



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

On the results of the work of the external expert evaluation commission
compliance with the requirements of the standards of specialized
accreditation of the
Educational programme

6B10103 Dentistry (5B130200 Dentistry)

SOUTH KAZAKHSTAN MEDICAL ACADEMY

INDEPENDEN AGENCY for ACCREDITATION AND RATING

External Expert Committee

Addressed to the IAAR Accreditation Council



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between 19 and 21 April 2023.

Shymkent, 2023

(I) LIST OF NOTATIONS AND ABBREVIATIONS

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

(II) INTRODUCTION

In accordance with the order №34-23-OD from 20.02.2023 of the Independent Agency for Accreditation and Rating from 19 to 21 April 2023, the external expert commission conducted an assessment of compliance of the educational programme 6B10103 Dentistry (5B130200 Dentistry) of the South Kazakhstan Medical Academy with the standards of specialised accreditation of the IAAR (№68-18/1-OD from 25 May 2018, edition two).

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

Composition of the EEC:

1) Chairperson of the EEC - Tagadyuc Olga Constantinovna, Doctor of Medical Sciences, Nicolae Testemitanu State University of Medicine and Pharmacy (Republic of Moldova). Off-line participation

2) IAAR Expert - Elena Kiseleva, Doctor of Medical Sciences, Professor, Head of the Department of General Practice Dentistry, Medical Institute, Kemerovo State University, Ministry of Education and Science of the Russian Federation, (Russian Federation) Off-line participation

3) IAAR Expert - Natalya Lapova, Candidate of Pharmaceutical Sciences, Associate Professor, Dean of the Faculty of Pharmacy, Vitebsk State Medical University (Republic of Belarus) On-line participation

4) IAAR Expert - Dina Orynbasarova Karibaeva, Candidate of Medical Sciences, Associate Professor Al-Farabi Kazakh National University (Republic of Kazakhstan) Off-line participation

5) IAAR Expert - Kurmanalina Gulnar Lukpanovna, Candidate of Medical Sciences, Associate Professor, Non-profit joint stock company "Marat Ospanov West Kazakhstan Medical University" (Republic of Kazakhstan). On-line participation

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

7) IAAR Expert -Burkitbaeva Saule Salimovna, Candidate of Medical Sciences, Associate Professor, "Astana Medical University" Non-profit joint stock company (Republic of Kazakhstan) Off-line participation

8) IAAR expert, employer – Koyshyman Ernar Erkinbekuly, Deputy Chief Physician of "Neurorehabilitation Centre "Luch" LLP (Republic of Kazakhstan) On-line participation

9) IAAR expert, employer -Fedorov Sergey Mikhailovich, Head of Medical Department of North-Kazakhstan region (Republic of Kazakhstan) On-line participation

10) IAAR expert, student – Kuat Sultan, 5th year student of General Medicine at Astana Medical University, Member of Kazakhstan Students' Alliance (Republic of Kazakhstan) On-line participation

11) IAAR Expert, Student – Nailya Khakimovna Gabdrakhmanova, student of Pediatrics, Semey Medical University, Member of Kazakhstan Students' Alliance (Republic of Kazakhstan) On-line Participation

12) IAAR expert, student - Jasmin Alladinovna Gadzhieva, student of "Dentistry" at Astana Medical University, Member of Kazakhstan Students' Alliance (Republic of Kazakhstan) On-line participation

13) IAAR expert, student - Assel Yerdosovna Kakytaeva, resident physician, Clinical Pharmacology, Semey Medical University, Member of Kazakhstan Students' Alliance (Republic of Kazakhstan) On-line participation

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

(III) REPRESENTATION OF THE EDUCATIONAL ORGANISATION

«SKMA» JSC- the leading medical higher education institution of the country, providing more than 40 years of educational services in the market of Kazakhstan, provides training of specialists of medical, pharmaceutical and engineering-pharmaceutical direction at the level of secondary technical professional education (medical college), higher (bachelor's, internship), postgraduate education (master's, doctoral, residency); at the level of continuous professional development of the personnel of the health care system (advanced training); at the level of professional development of the personnel of the health care system (professional development and advanced training).

"SKMA" JSC has a licence of the Committee for Control in the Sphere of Education and Science of MES RK №KZ36LAA00011387, from 28 March 2018, without limitation of term, for the right to carry out educational activities on programmes of technical and professional, higher and postgraduate education, according to which the Academy has the right to issue documents on education of state sample; has a certificate of institutional accreditation, issued by NAOKO from 24.12.2018, registration №IA-A №0095, the validity of the certificate - 22 December 2023 (<https://skma.edu.kz/ru/pages/institut>)

The main objective of «SKMA» JSC is to create necessary conditions for higher and postgraduate professional education, development and professional formation of personality on the basis of national and universal values, formation of competitive medical and scientific pedagogical staff of higher qualification for improvement of public health, medical education and science.

The Academy provides education in Kazakh, Russian and English languages at 35 departments at pre-diploma and postgraduate levels of education, on the following educational programmes:

Pre-diploma education: "General Medicine", "Paediatrics", "Dentistry", "Nursing", "Public Health", "Pharmacy" and "Technology of Pharmaceutical Production". Postgraduate professional education in 5 master's degree programmes: "Medicine", "Public Healthcare", "Nursing", "Pharmacy", "Medical and Preventive Medicine", 3 doctoral degree programmes: "Pharmacy", "Medicine", "Public Healthcare", 29 residency programmes.

The quality of education and research at SKMA is ensured by a high level of infrastructure: 4 educational buildings with classrooms equipped with interactive equipment; scientific library with reading room and electronic library room; research laboratories "Medicinal Plants Laboratory" and "South Clinical & Genetic Laboratory"; Practical Skills Centre, 2 hostels; 42 clinical bases.

«SKMA» JSC carries out active international cooperation in the field of medical education, science and practice with medical universities and scientific centres of near and far abroad countries. Partners of JSC SKMA are such universities as: NowySaczGraduate 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; Institute of Neurology, University College of London, "St. Petersburg State Paediatric Medical University", Russia, "Tashkent Paediatric Medical Institute", Uzbekistan; and others.

In 2020 South Kazakhstan Medical Academy within the Erasmus+ programme won a

grant for the project "AcceIED - Improvement of Nursing at Master's and PHD Doctoral level in the higher education system of Kazakhstan", where the grant applicant is Lithuanian University of Health Sciences (Lithuania) (implementation years: 2020-2023).

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

Thus, 8-9 December 2022 in South Kazakhstan Medical Academy jointly with the Science Council under the Nursultan Nazarbayev Foundation and the Tajik State Medical University named after Abuali Ibni Sino held the IX International Scientific Conference of Young Scientists and Students "Prospects of Development of Biology, Medicine and Pharmacy". SKMA JSC actively participates in international meetings, conferences on the development and implementation of international standards of education, global internationalisation of research for successful solution of healthcare problems. 37 scientific and technical projects, which have passed state registration, are carried out by the faculty members of «SKMA» JSC. Scientists of «SKMA» JSC are co-executors and carry out grant scientific and technical programmes.

Passing of qualitative and professional practice of students is carried out on various bases in the Republic of Kazakhstan and abroad.

Youth self-government: student government, student rector, vice-rectors and deans, and youth centre "Bolashak" function on the basis of "SKMA" JSC.

The effectiveness of the activities of «SKMA» JSC is confirmed by the reports of the Commission for the evaluation of the activities of «SKMA» JSC and successful completion of specialised accreditation.

The IAAR has passed accreditation of: 7 bachelor's degree educational programmes; 28 residency educational programmes; 5 college educational programmes; 3 doctoral degree educational programmes, 9 master's degree educational programmes.

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

In 2019, "SKMA" JSC was marked by high national ranking and took the 4th place in the General Institutional Ranking of medical universities of the Republic of Kazakhstan, in the ranking of educational programmes "Master's degree" 1st place in the educational programmes "Pharmacy" and "Medicine", and 2nd place in the ranking of educational programmes "Bachelor's degree" in the educational programme "Public Healthcare", "Pharmacy" and "Nursing" (IAAR).

Dean of the Medicine Faculty is Sagtaganov Zhaksybek Ilesbekovich.

Issuing departments are the departments of "Surgical and orthopaedic dentistry" (head of the department candidate of medical sciences, acting associate professor Shukparov Asylbek Bayadilovich) and "Therapeutic and paediatric dentistry" (head of the department - Candidate of Medical Sciences, acting associate professor Laura Omarkhanovna Kenbaeva), which provides training of students in basic and profile dental disciplines.

The contingent of students on speciality Bachelor of Public Healthcare on educational programme "Dentistry" is 553 people.

Graduates of this EP can work in multidisciplinary medical organisations (specialised departments), private dental clinics, educational organisations of the level of technical and professional education, in higher educational institutions. In addition, it is possible to continue studies at Master's and/or residency programmes.

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

Graduates of «SKMA» JSC in different years lead the medical service of the country: Vice-Minister of Health of the Republic of Kazakhstan - Burkitbayev J.K.; Head of "Heart Centre" JSC in Shymkent - Suigenbayev D.J.; General Director GalamatIntegra, MD, DBA - S. Syrabekov; Coordinator of UNICEF programmes on health and nutrition - K. Sukhanberdiev; Director of Johnson & Johnson in Kazakhstan branch - A. Nazarbayev and others.

Also graduates of «SKMA» JSC occupy leading positions in educational organisations, are heads of city and regional health departments, occupy leading positions in medical and preventive organisations of Shymkent city, Turkestan region and other regions of the Republic of Kazakhstan. Pashimov M.O. - Head of Health Department of Turkestan region, Kapanova K.A. - Deputy Head Doctor for Quality Control of Regional Tuberculosis Dispensary, Serikbayeva S.J. - Head Doctor of LLP Medical Centre "Hirudotherapy", President of the Alliance of Hirudotherapists of Kazakhstan, Doctor-neurologist, Member of Public organisation "Association of Independent Medical Experts of Astana". Narkabulov A.A. - Head physician of the Public Health Department of Turkestan region.

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

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialized accreditation EP 6B10103 Dentistry (5B130200 Dentistry) according to IAAR standards is carried out for the first time.

(V) DESCRIPTION OF THE EEC`s VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs to the SKMA from April 19 to April 21, 2023.

In order to coordinate the work of the EEC, on April 18, 2023, there was held introductory meeting which powers were distributed among the members of the commission, the schedule of the visit was specified, 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, to clarify the content of self-assessment reports, meetings were held with the rector (Rysbekov Myrzabek Myrzashevich), vice-rectors of the university in areas of activity (First Vice-Rector - Yesirkepov Marlen Makhmudovich, Candidate of Medical Sciences, Professor, Vice-Rector for Financial and Economic Activities - Seitzhanova Zhanna Serikzhanovna, MBA; Vice-Rector for educational and methodological work - Anartayeva Maria Ulasbekovna, MD, associate professor).

An extensive interview of the EEC with the heads of structural divisions took place:

- 1) The Head of the department of scientific and clinical work, doctoral studies and magistracy - Zhaksylyk Alikhan Altynkhanovich
- 2) The Head of the department of strategic development and international cooperation - Akhmetova Alma Abdugarimovna
- 3) Chief Accountant - Dinara Ashirkhanovna Baimbetova
- 4) The Head of the department of administrative and legal support - Kabishtaev Orynbasar Abdugarimovich
- 5) The Head of the educational and methodological center - Doltaeva Bibigul Zaydullaevna
- 6) The Head of the Human Resources Department - Eleusizova Gulsara Lesovna
- 7) The Head of the center of practical skills (CPS) - Kalmenov Nurlan Zhumanovich
- 8) Dean of internship and employment of graduates - Kemelbekov Kanatshan Saukhanbekovich
- 9) The Head of the registrar's office - Syzdykova Saulet Akmurzaevna
- 10) The Head of the Library Information Center (LIC) - Raushan Iskakovna Darbicheva
- 11) The Head of the Computer-testing, publishing center (CTIC) - Uksikbaev Maksat
- 12) The Head of the Department for Social Affairs and Youth Policy - Salim Yerbol Kultursynovich
- 13) Head of Quality Assurance and QMS Department Erzhanov Nurlan Amirovich
- 14) The Head of the Department of DET Khalmetova Shakhnoza Abdulakimovna
- 15) The Head of the student registration department - Zhipsibaeva Urzhan Konakbaevna
- 16) Director of the Department of AChE - Yunusov Samukhzhhan Kasymovich
- 17) The Head of the office - Spataeva Gulnara Zhangubekovna
- 18) Compliance officer - Pernebaev Nurgali Alikhanovich
- 19) Office of commercialization - Bekarysova Dana, deans of faculties, heads of departments, teachers, students, graduates, employers.

The meeting in the form of interviews with the heads and administrations of institutes and faculties, in particular, took an active part in the meeting with experts of the EEC and highlighted the main directions of their activities in terms of organizing the educational process, developing, implementing and managing educational programs, working with students and faculty, interaction with the administration and other structures of the SKMA.

