certification of students at the university is carried out in the terms stipulated by the academic calendar and working curricula of the OP in 2 stages:

- Stage 1 – comprehensive testing conducted on test tasks;
- Stage 2 – assessment of practical/clinical skills.

The positive results of the final certification of graduates of educational programs in the field of healthcare allow them to obtain a document of education (certificate of completion of residency) and a certificate of a specialist in the field of healthcare with the qualification "doctor" (for an accredited OP – "doctor-clinical pharmacologist").

The responsibility for the implementation of the policy on the assessment of educational achievements of residents is borne by the teaching staff of the departments, heads of departments (modules), the registrar's office.

The Academy uses additional methods of evaluating residents, such as portfolios and evaluation of scientific activities. The assessment determines the scientific activity of the resident, participation in seminars, conferences, the ability to conduct scientific research and present the results in the form of articles, speeches, possession of practical skills and their implementation.

Evaluation methods are developed by the department and reflected in syllabuses approved at the meeting of the department and the CPC.

After the exams, residents are surveyed to study their opinions on the quality of teaching the discipline, the exam procedure, the results of the sessions are analyzed by the department and the Academic Council.

For the period of final certification of residents, leading specialists from practical healthcare are involved as chairmen and members of the examination commission. The commission consists of a settled faculty of the Academy, employees of the National Research Center, representatives of practical healthcare. The composition of the commission is discussed at the CPC and approved by the Academic Council.

The results of the educational achievements of residents are recorded in an electronic educational journal through the office registrar system and the AIS "Platonus" program, which automatically generates examination sheets. The electronic educational journal is filled in accordance with the calendar and thematic plan, in accordance with the schedule and the dates of the current, milestone and final controls reflected in the syllabus.

When developing OP and syllabuses of disciplines, the evaluation of learning outcomes is based on the methodology of "constructive coordination" of the program goal expressed through its objectives, academic level, learning outcomes, course content and structure, teaching and teaching methodology, evaluation and evaluation methods (D.Shamatov, Z.Kataeva, Jason Sparks, A.Sagintayeva. Syllabus development: from syllabus quality to learning quality. Methodical manual. Nur-Sultan: Higher School of Education of Nazarbayev University, 2022. -68 p.).

At the department, within the framework of the educational process, issues of ethical standards and academic integrity are discussed in individual conversations.

Analytical part

The information posted on the official website of the Academy, as well as an analysis of the materials submitted by the staff of the department, allow us to conclude that the Academy has developed and implemented a modern, fully appropriate and transparent policy for evaluating

residents, which has found its vision in the regulatory documents of the Academy. At the same time, the experts were not provided with examples of test validation.

Syllabuses are developed for each discipline of the residency, which present the content of the discipline, teaching methods, assessment, discipline policy, basic and additional literature, etc. At the first lesson, teachers introduce residents to this document, conduct explanatory work with the distribution of the electronic version and placement on AIS.

The planned assessment methods in the preparation of residents in the specialty "Clinical Pharmacology", taking into account the final results of training and the formation of the appropriate competence of the graduate, will be considered in the next academic year after admission.

There is no system for training clinical mentors in assessment methods and pedagogical competencies/technologies, there is no involvement of examiners from practical healthcare.

Strengths/Best practices
According to this standard, no strengths have been identified.

Recommendations of the VEC:
1. Provide for the analysis and evaluation of the quality of the assessment methods and formats used for validity and reliability in relation to the established final learning outcomes, and carry out documentation. The deadline is until the beginning of the academic year 2023-2024.
2. Include external experts with pedagogical and clinical competencies in the list of examiners. The deadline is until the beginning of the academic year 2023-2024.

Conclusions of the VEC by criteria:
• Strong – 0
• Satisfactory – 10
• Suggest improvements – 0
• Unsatisfactory – 0

6.4. The standard "Residency Trainees"

The evidentiary part
The main requirements for admission, transfer and training of residents are presented in the Academic Policy of the UCMA (with additions and amendments, 2022), the Regulations on Residency (UCMA, 2022), and the Rules for Admission to Residency (UCMA, 2022).

Information for admission to the residency is provided on the Academy's website (for doctoral students, undergraduates, residents. https://skma.edu.kz/ru/pages/doktorantu-magistrantu-rezidentu). The duration of mastering the residency program in the specialty "Clinical Pharmacology" is 2 years (SES 2022, Standard training programs, 2023).

Admission of persons entering the residency is carried out by placing a state educational order at the expense of the republican budget or the local budget, as well as tuition fees at the expense of the student's own funds and other sources not prohibited by the legislation of the Republic of Kazakhstan.

Applications for the residency are accepted from July 3 to July 25. Entrance exams to the residency are held from August 8 to August 16, enrollment – until August 28. Residency classes begin on September 1.

Persons with a diploma of higher or continuous integrated medical education and a document indicating the availability of the qualification "doctor" are accepted to the residency. The period

of training of medical personnel in the residency is counted in the doctor's work experience and in the work experience in the specialty. The training of medical personnel in the residency is carried out at accredited clinical bases that provide training at all levels of medical care.

An admissions committee is being created to receive documents and organize entrance exams at the Academy. The chairman of the admissions committee is the rector, whose function is to approve the composition of the admissions, examination and appeal commissions.

Admission to the residency with an indication of the specialty is announced through the mass media, by placing ads on the Academy's website. (https://skma.edu.kz/ru/pages/abiturientu). Information about the required list of documents for admission to the residency is posted on the Academy's website, as well as in the admissions committee.

The program of entrance exams to the residency is formed by the staff of the departments of the Academy, discussed at a meeting of the department, approved at the scientific and clinical council by the chairman of the NCC. The site also contains questions for entrance exams for educational residency programs. (https://skma.edu.kz/ru/pages/abiturientu). The exam in the specialty is conducted according to the ticket system, with the use of situational tasks on the clinical thinking of the applicant, evaluated on a 100-point scale.

In order to ensure the transparency of the examination procedure, a video recording of the exam is conducted, observers and members of the commission are present in the hall. The normative documents of the rules of admission to the residency do not restrict the rights of low-income families and national minorities.

The selection of applicants is carried out on the basis of the GPA diploma, examination assessment, interview results.

In order to ensure compliance with uniform requirements and resolve disputes, an appeals commission is being established at the Academy to review appeals. The chairman and the composition of the appeals commission at the Academy are approved by the order of the Rector. The resident can appeal the assessment of the admission rating and/or final control in accordance with internal regulatory documents.

The number of residents is determined based on the possibilities of clinical training, staffing, material and technical base, as well as the needs of practical healthcare.

Analytical part

According to the "Residency Trainees" standard, it should be noted that there is sufficient potential for clinical training of the department (qualified teaching staff, clinical mentors), which is regulated and documented in the policy of the Academy and in the Residency OP.

At the same time, weak career guidance work with potential students of the residency in clinical pharmacology was noted.

There is also no provision for financial support for residents and their further consolidation with practical healthcare.

In the Academy, when organizing the educational process and calculating the staffing table, the ratio of the number of residents in the specialty per teacher is taken into account as 1:3. Admission in the specialty "Clinical Pharmacology" is planned to be carried out in the 2023-2024 academic year.

Strengths/Best practices

According to this standard, no strengths have been identified.

Recommendations of the VEC:

1. Conduct career guidance work on broad information and involvement of stakeholders (employers, students) to attract the target audience to the program. The deadline is immeasurable.

2. Provide for the possibility of introducing paid jobs (positions) in the clinical bases of the region for financial support of residents. The deadline is immeasurable.

Conclusions of the VEC by criteria:
• Strong – 0
• Satisfactory – 17
• Suggest improvements – 0
• Unsatisfactory – 0

6.5. The "Teachers" Standard

The evidentiary part

The recruitment and admission policy of teachers and staff, their category and responsibility are reflected in the personnel policy of JSC "YUKMA" and posted on the Academy's website (https://skma.edu.kz /) "Qualification characteristics of positions for scientific and pedagogical workers and requirements for employment", approved by the Rector of JSC "YUKMA" on March 23, 2019.

JSC "YUKMA" has built an effective system for the formation of high-quality teaching staff, regulated by the NPA. The teaching staff at the department meets the qualification requirements, has full knowledge and owns modern teaching methods, the necessary skills and experience for the effective transfer of knowledge to students during the educational process.

There are criteria for teachers, mentors of clinical departments from practical healthcare in compliance with the Labor Code of the Republic of Kazakhstan, job descriptions of teaching staff.

The Department of Pharmacology, Pharmacotherapy and Clinical Pharmacology has a sufficient number of teachers (25 employees of the department, including 12 main and 13 part-timers: 1 professor, MD; 4 acting associate professors, including 1 PhD, 2 PhD, 1 PhD; 4 senior teachers, 5 assistants, 8 teachers). Teachers meet the qualification requirements according to the needs of the program and mission for the successful implementation of the educational process of residency. 3 teachers participate in the training of residents, the degree is 100%, 3 teachers have certificates of a clinical pharmacologist, 1 of the highest category.

