«АККРЕДИТТЕУ 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

6B10107 GeneralMedicine

SOUTH KAZAKHSTAN MEDICAL ACADEMY

between 19 and 21 April 2023

INDEPENDEN AGENCY for ACCREDITATION AND RATING

External Expert Committee

Addressed to the IAAR
Accreditation Council

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Shymkent, 2023

Contents

(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-RegionalPerinatalCentre-1
OR- office of the registrar
OSCE-Objective Structured Clinical Examination
OSPE-Objective Structured Practical Examination
PD-profiled disciplines
PHS-primary healthcare services
TS- teaching staff
LO-learning outcome
WC-working curriculum
P-3-Polyclinic No.3
RIEL-Republican Interuniversity Electronic Library
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 6B10107 General Medicine 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/instituc

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 Healthcare, 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 Healthcare", "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 centers of near and far abroad countries. Partners of SKMA JSC 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 "AccelED - 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).

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 successfully work in all regions of Kazakhstan, as well as in the countries of 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.

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. Sypabekov; 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 Healthcare Department of Turkestan region.

The Faculty of Medicine coordinates the implementation of the educational programme 6B10101 "General Medicine".

In 2012 according to the Rector's order from 08.10.2012 pr#222 the Faculty of Medicine was established, which provides training in the following bachelor specialities: - 05B110200 - "Public Healthcare", 4 years of study;
- 05B110100 - "Nursing", 4 years of study;
- 05B130100 - "General Medicine", 5 years of study;
- 05B130300 - "Paediatrics", 5 years of study;

- 05B130200 - "Dentistry", 5 years of study.

The Faculty is a subdivision of a higher education institution, which trains students in one or more related specialities, determining the profile of training, and also carries out teaching and methodological, research, educational activities.

The Faculty unites all the departments and laboratories related to the specialities included in the Faculty, as well as those general scientific and general education departments, which by the content of their work are closest to the profile of the Faculty.

The Department of Internship and Graduate Employment was established at «SKMA» JSC to ensure the organisation and control of the educational process in internship, employment and social and legal protection of graduates. The task of assisting the employment of graduates is to create a database of vacancies and offers, distribution and employment of graduates.

Every year for the purpose of employment of graduates and distribution a database of vacancies is formed, in this direction the SKMA, together with the Health Departments of the southern region, carries out a lot of work. In order to attract graduates and fix them in predistributed places, the Academy management organises the following events: "Job Fair" with the participation of representatives of the Health Departments of the southern region, chief physicians of district hospitals, supervisors of akimiats.

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 in 2022 was 98.3%, which undoubtedly indicates the recognition, demand and competitiveness of our specialists in the labour market.

At present, a joint educational programme on "General Medicine" is being implemented, the partner institution is Bukhara State Medical Institute (Uzbekistan). The joint educational programme is compiled in accordance with the requirements of normative documents and is recommended for implementation in the educational process of SKMA and Bukhara State Medical Institute.

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

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with the order of the Independent Agency for Accreditation and Rating (IAAR) No. 32-20-OD dated 21 April 2020, an external expert commission conducted an assessment of the compliance of the undergraduate

educational programme for EP 6B10101 "General Medicine" with the standards of specialised accreditation of the IAAR in SKMA.

Composition of the previous EEC:

1. Chairman of the Commission – Omarkulov Bauyrzhan Kadenovich, Candidate of Medical Sciences, Associate Professor, "Medical University of Karaganda" Non-profit joint stock company (Karaganda);

2. Foreign expert - Marina Kanushina, Director of "AC Institute of International Education", PhD, IBA. (Prague, Czech Republic);

3. expert - Ivanchenko Nelya Nikolaevna, Candidate of medical sciences, S.D.Asfendiyarov Kazakh National Medical University (Almaty);

4. expert – Aimbetova Gulshara Ergazyevna, Candidate of Medical Sciences, Associate Professor, S.D. Asfendiyarov Kazakh National Medical University (Almaty, Kazakhstan);

5. expert – Shukirbekova Alma Boranbekovna, Doctor of Philosophy, Associate Professor, "Astana Medical University" JSC (Nur-Sultan);

6. expert - Dmitry Matyushko, PhD, "Medical University of Karaganda" Non-profit joint stock company (Karaganda);

7. expert - Elena Leonidovna Stepkina, Candidate of Pharmaceutical Sciences, Kazakhstan Medical University "VSHOZ" (Almaty);

8. Employer – Rysmakhanov Nuradil Makhanbekhanovich, Multidisciplinary Medical Clinic "JAK-med" (Shymkent);

9. Student – Sattarkhan Anel Aydarkyzy, Member of Kazakhstan Students' Alliance, International University SILKWAY University (Shymkent);

10. Observer from the Agency – Aymurzieva Aigerim Urinbaevna, Head of Medical Projects of the Agency (Nur-Sultan).

In 2020 EEC on specialised accreditation of the educational programme "6B10101 General Medicine" recommended:

Standard 1 “Mission and Results”

1) Increase engagement with healthcare practices (employers) on mission and outcomes formulation.