Subsequently, a meeting was held with the heads of departments of basic and profile disciplines. During interviews with them, information was obtained on the implementation of the educational process at the departments, the conditions that the university provides for their activities, answers were received to questions about the motivation and stimulation of teaching staff, admission and career growth, financial support for teaching staff and other aspects.

When meeting with the teaching staff of the SKMA departments, in particular with representatives of basic biomedical sciences, behavioral and social sciences, medical ethics, medical jurisprudence, clinical and professional disciplines, EEC experts asked questions about the implementation of educational, scientific and clinical processes in the SKMA, career opportunities, stimulating the teaching staff, providing the educational process with the necessary resources (material, technical, informational, etc.), interaction with administrative and management structures. Further, the teaching staff took part in the survey.

During a visual inspection of the material and technical equipment of the SKMA, EEC experts visited clinics and a simulation center.

During the day, discussions and exchange of opinions of experts were held, as well as the development of policies and the definition of a range of issues to obtain the necessary information. On April 20, 2023, EEC experts met with SKMA students.

The meeting was held in the form of an interview, the questions of student support at the university, the functioning of the student representation, the participation of students in the

activities of the university, in the development of educational programs and other issues were discussed.

Subsequently, the students took part in the survey. A visual inspection and attendance at classes was carried out at the specialized dental departments of the SKMA.

The department demonstrated the conduct of classes with students on the discipline "Periodontology", methodological materials for students, lesson plan, control tools, literature for self-study. There was a conversation with the students, they expressed their positive opinion about the activities of the SKMA, the university, the educational process. EEC experts selectively visited the bases of industrial practice of the SKMA in the EP "Dentistry".

There was a meeting with the employers of SKMA. Data have been obtained that SKMA closely cooperates with clinical sites, implements clinical training at clinical sites, graduates work in these organizations, through events such as a job fair, young specialists are selected and invited to work, employers participate in the formation of the educational program partly by familiarizing them.

A total of 348 representatives took part in the meetings, including the survey (Table 1).

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

Participant category	Quantity
Rector	1
Vice-Rectors and Head of the Rector's Office	3
Heads of structural divisions	19
Deans of faculties	1
Heads of departments	2
Teachers	156
Students	96
Graduates	35
Employers	35
Total	348

During the tour, members of the EEC got acquainted with the laboratory of medicinal plants, the Computer Test Publishing Center, the SKMA Museum, the Anatomical Museum, the Genomic Research Laboratory, the Library and Information Center, the Dining Room, the Hall, the Model of the SKMA Clinic, the Dental Clinic, the Center for Practical Skills, the Hostel.

At the meeting of the EEC IAAR with the target groups of the SKMA, the mechanisms for implementing the policy of the university were clarified and certain data presented in the self-assessment report of the university were specified.

In accordance with the accreditation procedure, a survey of 156 teachers, 96 students, including junior and senior students, was conducted.

In order to confirm the information presented in the Self-Assessment Report, the working documentation of the SKMA was requested and analyzed by external experts.

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 SKMA, developed by the EEC based on the results of the examination, were presented at a meeting with the management on April 21, 2023.

During the three days of the work of the EEC, also after the end of all interviews and visits, the experts discussed the indicators of the SKMA for their compliance with the parameters of program accreditation, and developed recommendations.

On April 21, 2023, upon completion of the work, the EEC experts met with the management and responsible persons of the SKMA, shared their impressions and familiarized themselves with the recommendations developed as a result of the work carried out.

Based on the results of the survey: The level of communication between the leadership of the SKMA and the teaching staff was assessed as very good and good by 88.1%; 94% of teaching staff are satisfied with the level of attention that the management of the educational institution pays to the content of the educational program; 93.3% of the teaching staff are satisfied with the availability of the necessary scientific and educational literature in the library for teachers, 92% - with the openness and accessibility of management for the teaching staff, 81% - with the involvement of the teaching staff in the process of making managerial and strategic decisions, 89.2% - with equal opportunities for all teaching staff, 89.2% are completely satisfied with the attitude of the management of the SKMA to the teaching staff. The results of the student survey showed that students are completely satisfied with the level of accessibility of the dean's office (school, faculty, department) in 68.7% of cases, the availability of academic counseling - in 61.8% of cases, the availability of counseling on personal problems - in 67.1%, the level of accessibility of library resources - 69.5%, the overall quality of curricula - in 57.3%, teaching methods in general - 51.3%.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Mission and Deliverables Standard

Evidence

The mission of the educational program "Dentistry" is "Training of general practitioner dentists capable of providing qualified assistance based on modern medical technologies for diagnosing, treating and preventing diseases in patients of various age groups." The mission of the EP was developed in accordance with the mission of JSC, which is based on being a recognized leader in the field of training competitive personnel, taking into account the requirements of the State Program for the Development of Healthcare of the Republic of Kazakhstan for 2020-2025, the Strategic Directions of JSC "South Kazakhstan Medical Academy" for 2019-2023.

The graduating departments are the Departments of Surgical and Orthopedic Dentistry and Therapeutic and Pediatric Dentistry, which train students in basic and specialized dental disciplines. The implementation of OP 6B10103 "Dentistry" is carried out only in person in the Kazakh, Russian languages.

The first release will take place in 2023.

The final RE was developed on the basis of the mission of the EP "Dentistry" and reflect its main provisions: possession of diagnostic methods, including research methods using digital technologies, methods of treatment and prevention in accordance with the requirements of the current legislation of the Republic of Kazakhstan and the use of an interdisciplinary approach in providing dental care to the population, expanding and deepening the knowledge necessary for professional activities and continuous professional education.

The expected final RE's of the EPs are developed on the basis of competencies comparable to the requirements of the Dublin Descriptors of the first level, which corresponds to the "bachelor" degree.

Analytical part

EEC experts note that within the framework of the Mission and End Results standard in the specialty "Dentistry" of the SKMA, during the work of the expert commission and the analysis of the submitted documentation, it was revealed, in the main, compliance with the requirements of the standard.

The analysis of the compliance of the activities of the SKMA and the EP "Dentistry" with the criteria of this Standard, in general, indicates the presence in the SKMA of the Development Strategy that corresponds to the mission and vision. The management carries out a number of activities on target indicators of activities, monitoring and improvement activities.

Members of the EEC note that the Mission of the EP "Dentistry" in SKMA is brought to the attention of interested parties through notification in the media, by e-mail distribution to all divisions of SKMA, teaching staff, students, by posting on information stands of departments.

EEC experts note that during interviews with faculty, students, employers and graduates of the SKMA, the mission and vision were interpreted in all groups.

The EP in the specialty "Dentistry" of the SKMA is designed on the basis of the mission and taking into account the requirements of the educational standard and allows you to prepare a competent doctor capable of the following types of professional activities: medical organizational and managerial; research.

This allows the graduate of the educational program "Dentistry" to choose the direction of career growth. When a graduate is oriented towards the medical type of professional activity, he has the opportunity, after receiving a certificate, to find a job in medical institutions for the position of a dentist or continue his education, carry out research activities in the process of studying under postgraduate or doctoral programs, preparing and defending scientific and qualification work.

The available material resources of SKMA are used responsibly, with the aim of worthy implementation of the designated mission and goals of the EP "Dentistry". EEC members note that great importance is attached to the formation of proper behavior among students in relation to colleagues, teachers, administration, patients and their relatives.

During the visit and interviews, members of the EEC got the opportunity to have a complete and detailed idea of what kind of activities were carried out in SKMA in order to discuss the mission and final results of the EP in the specialty "Dentistry".

Satisfactory marks were given by the members of the EEC for those items that formally correspond to the standard.

Strengths/best practices

No strengths have been identified for this standard.

EEC recommendations

There are no recommendations for this standard.

EEC findings on criteria:

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

6.2. Standard "Educational program"

Evidentiary part

JSC "SKMA" carries out activities for planning, implementation, monitoring, evaluation, improvement and ensuring the quality and integrity of educational programs at all levels of education in the direction of training "Healthcare".

SKMA has developed and approved the Academic Policy and other internal regulatory documents, which present the algorithms for conducting all processes: admission of applicants,

enrollment, formation of the REP, IEP, selection of educational trajectories, training, control of fixed knowledge and skills (intermediate, final), the procedure for using educational resources, etc. The development of processes regulating educational activities in general in the academy and in the departments, in particular, is aimed at ensuring the quality of the educational process, in which the main participant is the student.

All materials necessary for the educational process, as well as general information, announcements for students, teaching materials and directions of scientific activity of the departments of the university are presented in a virtual educational and methodological base, which is updated annually.

The site provides students with access to the academic calendar, educational and methodological complexes of disciplines (hereinafter EMCD), schedule, exam schedules and other materials necessary for the educational process. SKMA JSC has been implementing EP 6B10103 Dentistry since 2018.

The implementation of the EP is carried out through the use of various types of classes and teaching methods in training, the implementation of modern teaching technologies, including in the independent work of the student. The working curricula for each discipline of the corresponding cycle indicate the number of lectures, practical, laboratory classes and the number of hours allocated for independent work of students. Practical classes are held in classrooms, in the center of practical skills, departments of clinical bases.

The vertical integration of clinical sciences with the core biomedical and behavioral and social sciences is reflected in protocols for harmonizing working curricula (syllabuses).

SKMA training uses modern teaching technologies. The GD cycle uses active and interactive learning methods (team learning, group work, project learning), the BD cycle uses teaching methods that form clinical thinking, the ability to work in a team, a group (problem-based learning, team-based learning, case learning), and the PD cycle uses the method of a standardized patient.

Analytical part

EEC experts note that the content of the working curricula of all disciplines of the EP "Dentistry" of the SKMA takes into account regional, national characteristics and the current state of medical science and practice.

The teachers of the clinical departments of the SKMA work at clinical bases and in medical institutions, which ensures the close relationship of the EP "Dentistry" with the field of practical healthcare and the participation of students in the work of a team of specialists in the provision of various types of dental care.

EEC members note that practicing dentists take an active part in the education of students.

In the process of interviewing students and faculty members of the EEC, the presence of a Catalog of elective disciplines was revealed, which confirms the possibility for students to choose their educational trajectory.

Interviews with employers showed the need for wide involvement of all stakeholders of the SKMA (employers, representatives of practical healthcare) in the process of developing a QED in the specialty "Dentistry". The head physician of the dental clinic presented the current topics in the dental field ("Gnathology", "Photo protocol in dentistry", "Digital dentistry") to those present at the interview.

Based on the results of interviews with focus group representatives, EEC members revealed that SKMA actively uses teaching and learning methods based on the modern theory of adult learning. The analysis of the results of the assessment of graduates' competencies is documented in order to use the results obtained as a feedback tool for improving the EP.

Integrated training based on organ systems, diseases has been documented, the program has a modular design; the balance between the mandatory and elective part of the EP "Dentistry" of the SKMA is regulated by the State Educational Standard, there is the possibility of forming an individual educational trajectory for students through the Catalog of elective disciplines,

which was presented by the EEC.

EEC members note that the stakeholders of the EP "Dentistry" (students, employers, etc.) did not find it difficult to clearly reproduce the mission of the EP during interviews with members of the EEC and give specific examples of what exactly their personal participation in the development of SKMA consisted of.

Satisfactory marks were given by the members of the EEC for those items that formally correspond to the standard.

Strengths/best practices

No strengths have been identified for this standard.

EEC recommendations

It is recommended to develop integrated modules of elective disciplines "Gnathology", "Photo Protocol in Dentistry", "Digital Dentistry" (deadline - 12/31/2023).

EEC findings on criteria:

- Strong - 0
- Satisfactory - 26
- Suggest improvements - 1
- Unsatisfactory - 0

6.3. Standard "Student Assessment Policy"

Evidentiary part

Evaluation of educational achievements of students in JSC "SKMA" is carried out using criteria, regulations and procedures developed in accordance with the goals and objectives for the implementation of the educational program (EP) and the qualifications awarded within the current rating system and control of the educational process in accordance with regulatory documents. The departments develop assessment methods and tools for all types of control, with the help of which it is possible to most effectively assess the achievement of planned learning outcomes (RE) by the level of discipline.

The principles of evaluation are: reachability; measurability; transparency; consistency; validity; objectivity (reliability); inclusion and equity; authenticity; Feedback. The "Policy for assessing learning outcomes" was approved.

JSC "SKMA" determined the final results for each discipline, module and EP as a whole, which are formed throughout the entire period of study. The entire EP of the university is aimed at achieving these REs and mastering the competencies by students. For a consistent, phased mastery of these competencies, the achievement of the final RE, each curriculum of the discipline answers the following questions: what the student should know, be able to master, what skills to master by the end of the discipline / module. Each discipline, in turn, is a pre- or post-requisite of an adjacent discipline, which determines the competence of students upon completion of training in relation to subsequent training.