The participation of teachers in professional development programs is reflected in individual reports and plans of teaching staff, monitoring is carried out by internal control. Upon completion of advanced training, reports or documents confirming training (certificates) are provided.

8 employees passed to the Department of advanced Training in 2018-2022 academic years. It should be noted that at the Department of Pharmacology, Pharmacotherapy and Clinical Pharmacology, advanced training is carried out within the University and in the near abroad.

Analytical part

The teachers who teach residents are not only experienced teachers, but also highly qualified doctors. Along with the training load, they perform a large amount of medical and diagnostic work. Teachers are actively working to improve the educational and pedagogical and therapeutic and diagnostic processes, conduct educational and research work.

The staffing of the teaching staff in the specialty of residency is complete, which allows us to observe a rational ratio between the number of teachers and the number of residents, which guarantees their individual relationship and monitoring of the achievements of residents.

However, according to the submitted reports and visits to the department, it was noted that the average age of teaching staff implementing residency training is 67 years.

Mentors of clinical bases, despite their professional level, do not fully master pedagogical techniques, which limits the implementation of a high-quality transfer of professional knowledge and skills, and therefore it is desirable to conduct training of mentors in the "School of Clinical Mentor".

At the same time, it should be noted the low effectiveness of teaching staff in research projects, internships, academic mobility in clinical pharmacology.

Strengths/Best practices

According to this standard, no strengths have been identified.

Recommendations of the VEC

1. Improvement of pedagogical skills through participation in the Academic Mobility Program of teaching staff in universities and research centers of the near and far abroad. The deadline is December 2024.

2. To train residents in clinical pharmacology, initiate the invitation of visiting professors in the specialty. The deadline is May 2024.

3. Increasing the human resources potential and the proportion of young settled employees of the department in the accredited specialty at the master's and doctoral level, taking into account the high demand of the university, the region and the region for qualified personnel. The deadline is immeasurable.

Conclusions of the VEC by criteria:
• Strong – 0
• Satisfactory – 5
• Suggest improvements – 0
• Unsatisfactory – 0

6.6. Standard "Educational resources"

The evidentiary part

The Academy has a developed material and technical base for the implementation of professional training of residents in the specialty 7R01142 "Clinical Pharmacology". The material and technical base of the Academy includes: lecture halls, study rooms, educational and research laboratories, a library, information technology facilities, cultural and social facilities, accredited clinical bases - leading medical clinics in Shymkent.

The structure of the Library and Information Center (BIC) has 2 subscriptions, 3 book depositories, 7 reading rooms, and a media library. The unified information and library fund is 541346 copies, including 239322 copies in the state language, 21366 copies of all types and types of publications in a foreign language. The main part of the fund consists of educational literature, which totals 386,177 copies, which is 71% of the total volume of the fund, including 193,803 copies in the state language. The fund of scientific literature is 155169 copies, including 45519 copies in the state language, and is represented by abstracts, monographs, dissertations, reference literature and periodicals on the profile of each educational program. Periodicals are represented

by a sufficient volume of Kazakh and Russian medical publications, the total fund of which is 16502 copies. The library fund is reflected in the electronic catalog available to users on the website http://lib.ukma .kz is online 24 hours 7 days a week.

The computer-test publishing center (hereinafter referred to as the CIC) with a total area of 326.2 sq.m., located on the 2nd floor of the main building of the Academy, consists of offices: "Server", five computer classes, repair and technical office, printing office; office of a specialist on the Academy's website.

There are 6 computer classes equipped with computers (CIC – 168, computer classes – 150 monoblock, computer class (No. 2 building) -25) of a new generation connected to the Internet. The Internet speed is 600 mbit/s.

The fund of educational, methodical and scientific literature on the residency program on paper (5946) and electronic media (136) has provided 100% of the disciplines over the past 10 years. To meet the needs of users in educational, scientific and information requests, the UCMA Library has signed contracts for access to the following electronic databases:

- Web of Sciense - http://www.webofknowledge.com/
- Elsevier – Science direct - https://www.sciencedirect.com/
- Scopus - https://www.scopus.com/
- Cochrane Library - https://www.cochranelibrary.com/
- RMEB – http://rmebrk.kz / (Contract No. 84 dated 05.01.2022)
- Digital library "Aknurpress" - https://www.aknurpress.kz / (Contract No. 1 dated 15.01.2021)

The electronic document management System "Documentolog" is functioning. The computers are integrated into a single local network and have access to the Academy's corporate data network, the Academy's website and the Internet.

The Department of Pharmacology, Pharmacotherapy and Clinical Pharmacology is located in the main building of the UCMA (Shymkent, Al-Farabi Square, 1). The course of Clinical Pharmacology carries out educational and clinical activities at the clinical bases of the UCMA. For the organization of the educational process, the department has classrooms. The premises meet sanitary and hygienic standards, fire safety.

To implement an OP in the specialty "Clinical Pharmacology" with appropriate clinical capabilities, the Academy enters into contracts with clinical bases on the basis of internal NPAs. Medical organization: GKP na PHV "City Clinical Hospital No. 1", Regional Children's Clinical Hospital, GKP na PHV "Regional Phthisiopulmonology Center" of the Public Health Department of Turkestan region, Shymkent City Cancer Center, GKP na PHV "Shymkent Heart Center" Shymkent, GKP na PHV "Regional Clinical Hospital" of the Health Department of the Turkestan region, GKP na PHV "City Clinical Hospital No. 2".

A scientific infrastructure has been created at the Academy to conduct research. "South clinical & Genetic laboratory" was established by the order of the Rector of JSC YUKMA No. 18O dated 11.03.2021 by combining the Research Laboratory of Genomic Research and the Clinical Diagnostic Laboratory of the Academy. The laboratory is designed for scientific and clinical research. The laboratory has a number of specialized departments: PCR, cytogenetics, biochemistry, hematology and ELISA. The laboratory has the necessary infrastructure to implement a full cycle of research.

Analytical part

The Academy has a developed material and technical base for the implementation of professional training of residents in the specialty "Clinical Pharmacology" and provides a safe learning environment.

The creation of a unified automated management system of the University allows solving the most important task assigned to the academy – providing students, teachers and management personnel with the necessary information resources in order to train highly qualified personnel.

Proofs:
• UCMA Self-assessment report "Clinical Pharmacology";
• Interview with the administration of the Academy;
• Interview with the teaching staff;
• Inspection of clinical bases and laboratories;
• Educational program of the residency "Clinical Pharmacology";
• Agreements on joint activities with the clinical base;
• Electronic library http://lib.ukma.kz

Having a modern scientific laboratory of genomic research and a clinical diagnostic laboratory of the Academy, the staff of the department are not involved in research work in the field of clinical pharmacology.

In the specialty "Clinical Pharmacology" admission is planned to be carried out in the 2023-2024 academic year.

Strengths/Best practices
The Academy has a sufficiently developed material and technical base for the implementation of professional training of residents in the specialty "Clinical Pharmacology" and provides a safe learning environment.

Recommendations of the VEC
The introduction of scientific research into education, and the provision of wide access to the research laboratories of the University for residents to conduct research in the field of clinical pharmacology. The deadline is until the end of the 2023-2024 academic year.

Conclusions of the VEC by criteria:
• Strong – 1
• Satisfactory -10
• Suggest improvements – 0
• Unsatisfactory – 0

6.7. The standard "Evaluation of the educational program"

The evidentiary part
The Academy has developed mechanisms for monitoring and methods for studying and evaluating the educational program, which are aimed at improving the OP, including its model, structure, content and duration. JSC YUKMA evaluates programs in accordance with the Quality Assurance Policy, internal regulatory documents on the evaluation of the OP in accordance with quality standards: the level of teaching staff, the organization of the educational process, regular assessment of the level of achievement of program goals, the demand for graduates; the effectiveness of the curriculum, methodological and informational support, infrastructure, educational technologies, research and data on the development of learning outcomes of graduates of the program.

Monitoring and evaluation of the OP are carried out at all levels, a multi-level approach is used, including the profiling/graduating and related departments, the profile Committee of the educational program, the QMS department, the VVCC, the Dean's office of residency, the Dean's

office of internship and employment of graduates (general monitoring of the quality of educational programs through a survey of stakeholders (employers, professional associations and residents) (https://clck.ru/eozW2).

One of the important conditions for continuous monitoring and improving the quality of the educational process is its correction based on feedback with the participation of interested parties. Independent monitoring of data on the implementation and achievement of final learning outcomes (RO) is carried out by the examination of graduates through the National Center for Independent Examination (NCNE) and by a survey of employers.

The Academy has developed a system of evaluation of the OP, which provides for the evaluation of programs at the stages of planning, implementation, analysis of results and implementation of changes, which allows you to monitor the process of implementation of the OP and the progress of residents. The OP is coordinated by developers with representatives of the labor market and approved by the Academic Council.

The mechanisms of continuous professional development and improvement of pedagogical competencies of teaching staff are implemented by holding seminars of the UMC Academy.