2) Further improvement of the university website, as well as the use of other more popular Internet platforms (Facebook, Instagram) to raise awareness of all stakeholders in the implementation of the mission of the university, the educational programme, and the Code of Honour for teachers and students.

3) Use feedback from past alumni and current teaching staff in preparing the SWOT analysis.

4) Strengthen the dissemination to students and teaching staff of the mission and purpose of the educational programme.

Standard 2 "Educational Programme"

1) To introduce RBL technology into the educational programme, to train the teaching staff of the Academy in this technology.

2) To supplement the educational programme with disciplines implementing a science-oriented approach in training (methodology of scientific research, management of scientific research).

3) Participate in the development and implementation of scientific and technical programmes.

Standard 3 "Student's Assessment"

To train teaching staff in the methodology of assessment of students' knowledge, paying special attention to the mechanisms of providing feedback to students on the results of the assessment of their knowledge and skills.

Standard 5 "Academic/ Teaching Staff"

1) Develop academic mobility programmes for faculty members to non-CIS countries.

2) Reform the existing employee motivation system by developing bonuses and differentiated labour remuneration through the developed indicators, taking into account the opinion of the teaching staff.

Standard 6 "Educational Resources"

1) Revision of the current Policy in the field of scientific research by increasing the motivation of employees to scientific research, participation in competitions for grant funding of scientific research of the Ministry of Education and Science and Health of the Republic of Kazakhstan, as well as scientific and technical programmes.

2) Implementation of the system of internal "small" scientific grants of the Academy

3) Improvement and modernisation of technical equipment of the Academy's Internet systems for the development of distance education technologies.

4) Renovation, expansion, modernisation of the premises for the Academy laboratories, which will meet modern standards and requirements and allow the development of the teaching staff and students.

5) Upgrade, purchase and repair missing equipment, consumables, moulages, etc. to fully equip laboratories and PSC. Provide a safe environment for staff and students at clinical sites.

Standard 8. "Managing and informing the public"

1) Diversify the ways in which information is disseminated using other more popular online platforms (Facebook, Instagram) to raise awareness of all Academy processes to all stakeholders.

2) To strengthen the Academy's website in terms of accessibility of materials on the implementation of the educational programme, as well as to place the necessary information for the public not on internal portals, but on the official website.

On 9 June 2020, by the decision of the Accreditation Council of the IAAR, the educational programme "6B10101General Medicine", implemented by the SKMA was accredited for 3 years.

Post-monitoring control to assess the implementation of the recommendations of the IAAR EEC, formed by the results of the specialised accreditation of the educational programme "6B10101 General Medicine" by the IAAR expert group was conducted at the SKMA on 28 June 2022.

Post-accreditation monitoring of SKMA activity has shown that in general the recommendations given by the EEC are being fulfilled. The measures and actions taken contributed to the improvement of the quality of the educational process and implementation of educational programmes of the university, positive trends in the field of involvement of students in scientific research, creation of conditions to expand the geography of partner universities, development of conditions that contribute to the formation of student personality.

The analysis conducted by the experts showed that, in general, according to the recommendations given by the EEC in relation to the accredited educational programmes, there is a good positive dynamics. The measures and actions taken by the university contribute to the improvement of the quality of the educational process and implementation of educational programmes, positive trends in the development of student mobility, expansion of creative interactions, support for young teachers and development of the research component of the educational programme.

At the same time, the Commission considers that for the accredited EPs in the field of international cooperation, academic mobility of teaching staff and students, organization of joint educational programmes and dual degree education, attraction of funded contractual topics of various enterprises, development of Master's degree programmes, the recommendations have been partially implemented and require further work and implementation.

(V) DESCRIPTION OF THE EEC's VISIT

The work of the EEC was carried out on the basis of the approved Programme of the visit of the Expert Commission for Specialized Accreditation of Educational Programmes in SKMA in the period from 19 to 21 April 2023.

In order to coordinate the work of the EEC, an introductory meeting was held on 18.04.2023, during which the powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programmes and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in the areas of activity, heads of structural units, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 142 representatives took part in the meetings (Table 1).