To record the progress of students, assess knowledge and skills, the AIS Platonus electronic journal, a paper educational progress and attendance journal, examination sheets, a student's record book and transcript are used. The quality of student learning is assessed through an intra-university control system, which includes current, boundary and final types. Accounting for educational achievements, organization and conduct of all types of quality control of students' knowledge, registration of the results of current and intermediate knowledge control,

academic indicators of sessions, final attestations, control sections of knowledge http://surl.li/fcnnl is carried out through monitoring and analysis in close relationship between departments, deans, ER, CTPC, monitoring and quality assurance department.

In the educational process of the university, innovative teaching methods are used, the results of which are the expanded realization of the capabilities of students, improving the quality of knowledge and ensuring the attainability of RE. Based on a qualitatively different approach, students, as a rule, can make non-standard decisions in problem situations, which is especially important for future doctors. To implement the concept of integration, the university introduces active learning methods and simulation technologies aimed at stimulating cognitive activity and motivation, developing decision-making skills, critical thinking, teamwork, modeling real professional activities: problem-based learning (PBL), team-based learning (TBL), objective structured practical / clinical examination (OSPE / OSKE), new lecture technologies, case-based learning (CBL), the introduction of early clinical training of students, project-based learning. The selection and implementation of technologies for assessing the RE of students are carried out in accordance with the "Policy for assessing learning outcomes".

Analytical part

According to the results of the survey conducted during the EEC visit, 49% and 33% of the respondents "completely agree" and "partially agree" with the fact that continuous assessment (seminars, tests, questionnaires, etc.) reflects the content of the course. The evaluation criteria used by the teacher are fully and partially understood by 48% and 32% of the students surveyed, respectively. 61% and 59% of respondents, respectively, fully and partially agree with the fact that the teachers of JSC "SKMA" objectively evaluate the achievements of students.

The WEC Commission confirms the use of SKMA assessment methods based on criteria and reasoning, and special examinations, taking into account the specifics of medical education (direct and indirect observation of operational and communication skills, mini-clinical examination (MiniCex), workplace assessment, etc.).

The student knowledge assessment system is continuously studied by the heads of departments and is an open environment for the introduction of new methods in this activity, a wide range of assessment methods and formats are used depending on their "usefulness assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format, using modern software.

EEC experts note that SKMA JSC documents and evaluates the reliability and validity of assessment methods, which requires the introduction of appropriate software and an appropriate quality assurance process according to existing assessment practice.

EEC experts note that SKMA JSC is implementing assessment methods in accordance with the need and modern global trends in medical education. Established the relationship between assessment and learning, the appropriate balance between formative and summative assessment. This allows you to effectively manage the learning and assessment of the student's academic progress, establish the rules for assessing progress and their relationship to the assessment process.

EEC experts note that SKMA guarantees the provision of timely, specific, constructive and fair feedback to students based on the results of formative and summative assessments, the assessment process is documented using appropriate assessment forms.

It is recommended to make wider use of various models and ways of obtaining feedback. In the course of interviews with the leaders of the EP "Dentistry", teaching staff and studying members of the EEC, it was recorded that there was a certain misunderstanding on the part of the focus group participants on these issues.

Satisfactory marks were given by members of the EEC for those items that require increased attention while meeting the standards.

Strengths/best practices

No strengths have been identified for this standard.

EEC recommendations

It is recommended that the heads of the EP Dentistry hold an extended meeting with stakeholders to update the evaluation tools and methods of the EP (due date - 09/01/2023).

EEC findings on criteria:

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

6.4. Standard "Students"***Evidentiary part***

The admission policy for undergraduate students of SKMA JSC complies with the Law of the Republic of Kazakhstan "On Education", Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "On Approval of the Model Rules for Admission to Education in Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education" (additions and changes No. 189 dated December 15, 2022). The formation of the student contingent is carried out through budget financing, placing a state order for training, as well as paying for education at the expense of citizens' own funds and other sources. JSC "SKMA" accepts persons with general secondary, technical and vocational, post-secondary, higher education.

The translation rules are a component of the Academic Policy of JSC "SKMA" and comply with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 (amendments and additions dated November 18, 2022 No. 145) "On approval of the Model rules for the activities of organizations of higher and (or) postgraduate education."

The transfer of a student is carried out from course to course, from one educational organization to another, from one form of education to another, from one EP to another. At the same time, the transfer and restoration of students from one EP to another, from one JSC "SKMA" to another is carried out during the summer and winter holidays. Transfer of students to the last year is not allowed.

The student is transferred or reinstated to any university, regardless of the terms of expulsion upon reinstatement.

The student is transferred or restored after expulsion, if they have completed the first academic period of the mastered program according to the individual curriculum.

A student studying on an educational grant, if desired, is transferred with the preservation of the educational grant in another OPGE. When transferring a student, the receiving OPGE takes into account the direction of training, the profile of the educational program, educational achievements (transfer points from course to course, established by the university), as well as cases of violation of academic honesty by students.

The transfer of a student from one EP to another is carried out only for training on a paid basis.

When transferring or reinstating students, an appropriate commission is created to re-credit the learning outcomes.

The body of student self-government is a special form of independent social activity of a student in the implementation of the function of managing the life of a student team in accordance with the goals and objectives set.

Student self-government is an element of the overall system for managing the educational process at the university and involves the maximum consideration of the interests and needs of the student based on the study of their public opinion.

Analytical part

According to the results of a survey of students of JSC "SKMA", conducted during the visit of the EEC, relations with the dean's office are assessed as "very good" and "good" by 93% of respondents; level of accessibility of the dean's office - 95% of respondents; the level of accessibility and responsiveness of the management of JSC "SKMA" - 93% of the respondents. 92% of respondents are fully and partially satisfied with the availability of academic counseling; educational materials - 92% of respondents. 86% of respondents were completely or partially satisfied with the availability of counseling on personal problems and the clarity of procedures for taking disciplinary measures. 86% of students are completely and partially satisfied with the work of financial and administrative services of JSC "SKMA". 87% of respondents are completely or partially satisfied with the availability of health services for students and the quality of student health services.

In JSC "SKMA" the requirements set forth in the IAAR "Students" standard are met in full, including the choice of elective disciplines.

JSC "SKMA" establishes the relationship between the selection of students, mission, EP and the desired quality of graduates. The main criterion for passing the competition is the amount of competitive points, which is calculated as the sum of points for each entrance test, as well as for individual achievements.

In the course of interviewing students of JSC "SKMA" by members of the EEC, it was found that during meetings with the heads of departments, the dean's office, students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring academic quality and other professional, financial and social issues. All issues raised and discussed at these meetings are resolved in a timely and appropriate manner.

The results of the student survey showed high (over 90%) satisfaction rates in terms of the attitude and level of accessibility of the dean's office, the accessibility and responsiveness of the university management, the support of educational materials in the learning process, the availability of counseling on personal problems, the financial and administrative services of the educational institution, the level of accessibility of library resources, the quality of services provided in libraries and reading rooms, the existing educational resources of the university, the usefulness of the website of JSC "SKMA" in general and faculties in particular, clarity procedures for the adoption of incentives and disciplinary measures, the overall quality of curricula, teaching methods in general, the quality of teaching.

During the interview, confirmation was received of the implementation in JSC "SKMA" of the system of academic counseling for students (permanent advisers service) on the choice of elective disciplines, the formation of an individual educational trajectory, preparation for postgraduate education and professional career planning.

Satisfactory marks were given by members of the EEC for those items that confirm compliance with the standards.

Strengths/best practices

No strengths have been identified for this standard.

EEC recommendations

There are no recommendations for this standard.

EEC findings on criteria:

- Strong - 0
- Satisfactory - 14
- Suggest improvements – 0
- Unsatisfactory - 0

6.5. Standard "Academic Staff / Teachers"***Evidentiary part***

When hiring teaching staff and staff (employees), the academy is guided by state regulations:

Labor Code of the Republic of Kazakhstan dated November 23, 2015 No. 414-V (as amended and supplemented), Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III (as amended and supplemented), Code of the Republic of Kazakhstan "On the health of the people and the healthcare system" dated July 7, 2020 No. 360-VI (as amended and supplemented).

Internal documents of the academy, namely:

- Charter of JSC "SKMA";
- Internal labor regulations;
- Rules for the competitive replacement of positions of the teaching staff and scientists;
- Qualification characteristics of the positions of the teaching staff and scientists;

The policy of recruitment and admission of teachers and employees, their category and responsibility are reflected in the Personnel policy of JSC "SKMA" and posted on the website of JSC "SKMA". The balance of the academic staff, the ratio between medical and non-medical teachers, full-time and part-time employment, as well as the balance between academic and non-academic employees is determined in accordance with the documents "Qualification requirements for educational activities and the list of documents confirming compliance with them" of the Minister of Education and Science of the Republic of Kazakhstan dated June 17, 2015 No. 391 (as amended). "Qualification characteristics of the positions of the teaching staff and researchers", approved by the rector of JSC "SKMA" on December 29, 2021.

Employment is carried out by concluding employment contracts in accordance with the Labor Code of the Republic of Kazakhstan, or by competition, the procedure for which is regulated on the basis of the "Rules for the competitive replacement of positions of faculty and researchers", approved by the rector of JSC "SKMA" dated December 29, 2021.

For the reporting period, the quantitative and qualitative indicators of the teaching staff of the EP "Dentistry" are presented as follows:

- the total number of full-time teachers increased from 91 people. (in 2018-19 academic year) up to 258 people (in 2022-23 academic year), the number of candidates of sciences - from 31 people. up to 82 people (31.7%), Doctors of Philosophy (PhD) - from 4 people. up to 10 people (3.8%), specialists with the highest qualification category of a doctor - from 2 people. up to 52 people At present, there are 12 doctors of sciences, 89 masters, 137 part-time workers, 10 doctors with the 1st qualification category, 89 people with the 2nd category, the degree is 40.3

In addition, specialists with medical and pedagogical education from other universities and medical organizations who have an academic degree, academic title and medical category are involved in the educational process in order to integrate practical skills and work experience into the educational and scientific activities of JSC SKMA.

In accordance with the regulatory indicators established by the Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On Education", the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 647 "On approval of state compulsory standards and standard professional training programs for medical

and pharmaceutical specialties", the order of the Minister of Health of the Republic of Kazakhstan dated January 21, 2021 No.KR Healthcare-6 "On approval of the formation of the cost of education on education programs in the field of health", Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 606 "On approval of the average ratio of the number of students to teachers for calculating the total number of faculty members of organizations of higher and (or) postgraduate education, annually determines the staff of the university teaching staff and implements current procedures for the admission, registration, dismissal of teaching staff and employees.

The recruitment of teachers for work is carried out through a competition for filling vacant positions of the teaching staff, the procedure for which is regulated by the Rules for the competitive filling of positions of professors and teachers and researchers

Analytical part

EEC experts note that JSC "SKMA":

- the balance of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences is maintained for the adequate implementation of the EP "Dentistry";
- developed criteria for the admission and selection of teaching staff, including the scientific, pedagogical and clinical merits of applicants;
- monitors the responsibility of the academic staff/teachers teaching the social and humanities, basic biomedical sciences, behavioral, social and clinical sciences.
- the institutional conditions for the financing of employees and the efficient use of resources are taken into account.

EEC experts state that the teachers involved in the implementation of the EP "Dentistry":

- provides high-quality educational services for the training of qualified specialists for the healthcare system;
- conduct their own research and implement them both in the educational process and in clinical activities;
- carry out social and educational work in the framework of the formation of social and personal qualities of the future dentist;
- evaluate the quality of student training through current, intermediate and final control using evaluation tools developed at the departments;
- participate in the selection of basic institutions of practical health care for teaching students and conducting work experience;
- provide advisory and scientific and practical assistance to medical institutions;
- introduce simulation teaching methods into the educational process;
- develop and introduce new educational and methodological materials into the educational process;
- participate in the process of implementing academic mobility programs.

JSC "SKMA" has implemented a policy of activity and development of teaching staff, which guarantees the recognition of academic activity, with an appropriate emphasis on teaching, research and clinical qualifications, which is carried out in the form of institute and government awards, career advancement and / or remuneration in the form of a bonus. Clinical activities and research results are used in teaching and learning.

In general, the satisfaction of the teaching staff of JSC "SKMA" and students with the conditions of work and education is noted, but the members of the EEC note that, according to the results of interviews and questionnaires of the teaching staff, the results and wishes of the respondents were revealed regarding the imbalance of the teaching load by semesters ("sometimes" - 10% and "often" - 39%); overcrowding of study groups ("sometimes" - 11% and "often" - 47%); inconvenient class schedule ("sometimes" - 14% and "often" - 42%); which was also noted in the course of monitoring the course of practical classes during the period of full-

time attendance at classes and individual clinical bases where training is provided in the OP "Dentistry".