The decisions of the collegial bodies on the analysis and monitoring of the implementation and quality of the OP are published on the Academy's website. The results of the discussion of the OP at the CPC, the Academic Council are brought to the attention of the Faculty of the Academy.

Analytical part

The Department of Pharmacology, Pharmacotherapy and Clinical Pharmacology has a working group for the development and implementation of the residency program "Clinical Pharmacology", which participates in the preparation of working curricula, syllabuses of disciplines, CIS. Monitoring of planned activities within the framework of the implementation and evaluation of OP is carried out at meetings of the Department of Pharmacology, Pharmacotherapy and Clinical Pharmacology, Faculty Council, academic committee – the implementation of plans is checked; compliance of results and processes with planned indicators; if necessary, corrective actions are developed to eliminate shortcomings and omissions in the work.

The recruitment of residents in the specialty 7R01142 "Clinical Pharmacology" is planned for the 2023-2024 academic year, therefore, general monitoring of the quality of educational programs through a survey of interested parties (employers, professional associations and students) was not carried out.

Strengths/Best practices
According to this standard, no strengths have been identified.

Recommendations of the VEC
There are no recommendations for this standard.

Conclusions of the VEC by criteria:
• Strong – 0
• Satisfactory – 4
• Suggest improvements – 0
• Unsatisfactory – 0

6.8. Management and Administration Standard

The evidentiary part

OP in JSC YUKMA is implemented in accordance with regulatory legal acts approved by the Ministry of Health of the Republic of Kazakhstan and the Government of the Republic of Kazakhstan, as well as internal regulatory documents of the Academy. In accordance with the standard documents, the Academy has developed and approved regulations on each division, defining the structure, management and accountability, goals, tasks and functions of structural units, as well as job descriptions for each position provided for in the staffing table.

The duties and powers of the Academy in relation to the OP in the specialties of the residency are regulated by the current legislation of the Republic of Kazakhstan and internal regulatory documents of the Academy. The management of the educational process, including at the postgraduate level, is carried out according to the organizational structure of the Academy.

Residency issues are under the supervision of the Residency Department, whose tasks and functions are presented on the Academy's website. The powers of the residency department are determined by the job descriptions of its employees (https://skma.edu.kz/ru/pages/obrazovatelnyy-process → Residency Department).

The Residency Department is responsible for the direct organization and support of the educational process of residents, control of educational and methodological support of educational programs, for the introduction of a model of medical education based on a competent approach and resident-centered training.

In order to effectively manage the educational process and successfully implement medical education, the Academy has a Scientific-clinical and Educational-Methodical Council. The NCC is the main consultative and advisory body on the issues of educational, methodological and organizational support of the educational process in the residency.

The residency page provides information on the residency program: information for applicants, class schedule, academic calendar, QED, etc. (https://skma.edu.kz/ru/pages/doktorantu-magistrantu-rezidentu).

The Academy's budget is formed from several sources: the republican budget (the state order for the training of postgraduate education, advanced training of medical workers, the development of scientific research, transfers); the local budget; the provision of paid educational and other services.

Analytical part

As a result, according to the standard "Management and Administration", it can be noted that the implementation of the residency program in the specialty "clinical pharmacology" is carried out within the framework of the current legislation of the Republic of Kazakhstan in the field of postgraduate medical education.

The calculation of the academic load for the academic year is carried out on the basis of the working curriculum and the contingent of students. The distribution of the training load is carried out taking into account the qualifications and clinical mentors.

Also, the Academy, in order to ensure the organization of activities, improve the quality of the educational process and train personnel for the needs of the labor market, conducts a regular review and activities of the quality management system and internal audit.

At the same time, it should be noted the low effectiveness of teaching staff in research projects, internships, academic mobility in clinical pharmacology.

Strengths/Best practices

According to this standard, no strengths have been identified.

Recommendations of the VEC

There are no recommendations for this standard.

Conclusions of the VEC by criteria:
• Strong – 0
• Satisfactory – 5
• Suggest improvements – 0
• Unsatisfactory – 0

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

The standard "Mission and final results"
According to this standard, no strengths have been identified.

Standard "Educational Program"
Due to the availability of clinical bases, residents have the opportunity to spend most of their study time in close contact with patients, medical documentation, including automated healthcare systems. Clinical training is carried out in accredited multidisciplinary clinics that provide wide access to specialized patients.

The standard "Residency Student Assessment Policy"
According to this standard, no strengths have been identified.

The standard "Residency trainees"
According to this standard, no strengths have been identified.

Standard "Teachers"
According to this standard, no strengths have been identified.

Standard "Educational resources"
The Academy has a sufficiently developed material and technical base for the implementation of professional training of residents in the specialty clinical pharmacology and provides a safe learning environment.

The standard "Evaluation of the educational program"
According to this standard, no strengths have been identified

Management and Administration Standard
According to this standard, no strengths have been identified

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

The standard "Mission and final results"
There is no recommendation for this standard.

Standard "Educational program"

1) Expand the elective component (electives on medical ethics, clinical epidemiology and evidence-based medicine, biostatistics) and take into account the recommendations of representatives of practical healthcare. The deadline is September 2023-2024 academic year.

2) Initiate and/or involve clinical pharmacologists (mentors) in conducting clinical trials/studies of medicines in order to develop research potential in the specialty. The deadline is January 2024.

3) To improve academic mobility and industrial practice of residents in the specialty "Clinical Pharmacology" to other medical universities of the country. The deadline is December 2024.

4) Involve residents in research work for the possibility of selecting topics and further development of scientific work, which they will continue in the master's or doctoral studies. The deadline is June 2025.

The standard "Assessment Policy for Residency Trainees"

1. Provide for the analysis and evaluation of the quality of the assessment methods and formats used for validity and reliability in relation to the established final learning outcomes and carry out documentation. The deadline is until the beginning of the academic year 2023-2024.

2. Include external experts with pedagogical and clinical competencies in the list of examiners. The deadline is until the beginning of the academic year 2023-2024.

The standard "Residency trainees"

1. Conduct career guidance work on broad information and involvement of interested parties (employers, students) to attract the target audience to the program. The deadline is immeasurable.

2. Provide for the possibility of introducing paid jobs (positions) in the clinical bases of the region for financial support of residents. The deadline is immeasurable.

Standard "Teachers"

1. Improvement of pedagogical skills through participation in the Academic Mobility Program of teaching staff in universities and research centers of the near and far abroad. The deadline is December 2024.

2. To train residents in clinical pharmacology, initiate the invitation of visiting professors in the specialty. The deadline is May 2024.

3. Increasing the human resources potential and the proportion of young settled employees of the department in the accredited specialty at the master's and doctoral level, taking into account the high demand of the university, the region and the region for qualified personnel. The deadline is immeasurable.

The standard "Educational Resources"

is the introduction of scientific research in education, and the provision of wide access to the research laboratories of the University for residents to conduct research in the field of clinical pharmacology. The deadline is until the end of the 2023-2024 academic year.

The standard "Evaluation of the educational program"

There is no recommendation for this standard.

Standard "Management and public information"

There is no recommendation for this standard.

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

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(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the VEC came to the unanimous opinion that the educational program 7R01142 "Clinical Pharmacology" (primary accreditation) is recommended for accreditation for a period of 5 years.

Appendix 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

		EVALUATION CRITERIA	The position of the organization of education			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
		"Mission and final results"				
		Defining the mission of the educational program				
1	1	The medical educational organization should determine the mission of the residency educational program and widely inform the public and the health sector about the stated mission.		+		
2	2	The medical organization of education should determine the mission of the educational program based on consideration of the health needs of society, the needs of the medical care system and, accordingly, other aspects of social responsibility.		+		
3	3	The medical organization of education should ensure that the main stakeholders are involved in the development (formulation) of the mission of the educational program.		+		
4	4	The medical organization of education must ensure that the mission of the educational program corresponds to the mission of the organization and allows you to prepare a competent researcher at the level of postgraduate medical education.		+		
5	5	The mission statement should contain goals and an educational strategy to prepare a competent scientist, researcher at the level of postgraduate medical education.		+		
6	6	The mission of the educational program: it must meet the available resources, opportunities and market requirements;		+		