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

Category of participants	Quantity
Rector	1
Vice-Rectors and Head of the Rector's Office	3
Heads of structural divisions	19
Deans of Faculties	6
Heads of departments	38
Teachers	18
Learners	14
Graduates	17
Employers	26
Total	**142**

During the excursion EEC members got acquainted with the Laboratory of Medicinal Plants, Computer, Test, Publishing Centre, Museum of SKMA, Anatomical Museum, Laboratory of Genomic Research, Library and Information Centre, Canteen, Assembly Hall, Layout of the University Clinic, Dental Clinic, Practical Skills Centre, Dormitory.

At the meeting of the IAAR EEC with the SKMA target groups, the mechanisms of implementation of the HEI policy were clarified and certain data presented in the HEI self-assessment report were fleshed out.

Classes were attended for the period of accreditation:

1) IZHTDK-34-22 in the discipline "Outpatient-polyclinic cardiology", practical classes 08.00-11.50, SROP 12.00-14.50. Ass.Sarsenbaev N.T.

2) IZHTDK-30-22 in the discipline "Outpatient and Polyclinic Therapy", practical classes from 08.00-11.50, SROP 12.00-14.50. Ass. Kulbaeva L.A.

Municipal Polyclinic No. 6 on PCV "Municipal Polyclinic No. 6" Shymkent city

The polyclinic provides primary health care to residents of 7 micro-districts of Shymkent city. The planned capacity is designed for 500 visits per shift. In 2015, the polyclinic was transferred to the right of economic management based on the principle of "corporate governance".

The polyclinic employs doctors of 26 specialities, including 2 candidates of medical sciences, 3 masters of Public Healthcare, 65% of doctors and 75 % of nurses have a qualification category.

In accordance with the accreditation procedure, a questionnaire survey was conducted among 18 teachers, 14 students, including junior and senior students.

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

As part of the planned programme, the recommendations for the improvement of the accredited educational programmes of SKMA, developed by

EEC based on the results of the examination, were presented at the meeting with the management on 21.04.2023.

(VI) COMPLIANCE WITH SPECIALISED ACCREDITATION STANDARDS

6.1 Standard “Mission and Results”

Evidentiary part

The EP mission is presented by the General Medicine Education Programme Committee (GMEPC), discussed with employers at a roundtable in January 2023.Practical healthcare representatives were involved in the development of the EP mission.

On the part of students in the development of the mission of the EP took part in the development of the mission of the 7th year medical interns, students of the bachelor's degree programme "General Medicine". Discussion of the mission statement was held at the meeting of the EPC with the participation of students and teachers of the department.

The EP mission, goals, strategy, objectives were also presented at the Faculty Council, Methodological Council (hereinafter - MC) for wide discussion. The final version of the mission was approved at the MC of the SKMA. The mission was familiarised with the staff of the departments, students, medical interns, management of clinical bases and representatives of practical health care. It is planned to inform the stakeholders of the programme about the results of the training and discuss the issues of further training of general practitioners at the annual round table.

When developing the mission, the need of health care in medical personnel and the possibility of admission of internship graduates to independent activity were taken into account. Today, graduates of the internship programme "General Medicine" can independently perform the functional duties of a general practitioner at the level of primary health care and provide emergency medical care. Students are trained on clinical bases with access to patients. Departments have sufficient number of teaching staff according to the needs of the programme and mission for successful implementation of the educational programme.

One of the theses of the mission is the adaptation of young specialists to the rapidly changing conditions in medicine, which itself implies constant continuous training of a specialist throughout his/her working career. Thus, young specialists are obliged to improve their qualification in the future by taking advanced training courses. Also, graduates of EP "General Medicine" after completion of the internship programme have the right to master the subsequent levels of postgraduate education.

In order to improve further work in the training of highly qualified personnel, the SKMA staff regularly conducts questionnaires of employers, meetings and conversations with them. The results of the questionnaires are discussed at the meetings of the departments, Faculty Councils and MC, as a result of which new elective courses are developed taking into account the wishes and

suggestions of employers, long-term directions of the programme are improved and adjusted.

The objectives and content of the Specialist Training Programme are improved and updated annually, taking into account the needs of the labour market and employers' demands.

For the 2022-2023 academic year, round tables with representatives of medical organizations of Turkestan region and Shymkent city were organized and held to make changes to the Bachelor's degree programme taking into account the demands of employers and the labour market. According to the results of round tables with employers the necessity of strengthening the paediatric component was revealed, for this purpose the correction of educational trajectories within the framework of elective disciplines of the speciality was carried out. SKMA regularly conducts systematic monitoring, efficiency assessment, revision of policy in the field of quality assurance of educational programmes.