EEC experts also note that, according to the results of interviews with teaching staff and students, analysis of the content of working curricula in disciplines and full-time attendance of lectures and practical classes, in the educational process of JSC "SKMA"

teaching and learning methods oriented towards memorization (reproduction) and understanding of educational material prevail; elements of analysis of clinical situations; curation of patients under the supervision of clinical mentors (in senior courses). Assessment methods are used that do not reflect all the competencies planned in the EP "Dentistry", which is also noted in the recommendations of the EEC to Standard 2 "Educational Program".

Most of the teaching staff are properly oriented in the field of such teaching and learning methods as TBL (Team Based Learning - team-oriented learning), CBL (Case Based Learning - learning based on a clinical case); (Research Based Learning - learning based on research), project-oriented learning.

The widespread introduction of modern teaching methods in the educational process in the specialty "Dentistry" allows students to immerse themselves in a safe professional environment; simulate real clinical situations based on the rich clinical experience of teaching staff; consider and analyze diverse complex clinical cases from the standpoint of an integrated interdisciplinary approach; to form communication skills, clinical thinking, research skills and teamwork in students, starting from junior courses.

The introduction of modern educational technologies in the educational process requires the teaching staff of JSC "SKMA" to confidently master such assessment methods as assessing the cognitive, operational, communicative, research component of students' competencies; ability to independently search and analyze information; skills of working in a professional and interdisciplinary team, and this need should be realized during the development and implementation of modern methods and tools for assessment and assessment forms that are successfully used in the global medical educational community.

Strengths/best practices

The personnel potential is competent and capable of further improvement through the support of the administration of the academy.

EEC recommendations

There are no recommendations for this standard.

EEC findings on criteria:

- Strong - 1
- Satisfactory - 7
- Suggest improvements – 0
- Unsatisfactory - 0

6.6. Standard "Educational Resources"

Evidentiary part

For the implementation of the EP JSC "SKMA" has a sufficient auditor fund. The university has 4 buildings, sports and gyms (Appendix 6.1). The student has the opportunity to undergo military training at the military department

There are food and medical stations in the buildings. The hostel has favorable conditions for living: it is located in an accessible area, not far from the center and from JSC SKMA. Video surveillance is organized in the buildings, security is ensured.

Conditions have been created for the student to study at the BIC, CTPC.

The classrooms of the Department of Information Technology are equipped with computers for conducting classes in ICT and biostatistics.

Due to the equipment of the department with computers, laptops, office equipment and other technical teaching aids, each teacher of JSC "SKMA" has the opportunity for independent access to information.

Clinical bases of JSC "SKMA" have the ability to use electronic document management, keeping records in case histories in electronic form provide teaching staff with the opportunity to use modern information and communication technologies for patient management and work in the healthcare system.

The corporate network of SKMA JSC provides access to modern databases in the field of medicine and healthcare of large publishing houses with an extensive list of information, both for students and for teaching staff. The collection includes the following resources:

CPS JSC "SKMA" is designed to teach, master and assess the practical (clinical) skills of students in accordance with the requirements of the State Educational Standards and TEP in disciplines on training mock-ups and virtual simulators.

The main tasks of the CPS are:

- creation of an appropriate educational environment for clinical training in the conditions of the central nervous system;
- organization and implementation of integrated training and teaching of clinical skills using various teaching methods, using mannequins, models, dummies, automated virtual models, materials in the areas of obstetrics and gynecology, resuscitation and anesthesiology, internal medicine, pediatrics and surgery in teaching and teaching clinical skills;
- introduction of new innovative teaching methods in clinical disciplines;
- quality control of training sessions in training classes through mutual visits;
- participation of related departments in the development of scenarios and business games with the participation of students of all undergraduate specialties and interns, conducting open classes;
- organization of conducting OSKE/OSPE for undergraduate students and interns;
- development, rational placement and efficient use of material and technical resources of the CPS.

The CPS implements innovative teaching methods in clinical disciplines, develops a schedule of classes for simulation training, develops guidelines for working with dummies and simulators, organizes training using the standardized patient technology, organizes events for

business cooperation with clinical departments and departments of basic disciplines (open classes, seminars, etc.); organizes competitions for the best clinical situations, conferences, seminars in order to develop students' skills to independently and competently make and implement their decisions.

JSC "SKMA" has a modern material and technical base that provides research work for the student (South Clinical and Genetics Laboratory, laboratory of medicinal plants, etc.). In addition, SKMA JSC interacts with leading national and foreign scientific centers and clinics.

According to the results of a survey of students of JSC "SKMA", conducted during the visit of the EEC, the sufficiency and availability of library resources were positively assessed ("very good" and "good") by 94% of respondents; the quality of services provided in libraries and reading rooms - 96%; satisfaction with existing educational resources - 93%; available computer classes and scientific laboratories - 89%; providing students with a hostel - 68% of respondents.

Based on the analysis of the results of the survey, it was found that JSC "SKMA" provides a sufficient opportunity for sports and other leisure activities (86%); facilities and equipment for students are safe, comfortable and modern (81%). A positive assessment in terms of providing all students with equal opportunities received positive answers from 84% of respondents.

Analytical part

EEC experts state the fact that, within the framework of the standard "Educational Resources" in the specialty "Dentistry", in the course of the work of the expert commission and the analysis of the submitted documentation, JSC "SKMA" constantly improves the learning environment for students through regular updating, expansion and strengthening of the material and technical base, which corresponds to the development of healthcare and teaching practice in medicine.

An important point is the support and development of the teaching staff's potential for successful research in medical education. The following competencies of teaching staff were adopted as internal expertise in the field of internal expertise in the field of medical education for the development of the potential of SKMA employees:

- effective teaching in a medical school (learning methods and technologies; interactive learning technologies; student-centered learning (student-centered learning);
- assessment and examination in a medical school (student assessment; feedback; assessment of students' clinical skills; assessment of teaching; validation of assessment tools; independent assessment, external assessment of educational achievements);
- research management (principles of organizing and conducting scientific research using modern statistical methods and technologies; formalizing the results of scientific research; research in medical education).
- development of educational programs (general principles for designing an EP based on competencies; the formation of modular EP; providing methodological support for the EP: an educational and methodological complex of the discipline; conducting an assessment of the EP);
- communicative (team skills, leadership basics, mentoring, time planning, interpersonal relationships in a team, conflict management; methods for assessing student communication skills);
- information and communication (skills for searching, processing, transmitting and presenting information; ICT capabilities in medical education; electronic educational resources, methods for introducing digital educational resources into the educational process; the use of distance learning technologies);
- linguistic (knowledge of the state, Russian and English languages);

- corporate (implementation of the Vision, Mission and Goals of JSC "SKMA", focus on results / motivation for achievements, formation of a positive image of the University, organizational skills, responsibility, etc.);

-professional (clinical competencies, continuous development and self-improvement)

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

As an external expertise in the field of medical education, audits are carried out by independent experts at the national and international levels to develop the potential of employees.

JSC "SKMA" in the direction of development of expertise in the evaluation of education as a discipline, including the study of theoretical, practical and social issues in medical education plans and implements a number of activities:

- conducting an independent assessment of the knowledge of students and interns;

- holding round tables with the participation of representatives of practical healthcare;

- holding discussions and debates with the participation of students, representatives of practical healthcare and JSC "SKMA";

- the planned progressive testing of employees is one of the tools for the examination of the EP;

- representatives of practical healthcare will be involved in the commission for the admission of OSPE / OSKE, etc.

JSC "SKMA" promotes the desire and interests of employees in conducting research in the field of medical education. Employees use all the resources offered to conduct research in medical education, so various innovations in medical education are introduced at the departments of the specialty, students test new teaching methods, make their recommendations to the educational process, validate questionnaires, checklists when introducing new methods in medical education as a research in this area.

EEC members note that JSC "SKMA" provides the necessary resources for the successful implementation of the EP "Dentistry" by acquiring clinical experience by students, including a sufficient number of educational and clinical bases, categories of patients; long-term contractual relations with specialized medical organizations.

There are contracts for practical training for students in the OP Dentistry, which confirms the constructive interaction with the healthcare sector

EEC members state that the teachers of JSC "SKMA", based on the results of the survey during the visit of the EEC, point to such problems in educational activities (answers "sometimes" and "often") as a lack of classrooms (17% and 46%, respectively); inappropriate conditions for classes in classrooms (8% and 26%, respectively); weak Internet signal (10% and 27%); untimely receipt of information about certain events (7% and 35%); lack of technical teaching aids in certain classrooms (13% and 17%).

Satisfactory marks were given for those items that should be in compliance with the standards.

Strengths/best practices

. Sufficient material and technical base and its regular updating, which corresponds to the development of scientific and technological progress in dentistry.

2. Constructive engagement with the health sector.

EEC recommendations

There are no recommendations for this standard.

EEC findings on criteria:

- Strong - 2
- Satisfactory - 20
- Suggest improvements – 0
- Unsatisfactory - 0

6.7. Standard "Evaluation of the educational program"

Evidentiary part

JSC SKMA conducts constant monitoring of the quality of the study program to analyze the completeness of the implementation of educational standards of the study program, compliance with the mission of the study program, the development strategy of SKMA, the requirements of the labor market, etc.

JSC "SKMA" has developed a Policy in the field of internal quality assurance of educational programs of JSC "SKMA", which reflected a unified policy in the field of quality assurance of EP.

External and internal mechanisms are used to monitor and evaluate the EP at the university. External mechanisms include QMS certification audit; supervisory audit of the QMS; independent certification of graduates; institutional and program accreditation of the university. Internal mechanisms include unit self-assessment; internal audit of structural divisions; intra-cathedral control; PPP indicators, individual planning and implementation of the plan; rating of students; current, intermediate and final certification of students.

The following monitoring mechanisms and tools are used to evaluate the EP in SKMA JSC:

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

2. The activities of the collegiate governing bodies of the SKMA - the Faculty Council, the Methodological Council, the Clinical Council, the Scientific Council, the Rector's Office, the Academic Council.

At meetings of collegial bodies, issues related to the evaluation of the EP are discussed:

- student progress, class attendance (each meeting of the administration);
- results of intermediate attestation, results of state attestation of program graduates; the results of an independent examination of graduates of programs, analysis of the assessment of competencies, learning outcomes (Faculty Council, Academic Council, administration);
- results of professional practice (Methodological Council, administration);
- monitoring the employment of graduates of the corresponding levels of education; this type of monitoring is carried out by the dean's office of internship and employment of graduates together with dean's offices and graduating departments (rector's office, methodological council).

Monitoring includes tracking the employment of graduates for 3 years after graduation;

- the results of the scientific work of the teaching staff and students (Scientific Council);
- resource, personnel, information support of programs (Faculty Council, Rector's Office, Methodological Council, Clinical Council (provision of clinical bases), Academic Council);

3. The activities of the intra-university commission for quality assurance The commission ensures the quality of examination materials for conducting intermediate, final certification, the reliability of supporting documents according to the nomenclature of cases of the departments of the university;

4. Activities of the CEP and COC, ensuring the quality of the implementation of the EP;

4. The activities of the EMC, which ensures the quality of the EMCD, teaching materials, planning the educational process of the EP (working curricula, planning and fulfilling the

teaching load of the teaching staff, monitoring the use of the classroom fund, developing a class schedule, etc.)

5. The activities of the Office of the Registrar, the Dean's Office, the Dean's Office of Internship and Employment of Graduates, which ensure monitoring of the achievements of students at all stages of certification and control of knowledge, skills and abilities of students.

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

7. The results of the survey of students on the degree of satisfaction with the educational processes (the results of the survey based on the results of the intermediate certification are presented to the administration and the Academic Council 2 times a year).

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

9. Internal audits organized by the QMS department, providing monitoring of the quality of the EP and being one of the tools for assessing the EP.

Evaluation of learning outcomes, expressed in competencies, is carried out systematically, continuously. Quality control of students' knowledge is carried out in the form of current certification, taking into account the work of the student during the semester, intermediate and final certification.

Monitoring of current progress involves assessing the progress of students during classroom hours of study and SRO, during the period of intermediate and final certification - assessment of practical skills, testing, oral and written exams, mini-clinical exam, exam at the bedside.

The academy uses a rating system, which is updated annually taking into account the opinions of interested parties - teaching staff, deans, teaching and learning centers, students, PRs. The EA includes experienced teachers of JSC "SKMA", representatives of practical healthcare, employers.

The EP is designed in such a way that the basic biomedical disciplines are studied in a logical sequence, which gives students a good preparation for solving the main professional tasks, in accordance with the core competencies.

The EP of the bachelor's degree regulates the goals, expected results, content, conditions and technologies for the implementation of the educational process, the assessment of the quality of training for this EP and includes: WEP, syllabuses of disciplines and other materials that ensure the quality of training of students, as well as practice programs.