		ways to support it should be defined; access to information about the mission of the educational program for the public should be provided (availability of information on the University's website).			
7	7	The mission and objectives of the educational program should be discussed at the advisory councils/commissions of the University and approved by the advisory council of the University.		+	
8	8	The medical organization of education should systematically collect, accumulate and analyze information about its activities in preparation for the implementation of the residency program; conduct an assessment of strengths and weaknesses (SWOT analysis), on the basis of which the management of the medical organization of education, together with the advisory council, should determine policy and develop strategic and tactical plans.		+	
		FINAL LEARNING OUTCOMES			
9	9	The medical education organization should determine the final learning outcomes that future residents should achieve as a result of the training program in relation to: their achievements at the postgraduate level in knowledge, skills and thinking; the appropriate basis for their future careers in the chosen field of medicine; future roles in the health system; commitment and skills in lifelong learning throughout the needs and problems of the health of society, the needs of the health system and other aspects of social responsibility; professional behavior.		+	
10	10	The medical organization of education should determine the final results of training in general and discipline-specific/ specialty components that students need to achieve upon completion of the program.		+	
11	11	The medical educational organization should determine the final learning outcomes regarding appropriate behavior and attitude towards patients and their relatives.		+	
12	12	The medical organization of education should have mechanisms to guarantee proper professional behavior and attitude of the residency students to colleagues and other medical personnel, teachers, other health care workers, compliance with the Code of Honor.		+	
13	13	The medical organization of education should inform the public about the established final results of the training of the residency program in the relevant specialties.		+	
14	14	The medical organization of education should guarantee continuity between the final learning outcomes of the basic and postgraduate medical education programs.		+	
		PARTICIPATION IN THE FORMULATION OF THE MISSION AND FINAL RESULTS			
15	15	The medical organization of education should determine the mechanisms for involving stakeholders in the formulation of the mission and the final results of training in the educational program.		+	
16	16	The medical organization of education should formulate the mission of the educational program and determine the final results of the training program, taking into account proposals from other interested parties, which are representatives of other medical specialties, patients, society, organizations and authorized health authorities, professional organizations and medical scientific societies.		+	
		Total		16	
		STANDARD "EDUCATIONAL PROGRAM"			
		FRAMEWORK PARAMETERS OF THE POSTGRADUATE MEDICAL EDUCATION PROGRAM			

17	1	The medical organization of education should determine the educational framework parameters based on the established final results of training under this program and the qualifications of a resident graduate, develop them in accordance with the required results of existing basic medical education and organize the consistency and transparency of training.		+		
18	2	The medical organization of education must ensure that the content of the residency program meets the requirements of the State Educational Standard of the Republic of Kazakhstan, ensure the breadth of training of specialists in accordance with the name of the program, and the necessary depth of training in the field determined by the specialty.		+		
19	3	A medical educational organization should use practice-oriented training, ensuring the personal participation of residency students in the provision of medical care and responsibility for patient care.		+		
20	4	The medical educational organization should use appropriate teaching and learning methods and guarantee the integration of components in practice and theory, which include didactic classes and experience in helping the patient, as well as independent and active learning.		+		
21	5	The medical organization of education must ensure that the training will be conducted in accordance with the principles of equality.		+		
22	6	A medical education organization should use a student-centered approach to teaching that prepares, supports and encourages future residency students to take responsibility for their own learning process and demonstrate in their practice.		+		
23	7	The medical organization of education should provide mechanisms for mentoring, regular evaluation and feedback, informing about the program, and the rights and obligations of future residency students, as well as include ethical obligations in the program.			+	
24	8	The medical organization of education should provide mechanisms to increase the independence and responsibility of the residency students regarding their knowledge, skills and experience development.		+		
25	9	Medical educational organizations should recognize gender, cultural and religious characteristics and prepare future residency students for appropriate relationships with patients.		+		
		SCIENTIFIC METHOD				
26	10	The medical organization of education should introduce the scientific foundations and methodology of medical research, including clinical research.			+	
27	11	The medical organization of education should ensure that future students of the residency are able to use scientific justifications, will study and know evidence-based medicine through broad access to relevant clinical/practical experience on the bases of the appropriate profile in the chosen field of medicine.		+		
28	12	The medical organization of education should provide for the teaching and training of critical evaluation of literature, articles and scientific data, the application of scientific developments.		+		
		PROGRAM CONTENT				
29	13	A medical educational organization should include in the training program clinical work and the relevant theory or practice of basic biomedical, clinical, behavioral and social sciences, preventive medicine, clinical decision-making, communication skills, medical ethics, public health, medical jurisprudence and forensic medicine, management disciplines, patient safety, responsibility for one's own health, knowledge of complementary and alternative medicine.		+		

30	14	A medical education organization should organize educational programs with due attention to patient safety and autonomy.		+		
31	15	The medical organization of education should ensure in the educational program the development of knowledge, skills and professional attitudes corresponding to various roles of a doctor, such as: practicing doctor or medical expert, communicator, employee and team member, leader/manager or administrator, advocate for the interests and health of the patient, scientist/researcher.		+		
32	16	The medical organization of education should provide mechanisms for adjusting and changing the content to the changing conditions and needs of the medical care system.		+		
		PROGRAM STRUCTURE, CONTENT AND DURATION				
33	17	The medical organization of education should describe the general structure, composition and duration of the educational program, clearly establish the mandatory component and the component of choice, integrate practice and theory, take into account the requirements of national legislation and provide an adequate representation of how local, national or regional health systems are focused on the needs of providing medical care to the population.		+		
34	18	The medical organization of education should, when deciding on the duration of the program, take into account the required final results of postgraduate medical education in relation to the chosen field of medicine, the requirements for performing different roles of certified specialists in the health sector, possible alternatives for using training based on time parameters.		+		
		ORGANIZATION OF TRAINING				
35	19	The medical education organization should define the responsibility and authority for the organization, coordination, management and evaluation of each training base/clinical base and educational process.		+		
36	20	The medical organization of education should guarantee clinical training in the conditions of multidisciplinary clinics and mechanisms for coordinating training on the basis of these clinics in order for future residency students to acquire adequate training in various aspects of the chosen field of medicine.	+			
37	21	The medical organization of education should guarantee training in conditions of various clinical bases, which are characterized by the profile of clinics, different categories of patients, the level of medical care (primary medical care, specialized medical care, highly specialized medical care), hospitals and outpatient clinics.		+		
38	22	The medical organization of education must observe, when planning an educational program, the proper representation of employees, residency students and other relevant stakeholders.		+		
39	23	A medical educational organization should have access to the resources necessary for planning and implementing teaching methods, evaluating students, and innovating a training program.		+		
		THE RELATIONSHIP BETWEEN POSTGRADUATE MEDICAL EDUCATION AND MEDICAL CARE				
40	24	The medical educational organization should describe and recognize the role of mentoring in professional development, guarantee integration between training and medical care (on-the-job training), ensure that training is complementary and consistent with the requirements for medical care.		+		
41	25	The medical organization of education should effectively organize the use of the capabilities of the healthcare system or the provision of medical care for training purposes, which involves the use of the capabilities of various clinical bases, patient problems and		+		

		clinical problems for training purposes, and at the same time, compliance with the requirements for medical care.			
		Total	1	22	2
		The standard "RESIDENCY STUDENT ASSESSMENT POLICY"			
		EVALUATION METHODS			
42	1	A medical education organization should formulate and implement a residency student assessment policy that includes principles, goals, methods and practices for evaluating residency students, including specialist qualification exams, and ensure that the assessment covers knowledge, skills and professional behavior and attitude.		+	
43	2	A medical educational organization should use an additional set of assessment methods and formats in accordance with their "applicability", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats in relation to established learning outcomes.		+	
44	3	The medical organization of education should formulate criteria for passing exams or other types of assessment, including the number of allowed retakes.		+	
45	4	The medical educational organization should study and document the reliability, validity and fairness of assessment methods.		+	
46	5	The medical organization of education should use the system of appeal of evaluation results based on the principles of fairness and through compliance with the legal process.		+	
47	6	The medical organization of education should promote the involvement of external examiners, introduce new assessment methods if necessary.		+	
48	7	The medical organization of education should keep a record of various types and stages of training in a training journal or protocols.		+	
		THE RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING			
49	8	A medical education organization should use evaluation principles, methods and practices that are compatible with established learning outcomes and teaching methods.		+	
50	9	A medical educational organization should have mechanisms for providing timely, specific, constructive and fair feedback to future residency students based on the results of an assessment of their knowledge and skills.		+	
51	10	The medical organization of education should use the principles, methods and practices of assessment that promote integrated learning and involvement in practical clinical work, provide interprofessional training.		+	
		Total		10	
		STANDARD "RESIDENCY TRAINEES"			
		ADMISSION POLICY AND SELECTION			
52	1	The medical organization of education should consider the relationship between the mission of the university, the educational program and the selection of residency students.		+	
53	2	The medical organization of education should ensure a balance between the available potential and opportunities for training and recruitment of residency students.		+	
54	3	A medical educational organization should formulate and implement a policy on the criteria and selection process for students, including admission of residency students with disabilities who require the necessary conditions and equipment in accordance with		+	