The university management system is based on a value-oriented management structure that can ensure the achievement of the main goal of an educational institution - the implementation of educational programs in the face of continuous change.

Analytical part

EEC experts note that within the framework of the standard "Evaluation of educational programs" in the specialty "Dentistry", during the work of the expert commission and the analysis of the submitted documentation, it was revealed, in the main, compliance with the requirements of the standard.

The EEC members, after analyzing the submitted documents and talking with the focus group participants, came to the conclusion that JSC "SKMA" has a multi-level system for assessing the educational program in the specialty "Dentistry", which includes an internal assessment of the quality of education and consists of:

- current control over the organization and implementation of the educational process by the dean's office (in the form of a monthly report of the departments on the current progress and attendance of students);

- assessment of the quality of the educational process by the educational and methodological department and the department for assessing the quality control of education in the form of an internal audit of educational units and processes;
- participation in the procedures of intermediate and final attestation of independent experts;
- assessment of the quality of teaching teaching staff from students by questioning;
- internal departmental assessment of the quality of teaching in the form of mutual visits by employees of classes, etc.

The administration of JSC "SKMA" periodically evaluates the EP, including the content of disciplines, the organization of the educational process, material and technical resources, the learning environment, cultural and national characteristics, key aspects of the educational program in the specialty "Dentistry".

The educational achievements of JSC "SKMA" students are systematically analyzed in relation to the mission and end results of studying educational programs, including the determination of such indicators as the average grade for disciplines and courses of study; absolute progress and qualitative indicator of progress; the absolute number and proportion of expelled students.

The conditions of training in JSC "SKMA" are analyzed.

The administration of JSC "SKMA" conducts periodic research in the field of assessing the degree of satisfaction of students and teaching staff with educational programs and availability of resources.

At the same time, EEC members state that the processes of obtaining feedback from students regarding the ongoing EP "Dentistry" can be wider, they note that feedback regarding the issues of assessing and improving the EP is mainly presented in the form of a questionnaire, while the range of forms and methods should be expanded, taking into account the specifics of the EP (oral and written comments from EP stakeholders; reflective reviews; interviews in focus groups, chronological reports, etc.).

Satisfactory marks were given by the members of the EEC for those items that formally correspond to the observance of the standards.

Strengths/best practices

No strengths have been identified for this standard.

EEC recommendations

It is recommended to expand the range of forms and methods of feedback on the issue of methods for assessing the learning outcomes of students regarding the implemented EP "Dentistry" (oral and written comments from the stakeholders of the EP; reflective reviews; recorded interviews in focus groups, chronological reports, etc.) (deadline - 09/01/2024).

EEC findings on criteria:

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

6.8. Standard "Governance and public information"

Evidential part

JSC SKMA is a legal entity in accordance with the legislation of the Republic of Kazakhstan and operates in accordance with the Constitution of the Republic of Kazakhstan, the

Civil Code of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Joint Stock Companies", the regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan, the Charter of the Academy and internal regulatory acts.

The organizational structure of JSC "SKMA", processes and decision-making policy are clear and consistent with its mission, goals, objectives and support institutional efficiency. The management system of JSC "SKMA" involves the participation of all stakeholders, including the healthcare sector, and reflects the responsibility of the academic leadership. JSC "SKMA" has its own management system that contributes to the achievement of the mission and goals, maintains institutional efficiency and integrity, creates and maintains an environment for learning, research and creative activities.

The main educational, scientific and administrative structural unit that implements the EP "Dentistry", as well as manages all types of activities of the departments that implement training for students in the EP "Dentistry", is the dean's office of the faculty. The main goals of the faculty are the implementation of the mission and goals set for JSC "SKMA" to train highly qualified, competent specialists in the field of dentistry for healthcare, who own modern methods and technologies:

The university has its own management system that contributes to the achievement of the mission and goals, maintains institutional efficiency and integrity, creates and maintains an environment for learning, research and creative activity, and an effective system for monitoring activities, developed in accordance with the recommendations of international standards.

The top management of the university pursues a consistent policy of changes in the university, initiates processes for discussing changes in the university with employees, students and other interested parties. To analyze the internal and external environment, a system for monitoring the external and internal environment has been created and is operating, the SWOT-analysis method is used (analysis of strengths and weaknesses, analysis of opportunities and threats). The analysis carefully determines the factors of the external and internal environment that affect the strategically important decisions that affect the functioning of the University (legislation, funding, shareholders, consumers, competitors, technologies, suppliers, personnel, the possibilities of its own material resources).

Analytical part

JSC "SKMA" independently carries out financial and economic activities, its financial autonomy correlates with the principles of responsibility to society for the quality of all activities in professional training, scientific research and the provision of services, with the effective disposal of funds and state property.

The members of the EEC state that the administration of JSC "SKMA":

- ensures the fulfillment of the state order of practical health authorities, employers and the training of doctors in the specialty "Dentistry";
- coordinates the process of curriculum development;
- ensures the implementation of standard and working curricula of the EP;
- monitors the correctness of registration of cases by the selection committee when enrolling students for the first year or transferring from university to university;
- participates in the preparation and organization of current and festive events;
- participates in the development of the schedule of training sessions and monitors the readiness of the departments for the beginning of the academic year;
- organizes the educational process and provides quality control of students' training;
- appoints group facilitators in the junior years and clinical mentors in the senior years;
- provides data on the contingent of students at the Faculty of Dentistry, their performance for the rector, administration of the institute, planning and financial department, accounting and other divisions of JSC "SKMA";

- organizes and controls the passage of students of educational and industrial practices and the conduct of tests and exams;
- draws up academic leave, carries out expulsion and restoration of students, makes a decision on the re-education of the student on the course.
- collects information about the progress of students of the faculty with its subsequent analysis and discussion at the Faculty Council, meetings of the academic council, administration;
- carries out a set of measures to work off missed classes, conduct an appeal procedure;
- Provides support to needy and gifted students;
- assigns scholarships, incl. nominal, on the recommendation of the Academic Council, students of the faculty in accordance with the current Regulations;
- organizes and provides control of all types of activities of assigned departments;
- prepares control and measuring materials for the final state certification of graduates of the EP "Dentistry";
- organizes conversations about a healthy lifestyle, patriotic education of students; student visits to theaters, museums and exhibitions;
- provides assistance in organizing sports and cultural student events;
- organizes the settlement of students in the hostel and monitors the living conditions.

To discuss the main issues of organizing educational and educational work in the dean's office of the Faculty of Dentistry, there is a Faculty Council, which includes: the dean, deputy deans, student representatives, heads of departments.

The distribution of resources is implemented depending on the characteristics and needs of the EP, the specifics of the academic discipline, the conditions for conducting practical and laboratory classes, the need to attract standardized patients, etc. The established policy does not contradict legislative acts, which ensures the institutional autonomy of JSC SKMA.

In the process of interviewing JSC "SKMA" and heads of departments, it was noted that the responsibility of the academic leadership in relation to the development and management of the educational program was determined.

The implementation of the educational program is provided by the management and scientific and pedagogical employees of JSC "SKMA", as well as persons involved under the terms of a civil law contract (on a reimbursable or non-reimbursable basis). The members of the EEC noted that in JSC "SKMA" the rector, vice-rector for academic affairs, dean's office, educational and methodological department are responsible for the implementation of the curriculum and the achievement of final goals and results.

During an online conversation with focus groups, a response was received from interviewers that JSC "SKMA" periodically evaluates the academic leadership regarding the achievement of its mission and the final learning outcomes.

According to the survey conducted during the visit of the EEC, 75% of respondents were completely satisfied with the attitude towards the teachers of the management of JSC "SKMA"; relations with direct management - 82%; relations with colleagues at the department - 92%; the degree of participation in making managerial decisions - 69%; relations with students - 84% of respondents. With the recognition of successes and achievements by the administration, 80% of the teaching staff are fully satisfied; support for suggestions and comments - 75%; activities of the university administration - 73%; terms of remuneration - 70% of respondents. 71% of teaching staff are fully satisfied with the working conditions, list and quality of services provided at the university; labor protection and safety - 73%; management of changes in the activities of the university - 75% of respondents. The provision of a social package (rest, sanatorium treatment, etc.) fully satisfied 50% of the teaching staff; organization and quality of food at the university - 61%; organization and quality of medical care - 68% of respondents.

Satisfactory marks were given by the members of the EEC for those items that formally meet the standards.

Strengths/best practices

No strengths have been identified for this standard.

EEC recommendations

There are no recommendations for this standard.

EEC findings on criteria:

- Strong - 0
- Satisfactory - 10
- Suggest improvements – 0

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

Mission and Deliverables Standard

No strengths have been identified for this standard.

Standard "Educational program"

No strengths have been identified for this standard.

Standard "Student Assessment Policy"

No strengths have been identified for this standard.

Standard "Students".

No strengths have been identified for this standard.

Standard "Academic Staff / Teachers"

The personnel potential is competent and capable of further improvement through the support of the administration of the academy.

Standard "Educational Resources"

1. Sufficient material and technical base and its regular updating, which corresponds to the development of scientific and technological progress in dentistry.
2. Constructive engagement with the health sector.

Standard "Evaluation of the educational program"

No strengths have been identified for this standard.

Standard "Management and Administration"

No strengths have been identified for this standard.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY

Mission and Deliverables Standard

There are no recommendations for this standard.

Standard "Educational program"

It is recommended to develop integrated modules of elective disciplines "Gnathology", "Photo Protocol in Dentistry", "Digital Dentistry" (deadline - 12/31/2023).

Standard "Student Assessment Policy"

It is recommended that the heads of the EP Dentistry hold an extended meeting with stakeholders to update the evaluation tools and methods of the EP (due date - 09/01/2023);

Standard "Students"

There are no recommendations for this standard.

Standard "Academic Staff / Teachers"

There are no recommendations for this standard.

Standard "Educational Resources"

There are no recommendations for this standard.

Standard "Evaluation of the educational program"

It is recommended to expand the range of forms and methods of feedback on the issue of methods for assessing the learning outcomes of students regarding the implemented EP "Dentistry" (oral and written comments from the stakeholders of the EP; reflective reviews; recorded interviews in focus groups, chronological reports, etc.) (deadline - 09/01/2024).

Standard "Management and Administration"

There are no recommendations for this standard.

(IX) OVERVIEW OF THE RECOMMENDATION FOR THE DEVELOPMENT OF EDUCATIONAL INSTITUTION

(X) RECOMMENDATION TO THE ACCREDITATION BOARD

Members of the external expert commission came to the unanimous opinion that the educational program in the specialty of the bachelor's degree "Dentistry", implemented in JSC "SKMA", can be accredited for a period of 5 years.

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

№		CRITERIA FOR EVALUATION	Position of the educational organization			
			Strong	Satisfactory	Suggests improvements	Unsatisfactory
1		STANDARD "MISSION AND RESULTS"				
	1.1	STATEMENT "MISSION AND RESULTS"				
1	1.1.1.	The medical education organization should define the mission of the undergraduate level educational program and widely inform the public and the healthcare sector about the stated mission.		+		
2.	1.1.2.	The medical education organization 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	1.1.3	The medical education organization must ensure that the main stakeholders are involved in the development (formulation) of the mission of the educational program.		+		
4	1.1.4	The medical education organization must ensure that the mission of the educational program is consistent with the mission of the organization and allows the preparation of a competent specialist at the level of undergraduate medical education.		+		
5	1.1.5	The mission statement should contain the objectives and educational strategy to prepare a competent specialist at the level of undergraduate medical education.		+		
6	1.1.6	Mission of the educational program: - should correspond to available resources, opportunities and requirements of the market; - ways to support it should be determined; - access to information about the mission of the educational program for the public should be provided (availability of information on the website of the university).		+		
7	1.1.7	The mission and goals of the educational program should be discussed at the advisory boards / commissions of the university and approved by the advisory board of the university.		+		
8	1.1.8	The medical education organization must systematically collect, accumulate and analyze information about its activities in preparation for the implementation of the educational program; conduct an assessment of strengths and weaknesses (SWOT analysis), on the basis of which the leadership of a medical educational organization, together with an advisory board, should determine policy and develop strategic and tactical plans.		+		
	1.2	LEARNING OUTCOMES				
9	1.2.1	The medical education institution must define the learning outcomes that prospective students should achieve as a result of the curriculum in relation to: achievements at the basic level in relation to knowledge, skills and attitudes; an appropriate basis for a future career in any branch of medicine; future roles in the health sector; subsequent postgraduate training; commitment to lifelong learning; health needs of the health of society, the needs of the health care system and other		+		

		aspects of social responsibility.				
10	1.2.2	The medical education organization should determine the final learning outcomes in terms of general and discipline-specific / specialty components that students need to achieve upon completion of the program.		+		
11	1.2.3	The medical education organization must define the end results of training regarding the appropriate behavior and attitude towards patients and their relatives.		+		
12	1.2.4	A medical education organization must have mechanisms to guarantee the proper professional behavior and attitude of students towards students and other medical personnel, teachers, other healthcare workers, and compliance with the Code of Honor.		+		
13	1.2.5	The medical education organization must inform the public about the established end results of the program in the relevant specialties.		+		
14	1.2.6	A medical education organization should guarantee the continuity between the end results of training in basic and postgraduate medical education programs.		+		
	1.3	PARTICIPATION IN THE FORMULATION OF THE MISSION AND OUTCOMES				
15	1.3.1	The medical education organization should determine the mechanisms for involving stakeholders in the formulation of the mission and final learning outcomes for the educational program.		+		
16	1.3.2	The medical education organization should formulate the mission of the educational program and determine the final learning outcomes of the 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	0	16	0	0
	2.	Standard "Educational Program"				
		<i>Content of the Basic Medical Education Program</i>				
17	2.1.1	A medical education organization should define a model of an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or a spiral design.		+		
18	2.1.2	The medical education organization must ensure that the content of the program meets the requirements of the State Educational Standard of the Republic of Kazakhstan and provide 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	2.1.3	The medical education institution should describe the content, scope and sequence of courses and other elements of the educational program in order to ensure that an appropriate balance is maintained between the basic biomedical, clinical, behavioral and social disciplines.		+		
20	2.1.4	The medical education organization should provide mechanisms for providing the possibility of elective content (electives) and determine the balance between the compulsory and elective parts of the educational program, including a combination of mandatory elements and electives or special components of choice;		+		
21	2.1.5	The medical education institution should use appropriate teaching and learning methods and ensure the integration of practice and theory components that include didactic sessions and patient care experience as well as independent and active learning.		+		
22	2.1.6	The medical education organization must ensure that the training will be carried out in accordance with the principles of equality.		+		
23	2.1.7	A medical education institution should use a student-centered approach to teaching that encourages, prepares and supports future students to take responsibility for their own learning process and demonstrate in their practice.		+		
24	2.1.8	The medical education organization should provide mechanisms for regular evaluation and feedback, informing about the program and the		+		

		rights and obligations of prospective students, and also include obligations on ethics in the program.				
25	2.1.9	The medical education organization should provide mechanisms for increasing the independence and responsibility of students regarding their knowledge, skills and development of experience.		+		
26	2.1.10	The medical education institution should recognize gender, cultural and religious differences and prepare future students for appropriate relationships with patients.		+		
27	2.1.11	The medical education organization must organize educational programs with due attention to patient safety and autonomy. The medical education organization should determine the mechanisms for involving stakeholders in the formulation of the mission and final learning outcomes for the educational program.			+	
	2.2.	SCIENTIFIC METHOD				
28	2.2.1	The educational program should contain disciplines aimed at developing analytical and critical thinking, such as the scientific foundations and methodology of medical research, including clinical research.		+		
29	2.2.2	The medical education organization must ensure that future students will study and know evidence-based medicine, which should be an integral part of the educational program.		+		
30	2.2.3	The medical education organization should provide for the teaching and learning of a critical assessment of literature, articles and scientific data, the application of scientific developments.		+		
	2.3.	BASIC BIOMEDICAL SCIENCES, BEHAVIORAL, SOCIAL SCIENCES AND MEDICAL ETHICS				
		The medical education organization must determine and include in the educational program:				
31	2.3.1	achievement of basic biomedical sciences to form students' understanding of scientific knowledge;		+		
32	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
33	2.3.3	The medical education organization should identify and include in the educational program achievements that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditions of the causes, distribution and consequences of medical health problems, as well as knowledge about the national system health and patient rights, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practice, by including disciplines in the field of behavioral sciences in the EP; социальных наук; медицинской этики; медицинской юриспруденции.		+		
	2.4	CLINICAL SCIENCES AND SKILLS				
34	2.4.1	The medical education institution should identify and implement the achievements of the clinical sciences in the educational program and ensure that students acquire sufficient knowledge, clinical and professional skills in order to take on appropriate responsibilities, including activities related to health promotion, disease prevention and patient care. ;		+		
35	2.4.2	The medical education organization must provide for at least one third of the educational program in the expected contacts with patients on developing bases;		+		
36	2.4.3	The medical education organization should set a certain amount of time for teaching the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
37	2.4.4	The medical education organization should provide mechanisms for organizing clinical training with appropriate attention to patient safety, including monitoring the actions performed by the student in clinical settings.		+		
38	2.4.5	The medical education institution should ensure that each student will have early contact with real patients, including his gradual participation		+		

		in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which will be carried out in appropriate clinical sites.				
39	2.4.6	The medical education organization should structure the various components of clinical skills training in accordance with the specific stage of the training program.		+		
	2.5	PROGRAM MANAGEMENT AND TRAINING ORGANIZATION				
40	2.5.1	The medical education organization must determine the structural unit(s) responsible for basic educational programs, and having the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, assessment students and evaluation of the educational program and courses of study to achieve learning outcomes.		+		
41	2.5.2	The medical education organization should provide for representation from teachers and students in the structures / councils / commissions responsible for educational programs.		+		
42	2.5.3	A medical education organization should guarantee training in various clinical settings, which are characterized by the profile of clinics, various categories of patients, the level of medical care (primary medical care, specialized medical care, highly specialized medical care), hospitals and outpatient clinics.		+		
43	2.5.4	The medical education organization should provide mechanisms for introducing innovation into the educational program.		+		
		Total	0	26	1	0
	3.	STANDARD "STUDENT ASSESSMENT POLICY" ASSESSMENT METHODS				
44	3.1.1	The medical education institution should formulate and implement a student assessment policy that includes principles, objectives, methods and practices for student assessment, including the number of examinations and other tests, maintaining a balance between written and oral examinations, using criteria-based and reasoning-based assessment methods, and special exams (OSCE or Mini-clinical exam), as well as determine the criteria for establishing passing scores, grades and the number of allowed retakes;		+		
45	3.1.2	A medical education organization should use a 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 the established learning outcomes.		+		
46	3.1.3	The medical education organization should examine and document the reliability, validity, and fairness of assessment methods.		+		
47	3.1.4	A medical education organization should use a system of appealing the results of an assessment based on the principles of fairness and through compliance with the legal process.		+		
48	3.1.5	The medical education organization should ensure that the assessment process and methods are open (available) for examination by external experts.			+	
	3.2	THE RELATIONSHIP BETWEEN ASSESSMENT AND TRAINING				
49	3.2.1	The medical education organization should use assessment principles, methods and practices that are compatible with established learning outcomes and learning methods.		+		
50	3.2.2	A medical education organization should have mechanisms for providing timely, specific, constructive and fair feedback to future students based on the results of assessing their knowledge and skills.		+		
51	3.2.3	The medical educational organization should use the principles, methods and practices of assessment that promote integrated learning and involvement in practical clinical work, the achievement of learning outcomes provide interprofessional learning.		+		
		Total	0	7	1	0
	4.	STANDARD STUDENTS				

		ADMISSION POLICY AND SELECTION				
52	4.1.1	The medical educational institution must define and implement an admissions policy, including established regulations/rules for the student selection process, which includes the justification and selection methods;		+		
53	4.1.2	The medical educational organization must have a policy and implement the practice of accepting students with disabilities in accordance with the current laws and regulations of the country;		+		
54	4.1.3	The medical educational organization must have a policy and implement the practice of transferring students from other programs and medical education organizations.		+		
55	4.1.4	The medical educational organization must guarantee the transparency of the selection procedure and equality of access to basic education.		+		
56	4.1.5	The medical educational organization should develop an appeal procedure against the decision of the selection committee.		+		
	4.2	NUMBER OF STUDENTS				
57	4.2.1	The medical educational organization must determine the number of accepted students in accordance with the logistical and capabilities at all stages of education and training, and making a decision on the recruitment of students implies the need to regulate national requirements for health workforce, in the case when medical education organizations do not control the number of recruited students, then you should demonstrate your commitment by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between student recruitment and the logistical and academic potential of the university).		+		
58	4.2.2	The medical educational institution should have available information on the health needs of the community, which includes considering a balanced recruitment according to the gender, ethnic and social characteristics of the population, including the potential need for a special recruitment and admission policy for their groups of small peoples and students from rural areas.		+		
59	4.2.3	The medical educational organization should determine the number of students through consultation with stakeholders.		+		
	4.3	SUPPORT AND ADVICE TO STUDENTS				
60	4.3.1	A medical education institution must have a system of academic counseling for future students.		+		
61	4.3.2	A medical educational organization should have student support mechanisms focused on social, financial and personal needs, allocating appropriate resources for social and personal support.		+		
62	4.3.3	The medical educational institution must guarantee the confidentiality of counseling and support.		+		
63	4.3.4	The medical education organization should provide for the allocation of resources to support students		+		
64	4.3.5	The medical educational organization should provide support in the event of a professional crisis and problem situations.		+		
	4.4	STUDENT REPRESENTATION				
65	4.4.1	The medical educational organization should develop and implement a policy on the representation of students, including in the formulation of the mission and outcomes of training, participation in the development of the training program, planning of working conditions, evaluation of the training program, management of the training program, and other issues related to students, which includes student government, participation of student representatives in faculty, university and other relevant bodies, as well as in social activities and local health projects.		+		
		Total	0	14	0	0
	5.	STANDARD "ACADEMIC STAFF/TEACHERS"				
66	5.1.1	A medical educational organization should develop and implement a policy for the recruitment and admission of teachers, employees, determines their category, responsibility and balance of the academic staff / teachers of basic biomedical sciences, behavioral and social		+		

		sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between teachers of medical and non-medical profile, full-time and part-time faculty and balance between academic and non-academic staff;				
67	5.1.2	The medical education organization should, in its selection policy, take into account the criteria for the scientific, pedagogical and clinical merit of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;		+		
68	5.1.3	The medical education organization must determine and implement a policy of activity and development of employees that allows you to maintain a balance between teaching, scientific and service functions, which includes setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;		+		
69	5.1.4	The medical education institution should implement a policy of activity and development of employees that guarantees the recognition of the merit of academic activity, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;	+			
70	5.1.5	The medical education organization must implement an employee activity and development policy that guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration;		+		
71	5.1.6	A medical education institution should implement a staff activity and development policy that includes training, development, support and evaluation of faculty activities, which involves all faculty, not only newly hired, but also faculty recruited from hospitals and clinics.		+		
72	5.1.7	When selecting employees / teachers, a medical education organization should take into account the attitude to its mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical education organization and the educational program;		+		
73	5.1.8	A medical education organization should develop and implement a policy for the promotion of employees/teachers.		+		
		Total	1	7	0	0
	6.	STANDARD "EDUCATIONAL RESOURCES" LOGISTICS AND EQUIPMENT				
74	6.1.1	The medical education organization must have sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;	+			
75	6.1.2	A medical education organization must provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, observing safety rules in the laboratory and when using equipment.		+		
76	6.1.3	The medical education organization should provide the necessary resources for students to acquire adequate clinical experience, including the number and categories of clinical sites, which include clinics (for primary, specialized and highly specialized care), outpatient services (including PHC), primary health care facilities care centres, health care centers and other community health care settings, and clinical skills centers/laboratories that allow clinical training to take advantage of the facilities of clinical sites and provide rotation in major clinical disciplines; sufficient number and category of patients; opportunities to observe the clinical practice of students.	+			
77	6.1.4	The medical education organization should improve the learning environment for students through regular renewal, expansion and strengthening of the material and technical base, which should correspond to the development in teaching practice.		+		
	6.2	INFORMATION TECHNOLOGY				

78	6.2.1	The medical education organization must define and implement a policy that is aimed at the effective use and evaluation of appropriate information and communication technologies in the educational program.		+		
79	6.2.2	A medical education organization should provide library resources, including a fund of educational, methodological and scientific literature on general educational, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases.		+		
80	6.2.3	The medical educational organization must provide access to educational Internet resources, the functioning of WI-FI on the territory of the educational organization		+		
81	6.2.4	The medical education organization should provide teachers and students with opportunities to use information and communication technologies for self-study; access to information; patient management; work in the healthcare system.		+		
82	6.2.5	The medical education organization should ensure that students have access to relevant patient data and health information systems.		+		
	6.3	MEDICAL RESEARCH AND SCIENTIFIC ACHIEVEMENTS				
83	6.3.1	The medical education organization should have research activities in the field of medicine and scientific achievements as the basis for the educational program;		+		
84	6.3.2	The medical education organization must define and implement a policy that promotes the relationship between research and education;		+		
85	6.3.3	The medical education organization must provide information on the research base and priority areas in the field of scientific research of the medical education organization.		+		
86	6.3.4	The medical education organization should ensure that the relationship between research and education is taken into account in teaching; encourages and prepares students to participate in scientific research in the field of medicine and its development.		+		
	6.4	EXPERTISE IN THE FIELD OF EDUCATION				
87	6.4.1	The medical education organization must have access to educational expertise, and conduct expertise that studies, practices and deals with the problems of medical education and may involve doctors with experience in medical education research, psychologists and sociologists in the field of education who oversee the development department medical education. university or the involvement of experts from other national and international institutions.		+		
88	6.4.2	The medical education organization should have access to expertise in the field of education, and conduct expertise that studies the processes, practices and problems of medical education and may involve doctors with experience in conducting research in medical education, psychologists and sociologists in the field of education, which is provided by the department of medical education development university or by engaging experts from other national and international institutions.		+		
89	6.4.3	The medical education organization should provide evidence of the use of internal or external expertise in the field of medical education to develop the capacity of employees;		+		
90	6.4.4	The medical education organization should pay due attention to the development of expertise in the evaluation of education and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
91	6.4.5	A medical education organization should promote the aspirations and interests of employees in conducting research in medical education.				
	6.5	EXCHANGE IN THE SPHERE OF EDUCATION				
92	6.5.1	The medical education institution should define and implement a policy for cooperation at the national and international levels with other medical schools, schools of public health, faculties of dentistry, pharmacy and other university faculties;		+		
93		A medical education organization should have mechanisms for		+		