		national legislation and regulations, and take into account the safety of doctors and patients.		+		
55	4	A medical educational organization should formulate and implement a policy of transferring residency students from other national or international programs.		+		
56	5	The medical organization of education should guarantee a high level of understanding of biomedical sciences, achieved at the basic level before the start of postgraduate education.		+		
57	6	The medical organization of education should guarantee transparency of the selection procedure and equality of access to postgraduate education.		+		
58	7	The medical organization of education should consider, as part of its selection procedure, the specific abilities of applicants in order to improve the results of the learning process in the chosen field of medicine.		+		
59	8	The medical organization of education should develop an appeal procedure against the decision of the admissions committee.		+		
60	9	The medical organization of education should provide mechanisms for periodic review of admission policy, based on relevant social and professional data, in order to meet the health needs of society.		+		
		NUMBER OF STUDENTS				
61	10	The medical organization of education should establish the number of residency students that corresponds to the possibilities of clinical/practical training, the potential of clinical mentoring and other available resources, national and regional needs of human resources in accordance with the chosen field of medicine, and if the medical organization of education does not independently determine the recruitment of students, then it should demonstrate its responsibility by explaining the existing relationship with the authorized authorities and paying attention to the consequences of admission decisions, for example, the imbalance between the recruitment and the available capacity and capabilities of bases and resources for training.		+		
62	11	A medical educational organization should have accessible information about the health needs of society, which includes consideration of balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, including the potential need for a special recruitment and admission policy for groups of small peoples and doctors from rural areas.		+		
63	12	The medical organization of education should determine the number of residency trainees through consultation with interested parties.		+		
		SUPPORT AND CONSULTATION OF RESIDENCY STUDENTS				
64	13	A medical educational organization should have a system of academic counseling for future residency students.		+		
65	14	The medical organization of education should have mechanisms to support the students of the residency, focused on social, financial and personal needs, the allocation of appropriate resources for social and personal support.		+		
66	15	The medical educational organization must guarantee confidentiality regarding counseling and support provided and provide support for vocational guidance and career planning.		+		
67	16	The medical organization of education should provide support in the event of a professional crisis and problematic situations.		+		
		REPRESENTATION OF RESIDENCY STUDENTS				
68	17	The medical educational organization should develop and implement a policy for the representation of residency students, including in the formulation of the mission and the		+		

		final results of training, participation in the development of the training program, planning of working conditions, evaluation of the training program, management of the training program.			
		Total		17	
		STANDARD "TEACHERS"			
69	1	A medical educational organization should develop and implement a policy of recruitment and admission of teachers, supervisors and mentors, which determines the required experience, criteria for scientific, educational, pedagogical and clinical achievements, including the balance between teaching, scientific activities and specialist qualifications, their responsibilities, duties of employees, and in particular the balance between teaching, research and provision of medical care.		+	
70	2	The medical organization of education in its selection policy should take into account the mission of the educational program, the needs of the education system and the needs of the medical care system.		+	
71	3	The medical organization of education should, in the development and implementation of personnel policy, determine the responsibility of all doctors, as part of their professional responsibilities for participation in postgraduate education based on practice, reward for their participation in postgraduate training of specialists, ensure that teachers are practitioners in the relevant fields, ensure that teachers in sub-specialties they are assigned only for a certain period of study in accordance with the specifics of the training program and their qualifications.		+	
72	4	The medical organization of education should ensure that teachers have enough time for teaching, mentoring and training, provide a program for the development of teachers and mentors, guarantee periodic evaluation of the activities of teachers and mentors.		+	
73	5	The medical organization of education should, when developing and implementing personnel policy, include in the program the development of employees and support for teachers, their training and further professional development of both professional and pedagogical qualifications; evaluate and recognize academic activities as teachers, mentors; determine the ratio between the number of teachers who have received recognition and the number of students of the residency, guaranteeing their individual relationship and monitoring the achievements of the residency students.		+	
		Total		5	
		STANDARD "EDUCATIONAL RESOURCES"			
		LOGISTICS AND EQUIPMENT			
74	1	The medical organization of education should provide the residency students with a base and opportunities for practical and theoretical training, access to the latest professional literature and sources, adequate information and communication technologies and equipment for teaching practical skills, a safe environment for self-directed learning.	+		
		CLINICAL BASES			
75	2	The medical educational organization should select and approve training bases and provide access to appropriate clinical/practical training bases, a sufficient number of patients, relevant patients and information about patients with various problems to achieve training goals, including the use of both inpatient and outpatient care, and duty.		+	
76	3	The medical organization of education should, when choosing the learning environment and clinical base, ensure that the training program includes issues on health promotion and disease prevention, training in other relevant clinics/institutes and PHC.		+	

77	4	A medical educational organization should develop and implement a quality control system for clinical bases and other educational resources, material and technical equipment, including visits to training bases or other established procedures.		+		
		INFORMATION TECHNOLOGY				
78	5	The medical organization of education should guarantee access to web and electronic media and effectively use information and communication technologies, in compliance with ethics, as an integrated part of the educational program.		+		
		MEDICAL RESEARCH AND ACHIEVEMENTS				
79	6	The medical organization of education should provide information about the research base and priority directions in the field of scientific research of the medical organization of education.		+		
80	7	The medical organization of education should provide for future students of the residency the appropriate time in the training program for conducting scientific research.		+		
81	8	The medical organization of education should be provided with access to equipment for conducting scientific research and scientific events held at the training bases.		+		
		TRAINING IN OTHER INSTITUTIONS				
82	9	The medical educational organization should develop and implement an accessibility policy for future residency students and provide them with the opportunity to study in alternative institutions inside or outside the country.		+		
83	10	The medical organization of education should create a system for the translation and offsetting of learning outcomes through active coordination of programs between educational institutions and the use of academic credits.		+		
84	11	The medical education organization should develop relations with relevant national and international bodies in order to facilitate the exchange and mutual recognition of learning elements.		+		
		Total	1	10		
		THE STANDARD "EVALUATION OF EDUCATIONAL PROGRAMS"				
85	1	The medical organization of education should have mechanisms for monitoring the educational program, taking into account the mission, the required end results of training, the content of the educational program, assessment of knowledge and skills, educational resources.		+		
86	2	The medical organization of education should evaluate the program regarding the policy of admission of residency students, and the needs of education and the health care system for medical personnel.		+		
87	3	The medical organization of education should guarantee the participation of stakeholders in the evaluation of the program.		+		
88	4	The medical organization of education should provide mechanisms to ensure transparency of the process and results of the evaluation of the educational program for management and all interested parties.		+		
		Total		4		
		The standard "MANAGEMENT AND ADMINISTRATION"				
89	1	of a medical educational organization should determine the structural unit responsible for educational programs and the achievement of final learning outcomes.		+		

90	2	The structural unit responsible for educational programs should have the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, evaluating residency students, evaluating the educational program and training courses.		+		
91	3	The medical organization of education should determine the responsibilities and responsibilities of the management/staff for postgraduate medical education.		+		
92	4	A medical education organization should develop a quality management assurance program, including regular reviews.		+		
93	5	The medical organization of education should have a clear range of responsibilities and powers to provide educational programs with resources, including the target budget for training, should allocate the resources necessary for the implementation and implementation of the training program and allocate educational resources in accordance with needs.		+		
		Total		5		
		Total	2	89	2	

Appendix 2. THE PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION

Date and time	VEC's work with target groups	Position and Surname, first name, patronymic of target group participants	Form of communication
18 апреля 2023			
20.00-21.00	Preliminary meeting of the VEC	*External IAAR Experts*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for ages only)**
Day 1: April 19, 2023			
10.00-10.30	Distribution of responsibility of experts, solution of organizational issues	*External IAAR Experts*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**

10.30 – 11.10	Interview with the rector	*Rector – Rysbekov Myrzabek Myrzashevich, MD, Professor*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**
11.10-11.25	Technical break		
11.25-12.05	Meeting with Vice-Rectors	*1) First Vice–rector - Yesirkepov Marlen Makhmudovich, PhD, Professor* *2) Vice-Rector for Financial and Economic Activities – Seitzhanova Zhanna Serikzhanovna, MBA* *3) Vice-Rector for Educational and Methodological work – Anartaeva Maria Ulasbekovna, MD, Associate Professor*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
12.05-12.20	Technical break		
12.20-13.00	Meeting with heads of structural divisions of the NGO	*1) Hands. Department of Scientific and Clinical work, doctoral and Master's studies - Zhaksylyk Alikhan Altynkhanovich* *2) Hands. Department of Strategic Development and International Cooperation - Akhmetova Alma Abdukarimovna* *3) Chief Accountant - Baymbetova Dinara Ashirkhanovna* *4) Hands. Department of Administrative and Legal Support - Kabishtaev Orynbasar Abdukarimovich* *5) Hands. educational and methodological center - Doltayeva Bibigul Zaidullayevna* *6) Head of the HR Department - Yeleusizova Gulsara Lesovna* *7) Hands of the Center of Practical Skills (CPN) - Kalmenov Nurlan Zhumanovich* *8) Dean of internship and employment of graduates - Kanatzhan Saukhanbekovich Kemelbekov* *9) Head of the registrar's office - Syzdykova Saulet Akmurzaevna* *10) Head of the Library Information Center (BIC) - Darbicheva Raushan Iskakovna* *11) The head of the Computer-testing, publishing center (CIC) - Uksikbayev Maksat* *12) Head of the Department of Social Affairs and Youth Policy -Salim Erbol Kaltursynovich* *13) Head of the Quality Assurance and QMS Department Yerzhanov Nurlan Amirovich* *14) Hands. department of DOT Khalmetova Shakhnoza Abdulakimovna*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352