	6.5.2	transferring and offsetting educational loans, which can be facilitated by the conclusion of agreements on mutual recognition of elements of an educational program and active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements.				
94	6.5.3	The medical education organization should promote the regional and international exchange of employees (academic, administrative and teaching staff) and students, providing appropriate resources;		+		
95	6.5.4	Medical education organization should ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and ethical principles.		+		
		Total	2	20	0	0
	7.	STANDARD "EDUCATIONAL PROGRAM EVALUATION"				
96	7.1	A medical education organization should have mechanisms for monitoring the educational program, taking into account the mission, the required learning outcomes, the content of the educational program, the assessment of knowledge and skills, and educational resources.		+		
97	7.2	The medical education organization should evaluate the program in relation to the student admission policy and the needs of the education and healthcare system in medical personnel.		+		
98	7.3	The medical education organization must guarantee the participation of stakeholders in the evaluation of the program.		+		
99	7.4	The medical education organization follows an assessment of the scope of the process and the results of the educational program to discover all the detected parties.			+	
		Total	0	3	1	0
	8.	STANDARD "GOVERNANCE AND INFORMATION OF THE PUBLIC"				
100	8.1	The medical education organization must determine the structural unit responsible for educational programs and the achievement of the final learning outcomes.		+		
101	8.2	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, student assessment, evaluation of the educational program and courses of study.		+		
102	8.3	The medical education organization should define the responsibilities and duties of the management/employees for basic medical education.		+		
103	8.4	A medical education organization should have a clear set of responsibilities and powers to provide educational programs with resources, including a target budget for training, should allocate the resources necessary for the implementation and implementation of the training program and distribute educational resources in accordance with needs.		+		
104	8.5	The medical education organization must publish accurate, objective, up-to-date information about the specifics of the EP, which should include ongoing programs, indicating the expected learning outcomes; information on the possibility of awarding qualifications at the end of the EP; information about teaching, learning, assessment procedures; information about passing scores and learning opportunities provided to students; information about employment opportunities for graduates.		+		
105	8.6	A medical education organization should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.		+		
106	8.7	A medical education organization should publish adequate and objective information about the teaching staff of the EP, about cooperation and interaction with partners within the EP.		+		
107	8.8	A medical education organization must demonstrate the reflection on the web resource of information that characterizes the university as a whole and in the context of educational programs.		+		
108	8.9	The medical education institution should develop a management quality		+		

		assurance program, including regular reviews.				
109	8.10	The medical education organization should ensure the transparency of the management system and the decisions made, which are published in bulletins, posted on the website of the university, included in the protocols for review and execution.		+		
		Total:	0	10	0	0
		TOTAL:	3	103	3	0



Appendix2. PROGRAM OF THE VISIT TO THE ORGANIZATION OF EDUCATION

Date and time	EEC work with target groups	Position and name of target group participants	Contact form
<i>18 April, 2023</i>			
20.00-21.00	Preliminary meeting of the EEC	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 <i>(only for EEC)</i>
<i>Day 1: April 19, 2023</i>			
10.00-10.30	Distribution of responsibility of experts, solution of organizational issues	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 <i>(only for EEC)</i>
10.30 – 11.10	Interview with the rector	<i>Rector - Rysbekov Myrzabek Myrzashevich, Doctor of Medical Sciences, Professor</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
11.10-11.25	Technical break		
11.25-12.05	Meeting with vice-rectors	1) <i>First Vice-Rector - Esirkepov Marlen Makhmudovich, Candidate of Medical Sciences, Professor</i> 2) <i>Vice-Rector for Financial and Economic Activities – Seitzhanova Zhanna Serikzhanovna, MBA</i> 3) <i>Vice-rector for educational and methodological work - Anartayeva Maria Ulasbekovna, MD, Associate Professor</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
12.05-12.20	Technical break		

<p>12.20-13.00</p>	<p>Meeting with the heads of structural divisions of the NGO</p>	<p>1) The Head of the department of scientific and clinical work, doctoral studies and magistracy - Zhaksylyk Alikhan Altynkhanovich</p> <p>2) The Head of the department of strategic development and international cooperation - Akhmetova Alma Abdukarimovna</p> <p>3) Chief Accountant - Dinara Ashirkhanovna Baimbetova</p> <p>4) The Head of the department of administrative and legal support - Kabishtaev Orynbasar Abdukarimovich</p> <p>5) The Head of the educational and methodological center - Doltaeva Bibigul Zaydullaevna</p> <p>6) The Head of the Human Resources Department - Eleusizova Gulsara Lesovna</p> <p>7) The Head of the center of practical skills (CPS) - Kalmenov Nurlan Zhumanovich</p> <p>8) Dean of internship and employment of graduates - Kemelbekov Kanatzhan Saukhanbekovich</p> <p>9) The Head of the registrar's office - Syzdykova Saulet Akmurzaevna</p> <p>10) The Head of the Library Information Center (LIC) - Raushan Iskakovna Darbicheva</p> <p>11) The Head of the Computer-testing, publishing center (CTIC) - Uksikbaev Maksat</p> <p>12) The Head of the Department for Social Affairs and Youth Policy - Salim Yerbol Kultursynovich</p> <p>13) Head of Quality Assurance and QMS Department Erzhanov Nurlan Amirovich</p> <p>14) The Head of the Department of DET Khalmetova Shakhnoza Abdulakimovna</p> <p>15) The Head of the student registration department - Zhipsibaeva Urzhan Konakbaevna</p> <p>16) Director of the Department of AChE - Yunusov Samukhzhhan Kasymovich</p> <p>17) The Head of the office - Spataeva Gulnara Zhangubekovna</p> <p>18) Compliance officer - Pernebaev Nurgali Alikhanovich</p> <p>19) Office of commercialization - Bekarysova Dana</p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Password: 334352</p>
<p>13.00-14.00</p>	<p>Lunch</p>		

14.00-14.15	EEC`s work	<i>External experts IAAR</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Password: 334352 <i>(only for EEC)</i></p>
14.15-15.00	Interviews with deans	<p>1) <i>The Head of the department of scientific and clinical work, doctoral studies and magistracy - Zhaksylyk Alikhan Altynkhanovich</i></p> <p>2) <i>Dean of the Faculty of Medicine - Sagtaganov Zhaksybek Ilisbekovich</i></p> <p>3) <i>Head of the residency department - Bektenova Gulmira Erseitovna</i></p> <p>4) <i>Dean of the International Faculty - Tolbasieva Arailym Aibatillaevna</i></p> <p>5) <i>Dean of internship and employment of graduates - Kemelbekov Kanatzhan Saukhanbekovich</i></p> <p>6) <i>Dean of the Faculty of Pharmacy - Umurzakhova Galia Zhanbyrbaevna</i></p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Password: 334352</p>
15.00-15.15	Technical break		
15.15-16.00	Interviews with the leaders of the EP, heads of departments	<i>Heads of departments, Appendix 1</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Password: 334352</p>
16.00-16.15	Technical break		
16.15-17.00	Interview with teaching staff EP	<i>Teachers of the EP, Appendix 2</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Password: 334352</p>
17.00-18.30	Questioning of teaching staff (in parallel)	<i>Teachers of the EP, Appendix 2</i>	The link was sent to the e-mail of the teacher personally

17.00-17.15	Technical break		
17.15-18.30	Visual inspection	<i>Medicinal Plants Laboratory</i> <i>Computer Test Publishing Center</i> <i>SKMA Museum</i> <i>Anatomical Museum</i> <i>Genomic Research Laboratory</i> <i>Library and Information Center</i> <i>Dining room</i> <i>Hall</i> <i>Model of the Hospital University dental clinic</i> <i>Practical Skills Center</i> <i>Dormitory</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
18.30-18.40	Работа ВЭК. Подведение итогов первого дня	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 <i>(only for EEC)</i>
Day 2: April 20, 2023			
10.00-10.15	EEC's work	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 <i>(only for EEC)</i>
10.15-10.30	Technical break		
10.30-11.10	Interviews with EP students (in parallel)	<i>Students, Appendix 3</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
11.10-12.30	Questionnaire of students (in parallel)	<i>Students, Appendix 3</i>	The link was sent to the instructor's email.
11.10-	Technical break		

11.25			
11.25-13.00	Work with the documents of the departments and attendance of teaching staff classes according to the schedule (Appendix 1A with links to classes)	<i>Schedule, Appendix 4</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Password: 334352</p>
13.00-14.00	Lunch		
14.00-14.15	EEC's work	<i>External experts IAAR</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Password: 334352 <i>(only for EEC)</i></p>
14.15-14.30	Technical break		
14.30-16.00	Посещение баз практики ОП Visiting the practice bases of the EP	<i>Practice bases, Appendix 5</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Password: 334352</p>
16.00-16.15	Technical break		
16.15-16.30	EEC's work discussion	<i>External experts IAAR</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765</p>

			Password: 334352 (<i>only for EEC</i>)
16.30-17.10	Interviews with EP employers	<i>Employers' representatives, Appendix 6</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
17.10-17.15	Technical break		
17.15-18.00	Interviews with graduates of the EP	<i>Graduates, Appendix 7</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
18.00-18.10	Technical break		
18.10-20.10	EEC work, discussion of the results of the second day and profile parameters (recording is ongoing)	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (<i>only for EEC</i>)
Day 2: April 21, 2023			
10.00-11.30	The work of the EEC development and discussion of recommendations (recording)	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (<i>only for EEC</i>)
11.30-	Technical break		

11.45			
11.45-13.00	EEC work, development and recommendations	<i>External experts IAAR</i>	(Individual work of the expert)
13.00-14.00	Lunch		
14.00-16.00	The work of the EEC discussion, decision-making by voting (recorded)	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 <i>(only for EEC)</i>
16.00-17.00	Preparation by the chairman of information on the results of an external evaluation	<i>Chairman of the EEC</i>	(Individual work of the chairman)
17.00-17.40	Final meeting of the EEC with the leadership of the university	<i>Heads of the university and structural divisions</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
17.40-17.55	Technical break		
17.55-19.00	Work of the EEC, Discussion of the results of the quality assessment	<i>External experts IAAR</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 <i>(only for EEC)</i>

Appendix 3. RESULTS OF THE TEACHER'S QUESTIONNAIRE

Total number: 159

1. Your department/faculty?

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

2. Your position

Senior Teacher	35,8%
Teacher	28,3%
Docent (Assistant professor)	18,9%
Professor	6,3%
Head of department	2,5%
Assistant	7,5%
Department assistant	0,6%

3. Academic degree, academic title

Doctor of science	2,5%
Candidates	22,6%
Master	46,5%
PhD	3,1%
Professor	2,5%
Docent (Assistant professor)	5%
Honored Worker	0,6%
Without academic degree	23,9%
Others	0,6%

4. Work experience in this university

Over 5 years	47,4 %
1- 5 years	29,5 %

Less than 1 year	6,4 %
Others	16,7%

5. How satisfied the content of the educational program?

Good	51,6 %
Very good	47,8%
Relatively bad	0,6%

6. Does the university provide an opportunity for continuous development of teachers?

Very good	43,4 %
Good	52,2 %
Relatively bad	1,9 %
Bad	2,5%

7. What extent can teachers use their own strategies?

Very good	36,5%
Good	57,2 %
Relatively bad	4,4%
Bad	1,9%

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

Very good	46,5 %
Good	50,9 %
Relatively bad	1,9 %
Bad	0,6 %

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

Very good	50,9 %
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 %
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 %
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 %
Good	59,7 %
Relatively bad	1,9 %
Bad	1,9 %
Very bad	0,6 %

14. Оцените доступность высшего руководства студентам

Очень хорошо	47,8 %
хорошо	49,7 %
Относительно плохо	2,5 %

15. Assess the accessibility of top management to faculty

Very good	44 %
Good	49,1 %
Relatively bad	4,4 %
Bad	1,9%
Very bad	0,6%

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

Very good	29,6 %
Good	59,1 %
Relatively bad	6,9 %
Bad	2,5 %

Very bad	1,9 %
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17. How is the innovation activity of teaching staff encouraged?