		15) *The head of the department for the registration of students – Zhipsibayeva Urzhan Konakbayevna* 16) *Director of the Department of AHCH – Yunusov Samukhzhan Kasymovich* 17) *Head.office – Gulnara Zhangubekovna Spataeva* 18) *Compliance Officer – Nurgali Alikhanov Pernebaev* 19) *Commercialization Office – Bekarysova Dana*	
13.00-14.00	*Lunch*		
14.00-14.15	The work of the VEC	*External IAAR Experts*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**
14.15-15.00	Interviews with deans	1) *Hands. Department of Scientific and Clinical work, doctoral and Master's studies - Zhaksylyk Alikhan Altynkhanovich* 2) *Dean of the Faculty of Medicine - Sagtaganov Zhaksybek Ilisbekovich* 3) *Head of the residency Department - Bektenova Gulmira Yerseitovna* 4) *Dean of the International Faculty - Tolbasieva Arailym Aibatillayevna* 5) *Dean of internship and employment of graduates - Kanatzhan Saukhanbekovich Kemelbekov* 6) *Dean of the Faculty of Pharmacy – Umurzakhova Galiya Zhanbyrbayevna*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
15.00-15.15	Technical break		
15.15-16.00	Interviews with the heads of the OP, heads of departments	*Heads of departments, Appendix 1*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
16.00-16.15	Technical break		
16.15-17.00	Interview with the PPS OP	*Teachers of the OP, Appendix 2*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09

			Conference ID: 389 293 1765 Access code: 334352
17.00-18.30	Survey of teaching staff (in parallel)	*Teachers of the OP, Appendix 2*	The link is sent to the e-mail of the teacher personally
17.00-17.15	Technical break		
17.15-18.30	Visual inspection of the OO	*Laboratory of Medicinal Plants* *Computer-test publishing center* *YUKMA Museum* *Anatomical Museum* *Laboratory of Genomic Research* *Library and Information Center* *Canteen* *Assembly hall* *Layout of the University Clinic* *Dental clinic* *Practical Skills Center* *Hostel*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
18.30-18.40	The work of the VEC. Summing up the results of the first day	*External IAAR Experts*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**
Day 2: April 20, 2023			
10.00-10.15	The work of the VEC	*External IAAR Experts*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**
10.15-10.30	Technical break		
10.30-11.10	Interviews with students of the OP (in parallel)	*Students, Appendix 3*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765

			Access code: 334352
11.10-12.30	Survey of students (in parallel)	*Students, Appendix 3*	The link is sent to the e-mail of the teacher personally
11.10-11.25	Technical break		
11.25-13.00	Work with department documents and attendance of teaching staff classes according to the schedule (Appendix 1A with links to classes)	*Schedule of classes, Appendix 4*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
13.00-14.00	**Lunch**		
14.00-14.15	The work of the VEC	*External IAAR Experts*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**
14.15-14.30	Technical break		
14.30-16.00	Visiting the practice bases of the OP	*Practice bases, Appendix 5*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352

16.00-16.15	Technical break		
16.15-16.30	Work of the VEC, discussion	*External IAAR Experts*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**
16.30-17.10	Interviews with employers about	*Representatives of employers, Appendix 6*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
17.10-17.15	Technical break		
17.15-18.00	Interviews with graduates of the OP	*Graduates, Appendix 7*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
18.00-18.10	Technical break		
18.10-20.10	Work of the VEC, discussion of the results of the second day and profile parameters (recording is underway)	*Внешние эксперты IAAR*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**
		Day 3: April 21, 2023	
10.00-11.30	Work of the VEC developm	*External IAAR Experts*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk

	ent and discussio n of recomme ndations (a record is being kept)		9MYWptb2dnV01YMm 1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**
11.30-11.45	Technical break		
11.45-13.00	VEC work, developm ent and recomme ndations	*External IAAR Experts*	(Individual expert work)
13.00-14.00	***Lunch***		
14.00-16.00	The work of the VEC discussio n, decision-making by voting (a record is kept)	*External IAAR Experts*	Link https://us02web.zoom.us /j/3892931765?pwd=Tk 9MYWptb2dnV01YMm 1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**
16.00-17.00	Preparati on by the Chairman of the informati on on the results of the external evaluatio n	*Председатель ВЭК*	(Individual work of the Chairman)
17.00-17.40	The final meeting of the VEC with the leadershi p of the university	*Руководители вуза и структурных подразделений*	Link https://us02web.zoom.us /j/3892931765?pwd=Tk 9MYWptb2dnV01YMm 1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
17.40-17.55	Technical break		

17.55-19.00	Work of the VEC, Discussion of the results of the quality assessment	*External IAAR Experts*	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 **(for eyelids only)**

Appendix 3. RESULTS OF THE SURVEY OF teaching STAFF

Total number of questionnaires: 159
1. Your department/faculty?

Faculty of Pharmacy	45,9%
Faculty of Medicine	44%
Internship	2,5%
International Faculty	2,5%
Other	5,1%

2. Your position

Senior Lecturer	35,8%
Teacher	28,3%
Docent	18,9%
Professor	6,3%
Head of the Department	2,5%
Assistant	7,5%
Assistant of the department	0,6%

3. Academic degree, academic title

Doctor of Sciences	2,5%
Candidate of Sciences	22,6%
Master	46,5%
PhD	3,1%
Professor	2,5%

Docent	5%
Honored Worker	0,6%
No	23,9%
Other	0,6%

4. Work experience at this university

Over 5 years	47,4 %
1 year- 5 years	29,5 %
Less than 1 year	6,4 %
other	16,7%

5. How much does the content of the educational program satisfy your needs?

Well	51,6 %
Very well	47,8%
Relatively bad	0,6%

6. Does the university provide an opportunity for continuous development of the potential of teaching staff?

Very well	43,4 %
Well	52,2 %
Relatively bad	1,9 %
Badly	2,5%

7. To what extent can teachers use their own strategies?

Very well	36,5%
Well	57,2 %
Relatively bad	4,4%
Badly	1,9%

8. To what extent can teachers use their own methods?

Very good	46,5 %
very good	50,9 %
Relatively bad	1,9 %

Badly	0,6 %

9. To what extent can teachers use their own innovations in the learning process?

Very good	50,9 %
very good	46,5 %
Relatively bad	2,5 %

11. How is the attention of the management of the educational institution paid to the content of the educational program?

Very good	52,2 %
very good	46,5 %
Relatively bad	1,3 %

12. How do you assess the availability of the necessary scientific and educational literature in the library for teachers?

Very good	52,2 %
very good	44,7 %
Relatively bad	2,5 %
bad	0,6 %

13. Assess the level of development of conditions for students with different physical abilities?

Very good	35,8 %
very good	59,7 %
Relatively bad	1,9 %
Badly	1,9 %
Very bad	0,6 %

14. Evaluate the accessibility of top management to students

Very good	47,8 %
very good	49,7 %
Relatively bad	2,5 %

15. Evaluate the accessibility of top management to teachers

Very good	44 %

very good	49,1 %
Relatively bad	4,4 %
Badly	1,9%
Very bad	0,6%

16. Evaluate the involvement of the teaching staff in the process of making managerial and strategic decisions

Very good	29,6 %
very good	59,1 %
Relatively bad	6,9 %
Badly	2,5 %
Very bad	1,9 %

17. How is the innovation activity of teaching staff encouraged?

Very good	38,4 %
very good	51,6 %
Relatively bad	6,3 %
Badly	2,5 %
Very bad	1,3%

18. Evaluate the level of feedback between the teaching staff and the management

Very good	42,1 %
very good	50,3 %
Relatively bad	5 %
Badly	1,9 %
Very bad	0,6 %

19. What is the level of stimulation and involvement of young professionals in the educational process?

Very good	42,1 %
very good	49,7 %

| Relatively bad | 5,7 % |
| Bad | 2,5 % |

20. Evaluate how equal opportunities are given to all teaching staff

Very good	38,4 %
very good	56,6 %
Relatively bad	3,1 %
Bad	1,3 %
Very bad	0,6 %

21. Assess the adequacy of the recognition of potential and abilities преподавателей

Very good	37,7 %
very good	57,2 %
Relatively bad	3,8 %
Bad	0,6 %
Very bad	0,6 %

22. How is the work on academic mobility set?

Very good	35,8 %
very good	57,9 %
Relatively bad	5%
Bad	1,3 %

23. How is the work on professional development of teaching staff set?

Very good	40,3 %
very good	52,8 %
Relatively bad	3,8 %
Bad	3,1 %

24. Evaluate the support of the university and its leadership for the research initiatives of the faculty

Very good	39 %
very good	53,5 %
Relatively bad	6,3 %
Bad	0,6 %
Very bad	0,6 %

25. Evaluate the support of the university and its management for the development of new educational programs

Very good	40,9 %
very good	57,2 %
Relatively bad	1,3 %
Bad	0,6 %

26. Assess the level of faculty's ability to combine teaching with scientific research

Very good	32,1 %
very good	56 %
Relatively bad	9,4 %
Bad	1,3 %
Very bad	1,3 %

27. Assess the level of ability of teaching staff to combine teaching with practical activities

Very good	32,7 %
very good	59,7 %
Relatively bad	6,3 %
Bad	0,6 %
Very bad	0,6 %

28. Evaluate how students' knowledge obtained at this university corresponds to the realities of the requirements of the modern labor market

Very good	36,5 %
very good	61,6 %

Relatively bad	1,3 %
Bad	0,6 %

29. How does the management and administration of the university perceive criticism in their address?

Very good	25,8 %
very good	54,7 %
Relatively bad	13,2 %
Bad	5 %
Very bad	1,3 %

30. In your opinion, how do the educational programs of educational organizations form the ability of students to analyze situations and make forecasts?

Very good	30,2 %
very good	66,7 %
Relatively bad	2,5 %
Bad	0,6 %

31. Evaluate how much the stake assigned to you corresponds to your desires and capabilities?

Very good	30,2 %
very good	55,3 %
Relatively bad	10,1 %
Bad	3,8 %
Very bad	0,6 %

32. Why do you work at this university?
Like
Do you like the profession
I like

I like prestige
I like
Super University
Graduate student
Moving to this city
Opportunity to improve professional activity, career growth
Good incentive + career growth
There is a prospect

I am a patriot of my university and I really like working at our academy
I love this UNIVERSITY
Because I love my job
I defended my PhD thesis at UCMA.A lot of attention is paid to clinical pharmacology at the university.
Like to teach
Promising university
promising university
I like the method of teaching and healing
Because everything is transparent, objective. There is an opportunity for career growth
for creative work
A very potential university
Since I'm used to the team
Discipline is high
Zhumyssyzdyk koptiginen
I like it, there is support from the management and career growth
Because it is easier to work with students than with students
Native University
So it happened
I can't find another job
Super UNIVERSITY
I like to teach
Everything suits me
I find it difficult to answer
I think that this university is one of the best
A good UNIVERSITY
Because I know this university and its tsars employees for a long time
I like teaching and working with interns
The staff is very good, I like working with students
, good conditions and prospects
Suits
me I like to work at the university
A good university
Ttt
Likes the academy for all OP
Good conditions for career growth
Used to
Need
For further development
Possibility of teaching in English
Because
I like this job
of professional activity, career growth ...
I like the university, the conditions, the atmosphere , prestigious
It suits me in all respects
By profession
I studied here
I like teaching
There is no other worthy medical university or medical faculty in other universities in our region
In order to train highly qualified specialists

33. How often are master classes and reading of topics with the participation of practitioners held as part of your course?

Very often	25,2 %
Often	46,5 %

Sometimes	25,2 %
Very rarely	2,5 %
Never	0,6 %

34. How often do additionally invited teachers participate in the learning process?

Very often	17 %
Often	46,5 %
Sometimes	31,4 %
Very rarely	2,5 %
Never	2,5 %

35. How often do you face the following problems in your work:

Often	12,6 %
Sometimes	44,7 %
Never	42,8 %

35.2 Unbalanced academic load by semester

often	5 %
sometimes	47,2 %
never	47,8 %

35.3 Unavailability of the necessary books in the library

often	5 %
sometimes	30,2 %
never	64, 8 %

35.4 Overcrowding of study groups (too many students in a group)

often	18,9 %
sometimes	37,1 %
never	44 %

35.5 Inconvenient schedule

often	11,3 %
sometimes	42,8 %
never	45,9 %

35.6 Poor classroom conditions

often	8,3 %
Sometimes	31,4 %
Never	60,3 %

35.7 Lack of Internet access

Often	8,2 %
Sometimes	28,9 %
Never	62,9 %

35.8 Low discipline of students

Often	2,5 %
Sometimes	44 %
Never	53,5 %

35.9 Untimely receipt of information about events

Often	2,5 %
sometimes	31,4 %
never	66 %

35.10 Lack of technical means in classrooms

often	6,9 %
sometimes	42,8 %
never	50,3 %

35.11 Other problems
No
, no.
No

The salary is meager
There are no problems
there are no problems
I don't know
Classes start at 8.00
Low salary of teaching staff
Not available
If there are problems, they are solved at each level
There was no problem
Low salary, lack of incentives, bonuses. A large load of hours.
Ttt
Very low salary, even comparatively
The salary is very small
There are many students in the group. Little practice
There are no problems
There is no possibility to implement an additional surcharge, non-working KPI.
no problems
Jok
No problem
Pay for advanced training in the specialty

36. There are many different sides and aspects in the life of the university that affect every teacher and employee in one way or another. Rate how satisfied you are:

Completely satisfied	52,8 %
Partially satisfied	37,1 %
Not satisfied	2,5 %
I find it difficult to answer	7,5 %

36.2 Relations with direct management

Completely satisfied	67,3 %
Partially satisfied	27,7 %
Not satisfied	0,6 %
I find it difficult to answer	4,4 %

36.2 Relations with direct management

Completely satisfied	67,3 %
Partially satisfied	27,7 %
Not satisfied	0,6 %
I find it difficult to answer	4,4 %

36.3 Relations with colleagues at the department

Completely satisfied	86,8 %
Partially satisfied	12,6 %
I find it difficult to answer	0,6 %

36.4 Participation in management decision-making

Completely satisfied	51,6 %
Partially satisfied	35,8 %
Not satisfied	7,5 %
I find it difficult to answer	5%

36.5 Relations with students

Completely satisfied	83%
Partially satisfied	16,4 %
I find it difficult to answer	0,6 %

36.6 Recognition of your successes and achievements by the administration

Completely satisfied	57,9 %
Partially satisfied	32,7 %
Not satisfied	5,7 %
I find it difficult to answer	3,8

36.7 Recognition of your successes and achievements by the administration

Completely satisfied	61 %
Partially satisfied	31,4 %
Not satisfied	4,4 %
I find it difficult to answer	3,1 %

36.8 Terms of remuneration

Completely satisfied	30,8 %
Partially satisfied	35,8 %

Not satisfied	5,7 %
I find it difficult to answer	27,7 %

36.9 Convenience of work, services available at the university

Completely satisfied	54,7 %
Partially satisfied	37,1 %
Not satisfied	3,8 %
I find it difficult to answer	4,4 %

36.10 Occupational health and safety

Completely satisfied	66,7 %
Partially satisfied	28,3 %
Not satisfied	3,1 %
I find it difficult to answer	1,9 %

36.11 Managing changes in the university's activities

Completely satisfied	54,7 %
Partially satisfied	35,8 %
Not satisfied	7,5 %
I find it difficult to answer	1,9 %

36.12 Provision of benefits: rest, sanatorium treatment, etc.

Completely satisfied	30,2 %
Partially satisfied	25,8 %
Not satisfied	14,5%
I find it difficult to answer	29,6 %

36.13 Food system, medical and other services

Completely satisfied	37,7 %
Partially satisfied	28,3 %

Not satisfied	13,2 %
I find it difficult to answer	20,8 %

36.14 Food system, medical and other services

Completely satisfied	40,3 %
Partially satisfied	29,9 %
Not satisfied	13,6 %
I find it difficult to answer	16,2 %

Appendix 4. RESULTS OF THE SURVEY OF STUDENTS

Total number of questionnaires: 94

1. What is your educational program?

General medicine	31,9%
Medicine	2,1%
Dentistry	13,8 %
Pediatrics	6,4 %
TFP	3,2 %
Other	42,6%

2. Your gender

Male	42,6%
Female	59,6 %

3. Evaluate how satisfied you are: 3.1 Relations with the Dean's Office

Completely satisfied	81,9 %
Partially satisfied	16 %
Partially dissatisfied	2,1%
Not satisfied	0%

3.2. Dean's Office availability level

Completely satisfied	79,8 %

Partially satisfied	17 %
Partially dissatisfied	2,1%
Not satisfied	1,1%

3.3. The level of accessibility and responsiveness of the university management

Completely satisfied	80,9 %
Partially satisfied	17 %
Partially dissatisfied	1,1%
Not satisfied	1,1%

3.4 Availability of academic counseling to you

Completely satisfied	79,8 %	Very well	43,4 %
Partially satisfied	14,9 %	Well	52,2 %
Partially dissatisfied	2,1%	Relatively bad	1,9 %

3.5 Support of educational materials in the learning process

Completely satisfied	79,8%
Partially satisfied	18,1%
Partially dissatisfied	1,1%
I find it difficult to answer	1,1%

3.6 Availability of counseling on personal problems

Completely satisfied	80,9%	Very good	46,5 %
Partially satisfied	13,8 %	very good	50,9 %
Partially dissatisfied	1,1%	Relatively bad	1,9 %
I find it difficult to answer	4,3 %	Badly	0,6 %