Very good	38,4 %
Good	51,6 %
Relatively bad	6,3 %
Bad	2,5 %
Very bad	1,3%

18. Assess the level of feedback from teaching staff with management

Very good	42,1 %
Good	50,3 %
Relatively bad	5 %
Bad	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 %
Good	49,7 %
Relatively bad	5,7 %
Bad	2,5 %

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

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

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

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

Very bad	0,6 %
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22. How is the work on academic mobility organized?

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

23. How is the work to improve the qualifications of teaching staff organized?

Very good	40,3 %
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 teaching staff

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

25. Assess the speed of development of new educational programs

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

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

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

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

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

28. Assess the extent to which students' knowledge obtained at this university corresponds to the realities of the requirements of the modern labor market

Very good	36,5 %
Good	61,6 %
Relatively bad	1,3 %
Very bad	0,6 %

29. How does the leadership and administration of the university perceive criticism?

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

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

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

31. Assess how much the share of the rate assigned to you corresponds to your desires and possibilities?

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

32. Why do you work in this university?

- Like
- Like the profession
- I like
- Prestige
- like
- I like

Super university
 Graduated
 Moving to this city
 Opportunity for professional development and career advancement
 Good incentive + career growth
 There is a perspective
 I am a patriot of my university and I really like the work in our academy
 I love this university
 Because I love my job
 I defended my Ph.D. thesis at SKMA. Much attention is paid to clinical pharmacology at the university.
 Like teaching
 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
 Very potential university
 Because I'm used to the team
 discipline high I like it, there is support from management and career growth
 Because it is easier to work with students than with students
 Native University
 It happened
 Can't find another job
 Super university
 Like to teach
 Everything suits me 🐘
 Difficult to answer
 I think this university is one of the best
 Good university
 Because I know this university and its kings of employees for a long time
 I like teaching and working with interns
 The team is very good, I like working with students
 good conditions and perspective
 Arranges
 I like to work at the university
 good university
 Ttt
 I like the academy in all EPs
 Good conditions for career growth
 used to
 Necessary
 For further development
 Ability to teach in English
 Because
 I like this job
 professional activities, career development...
 I like the university, conditions, atmosphere, prestigious
 I'm satisfied in every way
 By profession
 I studied here
 I like to teach
 In our region, there is no other worthy medical university or medical faculty in other universities
 In order to train highly qualified specialists

33. How often do you have workshops and lectures with practitioners in 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. Как часто Вы сталкиваетесь в своей работе со следующими проблемами:

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

35.2 Unbalanced study load by semesters

Often	5 %
Sometimes	47,2 %
Never	47,8 %

35.3 Unavailability of required books in the library

Often	5 %
Sometimes	30,2 %
Never	64,8 %

35.4 Переполненность учебных групп (слишком большое количество студентов в группе)

часто	18,9 %
иногда	37,1 %
никогда	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 No 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 facilities in classrooms

Often	6,9 %
Sometimes	42,8 %
Never	50,3 %

35.11 Other problems

No

No

No

The salary is meager

No problem

no problem

Don't know

Class starts at 8.00

Low salary of teaching staff

Not available

If there are problems, they are solved at every level.

The problem was not

Low salary, no incentives, bonuses. Big load hours.

Ttt

Very low salary, even comparatively

The salary is very small

Lots of student group. Little practice

No problems

There is no opportunity to implement an additional allowance, non-working KPI.

No problem

No problem

Pay for professional development

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

Completely satisfied	52,8 %
Partially satisfied	37,1 %
Not satisfied	2,5 %
Difficult to answer	7,5 %

36.2 Relationships with direct management

Completely satisfied	67,3 %
Partially satisfied	27,7 %
Not satisfied	0,6 %
Difficult to answer	4,4 %

36.2 Relationships with direct management

Completely satisfied	67,3 %
Partially satisfied	27,7 %
Not satisfied	0,6 %
Difficult to answer	4,4 %

36.3 Relationships with colleagues in the department

Completely satisfied	86,8 %
Partially satisfied	12,6 %
Difficult to answer	0,6 %

36.4 Participation in management decision making

Completely satisfied	51,6 %
Partially satisfied	35,8 %
Not satisfied	7,5 %
Difficult to answer	5%

36.5 Relations with students

Completely satisfied	83%
Partially satisfied	16,4 %
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 %
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 %
Difficult to answer	3,1 %

36.8 Terms of pay

Completely satisfied	30,8 %
Partially satisfied	35,8 %
Not satisfied	5,7 %
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 %
Difficult to answer	4,4 %

36.10 Occupational health and safety

Completely satisfied	66,7 %
Partially satisfied	28,3 %
Difficult to answer	3,1 %
Not satisfied	1,9 %

36.11 Management of changes in the activities of the university

Completely satisfied	54,7 %
Partially satisfied	35,8 %
Difficult to answer	7,5 %

Not satisfied	1,9 %
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36.12 Provision of benefits: rest, sanatorium treatment, etc.

Completely satisfied	30,2 %
Partially satisfied	25,8 %
Difficult to answer	14,5%
Not satisfied	29,6 %

36.13 Food system, medical and other services

Completely satisfied	37,7 %
Partially satisfied	28,3 %
Difficult to answer	13,2 %
Not satisfied	20,8 %

36.14 Food system, medical and other services

Completely satisfied	40,3 %
Partially satisfied	29,9 %
Difficult to answer	13,6 %
Not satisfied	16,2 %

Appendix 4. RESULTS OF STUDENT QUESTIONNAIRE

Total number: 94

1. What is your educational program?

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

2. Gender

Male	42,6%
Female	59,6 %

3. How satisfied are you with: 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 accessibility level

Completely satisfied	79,8 %
Partially satisfied	17 %
Partially dissatisfied	2,1%
Difficult to answer	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%
Difficult to answer	1,1%

3.4 Availability of academic counseling

Completely satisfied	79,8 %
Partially satisfied	14,9 %
Partially dissatisfied	2,1%

3.5 Support with educational materials in the learning process

Completely satisfied	79,8%
Partially satisfied	18,1%
Partially dissatisfied	1,1%
Difficult to answer	1,1%

3.6 Availability of personal counseling

Completely satisfied	80,9%
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Partially satisfied	13,8 %
Partially dissatisfied	1,1%
Difficult to answer	4,3 %

3.7 Financial and administrative services of the educational institution

Completely satisfied	74,5%
Partially satisfied	20,2%
Partially dissatisfied	1,1%
Difficult to answer	4,3%

3.8 Availability of health services for students

Completely satisfied	76,6 %
Partially satisfied	19,1%
Partially dissatisfied	1,1%
Difficult to answer	2,1%

3.9 The quality of the student health service

Completely satisfied	76,6 %
Partially satisfied	21,3 %
Partially dissatisfied	1,1%
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%
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%
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%
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%
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%
Difficult to answer	1,1%

3.15 Study rooms, auditoriums for large groups

Completely satisfied	79,8 %
Partially satisfied	12,8%
Difficult to answer	2,1%
Partially dissatisfied	5,3%

3.16 Proportionate rooms for small groups

Completely satisfied	78,7 %
Partially satisfied	18,1 %
Difficult to answer	1,1%
Partially dissatisfied	1,1%
Not satisfied	1,1%

3.17 Lounges for students (if any)

Completely satisfied	62,8 %
Partially satisfied	12,8 %
Difficult to answer	10,6%

Not satisfied	11,7%
Partially dissatisfied	2,1 %

3.18 Clarity of procedure for taking disciplinary action

Completely satisfied	79,8 %
Partially satisfied	17%
Difficult to answer	2,1%
Partially dissatisfied	2,1%

3.19 The overall quality of study programs

Completely satisfied	78,9 %
Partially satisfied	16%
Difficult to answer	1,1%
Partially dissatisfied	4,3%

3.20 Teaching methods in general

Completely satisfied	78,7%
Partially satisfied	17%
Difficult to answer	1,1%
Partially dissatisfied	3,2%

3.21 Quick response to feedback from teachers regarding the educational process

Completely satisfied	80,9 %
Partially satisfied	14,9%
Difficult to answer	1,1%
Partially dissatisfied	3,2%

3.22 The quality of teaching

Completely satisfied	83 %
Partially satisfied	13,8 %
Difficult to answer	1,1%
Partially dissatisfied	2,1%

3.23 Academic load / requirements for the student

Completely satisfied	73,4 %
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Partially satisfied	14,9%
Difficult to answer	1,1%
Partially dissatisfied	7,4%
Not satisfied	3,2%

3.24 Fairness of examinations and certification

Completely satisfied	86,2 %
Partially satisfied	12,8 %
Difficult to answer	3,2%

3.25 Timeliness of student assessment

Completely satisfied	78,7 %
Partially satisfied	20,2 %
Difficult to answer	1,1%

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

Completely satisfied	83 %
Partially satisfied	12,8 %
Difficult to answer	2,1%
Partially dissatisfied	2,1 %

3.27 Уровнем исполнения данных правил и стратегий образовательной программы (специальности)

Completely satisfied	85,1%
Partially satisfied	11,7 %
Difficult to answer	1,1%
Partially dissatisfied	2,1%

3.28 Informing the requirements in order to successfully complete this specialty

Completely satisfied	84 %
Partially satisfied	12,8%
Difficult to answer	1,1%
Partially dissatisfied	2,1%

3.29 Conducted tests and examsLike

Completely satisfied	80,9 %
Partially satisfied	14,9%

Difficult to answer	2,1%
Partially dissatisfied	1,1%
Not satisfied	1,1%

3.30 Available computer classes

Completely satisfied	80,9 %
Partially satisfied	13,8%
Difficult to answer	2,1%
Partially dissatisfied	3,2%

3.31 Available scientific laboratories

Completely satisfied	79,8 %
Partially satisfied	10,6 %
Difficult to answer	2,1%
Partially dissatisfied	5,3 %
Not satisfied	2,1%

3.32 Relationship between student and teacher

Completely satisfied	85,1 %
Partially satisfied	11,7 %
Difficult to answer	1,1%
Partially dissatisfied	2,1%

3.33 Objectivity and fairness of teachers

Completely satisfied	84 %
Partially satisfied	11,7%
Partially dissatisfied	3,2%
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%
Difficult to answer	1,1%
Not satisfied	1,1%

3.35 Providing students with a hostel

Completely satisfied	81,9 %
Partially satisfied	8,5 %
Difficult to answer	9,6 %

4. Rate how much you agree:

4.1 The course program was clearly presented

Full consent	77,7 %
Agreement	18,1 %
Partially agree	3,2%
Disagree	1,1%

4.2 Course content is well structured

Full consent	76,6 %
Agreement	16 %
Partially agree	7,4 %

4.3 Key terms adequately explained

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

4.4 The material taught is up to date.

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

4.5 The teacher uses effective teaching methods

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

4.6 The teacher owns the material being taught

Full consent	73,4 %
Agreement	24,5 %

Partially agree	1,1 %
Disagree	1,1%

4.7 The lecturer's presentation is clear

Full consent	74,5 %
Agreement	22,3 %
Partially agree	2,1%
Disagree	1,1%

4.8 The teacher presents the material in an interesting way

Full consent	70,2 %
Agreement	25,5%
Partially agree	3,2 %
Disagree	1,1 %

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

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

4.10 The teacher stimulates the activity of students

Full consent	77,7 %
Agreement	16 %
Partially agree	5,3 %
Disagree	1,1 %

4.11 The teacher stimulates the creative thinking of students

Full consent	75,5 %
Agreement	18,1%
Partially agree	4,3 %
Disagree	2,1%

4.12 Appearance and manners of the teacher are adequate

Full consent	79,8 %
Agreement	17 %

Partially agree	3,2 %
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4.13 The teacher has a positive attitude towards students

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

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

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

4.15 Evaluation criteria used by the instructor are clear

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

4.16 The teacher objectively evaluates the achievements of students

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

4.17 The teacher speaks in a professional language

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

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

Full consent	70,2 %
Agreement	20,2 %
Partially agree	8,5 %
Disagree	1,1 %

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

Full consent	73,4 %
Agreement	20,2 %

Partially agree	5,3 %
Complete disagreement	1,1 %

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

Full consent	75,5 %
Agreement	17 %
Partially agree	5,3 %
Disagree	2,1 %

4.21 Equal opportunities are provided to all students

Full consent	75,5 %
Agreement	18,1 %
Partially agree	5,3 %
Complete disagreement	1,1 %

Other issues regarding the quality of teaching

No

Missing

No

No problem

No

Everything is at a high level

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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