3.7 Financial and administrative services of the educational institution

Completely satisfied	74,5%	Very good	50,9 %
Partially satisfied	20,2%	very good	46,5 %
Partially dissatisfied	1,1%	Relatively bad	2,5 %

I find it difficult to answer	4,3%		

3.8 Accessibility of health services for students

Completely satisfied	76,6 %	Very good	52,2 %
Partially satisfied	19,1%	very good	46,5 %
Partially dissatisfied	1,1%	Relatively bad	1,3 %
I find it difficult to answer	2,1%		

3.9 Quality of Student Health Service

Completely satisfied	76,6 %
Partially satisfied	21,3 %
Partially dissatisfied	1,1%
I find it difficult to answer	1,1%

3.10 The level of availability of library resources

Completely satisfied	79,8 %
Partially satisfied	16 %
Partially dissatisfied	3,2%
I find it difficult to answer	1,1%

3.11 The quality of services provided in libraries and reading rooms

Completely satisfied	81,9 %
Partially satisfied	16 %
Partially dissatisfied	1,1%
I find it difficult to answer	1,1%

3.12 Satisfaction with the existing educational resources of the university

Completely satisfied	76,6 %
Partially satisfied	21,3 %
Partially dissatisfied	1,1%
I find it difficult to answer	1,1%

3.13 Availability of computer classes and Internet resources

Completely satisfied	85,1 %
Partially satisfied	10,6%
Partially dissatisfied	2,1%
I find it difficult to answer	1,1%
Not satisfied	1,1 %

3.14 The usefulness of the website of educational organizations in general and faculties in particular

Completely satisfied	87,2 %
Partially satisfied	11,7%
I find it difficult to answer	1,1%

3.15 Classrooms, classrooms for large groups

Completely satisfied	79,8 %
Partially satisfied	12,8%
Partially dissatisfied	2,1%
I find it difficult to answer	5,3%

3.16 Proportionality of classrooms for small groups

Completely satisfied	78,7 %
Partially satisfied	18,1 %
Partially dissatisfied	1,1%
I find it difficult to answer	1,1%
Not satisfied	1,1%

3.17 Rest rooms for students (if available)

Completely satisfied	62,8 %
Partially satisfied	12,8 %
Partially dissatisfied	10,6%
I find it difficult to answer	11,7%

Not satisfied	2,1 %

3.18 Clarity of the procedure for taking disciplinary action

Completely satisfied	79,8 %
Partially satisfied	17%
Partially dissatisfied	2,1%
I find it difficult to answer	2,1%

3.19 Overall quality of training programs

Completely satisfied	78,9 %
Partially satisfied	16%
Partially dissatisfied	1,1%
I find it difficult to answer	4,3%

3.20 Teaching methods in general

Completely satisfied	78,7%
Partially satisfied	17%
Partially dissatisfied	1,1%
I find it difficult to answer	3,2%

3.21 Responsiveness to feedback from teachers regarding the educational process

Completely satisfied	80,9 %
Partially satisfied	14,9%
Partially dissatisfied	1,1%
I find it difficult to answer	3,2%

3.22 Quality of teaching

Completely satisfied	83 %
Partially satisfied	13,8 %
Partially dissatisfied	1,1%

I find it difficult to answer	2,1%

3.23 Academic load/student requirements

Completely satisfied	73,4 %
Partially satisfied	14,9%
Partially dissatisfied	1,1%
I find it difficult to answer	7,4%
Not satisfied	3,2%

3.24 The fairness of examinations and attestation

Completely satisfied	86,2 %
Partially satisfied	12,8 %
I find it difficult to answer	3,2%

3.25 Timeliness of student assessment

Completely satisfied	78,7 %
Partially satisfied	20,2 %
I find it difficult to answer	1,1%

3.26 Explaining to you before admission the rules and strategies of the educational program (specialty)

Completely satisfied	83 %
Partially satisfied	12,8 %
Partially dissatisfied	2,1%
I find it difficult to answer	2,1 %

3.27 The level of implementation of these rules and strategies of the educational program (specialty)

Completely satisfied	85,1%
Partially satisfied	11,7 %
Partially dissatisfied	1,1%
I find it difficult to answer	2,1%

3.28 Informing the requirements in order to successfully graduate from this specialty

Completely satisfied	84 %
Partially satisfied	12,8%
Partially dissatisfied	1,1%
I find it difficult to answer	2,1%

3.29 Conducted tests and exams Like

Completely satisfied	80,9 %
Partially satisfied	14,9%
Partially dissatisfied	2,1%
I find it difficult to answer	1,1%
Not satisfied	1,1%

3.30 Available computer classes

Completely satisfied	80,9 %
Partially satisfied	13,8%
Partially dissatisfied	2,1%
I find it difficult to answer	3,2%

3.31 Available scientific laboratories

Completely satisfied	79,8 %
Partially satisfied	10,6 %
Partially dissatisfied	2,1%
I find it difficult to answer	5,3 %
Not satisfied	2,1%

3.32 Student-teacher relationship

Completely satisfied	85,1 %
Partially satisfied	11,7 %
Partially dissatisfied	1,1%

I find it difficult to answer	2,1%

3.33 Objectivity and fairness of teachers

Completely satisfied	84 %
Partially satisfied	11,7%
Partially dissatisfied	3,2%
I find it difficult to answer	1,1%

3.34 Informing students about courses, educational programs, and academic degrees

Completely satisfied	83 %
Partially satisfied	12,8%
Partially dissatisfied	2,1%
I find it difficult to answer	1,1%
Not satisfied	1,1%

3.35 Providing students with a dormitory

Full consent	81,9 %
Approval	8,5 %
Partially agree	9,6 %

4. Evaluate how much you agree:
4.1 The course program was clearly presented

I totally agree	77,7 %
I agree	18,1 %
Partially agree	3,2%
Complete disagreement	1,1%

4.2 The course content is well structured

Full consent	76,6 %
Approval	16 %

Partially agree	7,4 %

4.3 The key terms are sufficiently explained

Full consent	75,5 %
Approval	22,3 %
Partially agree	2,1 %

4.4 The material taught is relevant

Full consent	74,5 %
Approval	19,1%
Partially agree	6,4 %

4.5 The teacher uses effective teaching methods

Full consent	74,5 %
Approval	19,1%
Partially agree	6,4 %

4.6 The teacher owns the taught material

I totally agree	73,4 %
I agree	24,5 %
Partially agree	1,1 %
Complete disagreement	1,1%

4.7 The teacher's presentation is clear

I totally agree	74,5 %
I agree	22,3 %
Partially agree	2,1%
Complete disagreement	1,1%

4.8 The teacher presents the material in an interesting way

I totally agree	70,2 %
I agree	25,5%

Partially agree	3,2 %
Complete disagreement	1,1 %

4.9 The teacher satisfies my requirements for personal development and professional formation

Full consent	76,6 %
Approval	17 %
Partially agree	6,4 %

4.10 The teacher stimulates the activity of students

I totally agree	77,7 %
I agree	16 %
Partially agree	5,3 %
Complete disagreement	1,1 %

4.11 The teacher stimulates the creative thinking of students

I totally agree	75,5 %
I agree	18,1%
Partially agree	4,3 %
Complete disagreement	2,1%

4.12 The appearance and manners of the teacher are adequate

Full consent	79,8 %
Approval	17 %
Partially agree	3,2 %

4.13 The teacher shows a positive attitude towards students

Full consent	77,7 %
Approval	17 %
Partially agree	5,3 %

4.14 Continuous assessment (seminars, tests, questionnaires, etc.) reflects the content of the course

Full consent	76,6%

Approval	17%
Partially agree	6,4 %

4.15 The evaluation criteria used by the teacher are clear

Full consent	75,5 %
Approval	20,2 %
Partially agree	4,3 %

4.16 The teacher objectively evaluates the achievements of students

Full consent	74,5 %
Approval	21,3 %
Partially agree	4,3 %

4.17 The teacher speaks a professional language

Full consent	76,6 %
Approval	17 %
Partially agree	3,8 %

4.18 The organization of education provides sufficient opportunity for sports and other leisure activities

I totally agree	70,2 %
I agree	20,2 %
Partially agree	8,5 %
Complete disagreement	1,1 %

4.19 Facilities and equipment for students are safe, comfortable and modern

I totally agree	73,4 %
I agree	20,2 %
Partially agree	5,3 %
Complete disagreement	1,1 %

4.20 The library is well equipped and has a fairly good collection of books

I totally agree	75,5 %

I agree	17 %
Partially agree	5,3 %
Complete disagreement	2,1 %

4.21 Equal opportunities are provided to all students

I totally agree	75,5 %
I agree	18,1 %
Partially agree	5,3 %
Complete disagreement	1,1 %

Other problems regarding the quality of teaching
No
Missing
No.
There is no problem
No
Everything is at a high level
-
None as such.
Net
no problem
No
, there are no problems
Improve digitalization in the educational process
No
Everything is old lack of materials for laboratory work