When developing the EP, the proposals of employers are taken into account: the Academy annually organises "Round tables", "Job fair" with representatives of the Department and Health Care Administration of the Southern region of Kazakhstan (Turkestan, Zhambyl and Kyzylorda regions), representatives of other regions of the country (East-Kazakhstan, Akmola and others). The main issues of such meetings are the participation of employers in the formation of competences of future specialists, taking into account their interests in the development of EP, their participation in the certification and employment of graduates; problems of professional development of medical personnel of the Southern region of Kazakhstan, etc. The proposals of employers are taken into account during the development of the EP. The Academy annually organises "Round tables" and "Job fair" with representatives of the Department and Health Care Administration of the Southern region of Kazakhstan (Shymkent, Turkestan region, Zhambyl and Kyzylorda regions), representatives of other regions of the country (East Kazakhstan, Akmola region, etc.).

The main issues of such meetings are the participation of employers in the formation of competences of future specialists, taking into account their interests in the development of EP, their participation in the certification and employment of graduates; problems of professional development of medical personnel of the Southern region of Kazakhstan, etc.

The mission of the EP corresponds to the opportunities for training general practitioners at the undergraduate and internship level. For this purpose, close links are maintained with the main clinical bases of SKMA, such as Polyclinic No. 3, MC "Eskulap", RCH, RCCH, MCC, RPC-1, RPAB, etc. The Department of General Practitioner-1 is located on the basis of Polyclinic No. 3 and GP-2 on the basis of MC "Eskulap", using all the material resources of the polyclinic of this health care organisation, including the resources of the clinical simulation centre. Within the framework of the educational programme the departments have developed educational and methodical complexes of disciplines (EMCD) in accordance with the requirements of normative acts of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Healthcare of the

Republic of Kazakhstan. For all areas of specialty, according to the standard curricula, working programmes are made, which are discussed at the meetings of the departments, EPC, MC, approved by the vice-rector for educational and methodical work. The content and design of working curricula meet the requirements of the State Obligatory Educational Standards of the Republic of Kazakhstan. An integrated training programme has been introduced, the purpose of which is to ensure the achievement of learning outcomes (knowledge and skills) based on the joint study of clinical and fundamental disciplines.

The mission of the educational programme is developed in accordance with the satisfaction of students' need to achieve learning outcomes, to provide the health care system and society with highly qualified doctors. The mission of the EP is implemented in accordance with the new data of medical research in medicine. In addition to engaging students in the theoretical study of current advances in evidence-based medicine, students are actively involved in describing clinical cases initiated by physicians at clinical sites or by departmental staff. Students participate in departmental research projects and scientific competitions.

SKMA identifies the following mechanisms for stakeholder engagement in the formulation of the mission and learning outcomes of the EP:

discussing the mission, goals of the EP with employers through meetings, round tables, job fairs, surveys (questionnaires);

discussing the mission and learning outcomes with students at student self-governance

contacts of the management of SKMA, relevant structural subdivisions, graduate departments with employers have a solid organisational basis. The main employers are the leading medical organisations of the Southern region;

professional practice of students, discussion of practice results with supervisors from practice centers, joint evaluation of practice;

to develop the EP, the Academy invites employers to the collegial management bodies, Academic Council, Methodical Council, Faculty Council;

employers participate in the work of commissions of final state certification of graduates; accreditation, attestation of HEI;

the need of the RK regions for relevant personnel is systematically studied.

Analytical part

The mission of the SKMA is to be a recognised leader in competitive workforce training.

The mission of the General Medicine Educational Programme (hereinafter referred to as EP) is developed in accordance with the mission of the SKMA. The mission of the EP is aimed at preparing competitively capable personnel who provide medical care at the PHC level and are ready for continuous professional development.

The implementation of the EP is aimed at training qualified specialists for science and practice, which is in line with the mission and vision and supports the appropriate quality of education.

SKMA identifies the following mechanisms for stakeholder engagement in

the formulation of the mission and learning outcomes of the EP:

discussing the mission, goals of the EP with employers through meetings, round tables, job fairs, surveys (questionnaires);

discussing the mission and learning outcomes with students at student self-governance– meetings, inviting students to departmental meetings, as part of MC meetings;

the contacts of the management of SKMA, relevant structural subdivisions, graduate– departments with employers have a solid organisational basis. The main employers are the leading medical organisations of the Southern region;

professional practice of students, discussion of practice results with supervisors from– practice centers, joint evaluation of practice;

to develop the EP, the Academy invites employers to join the collegial management– bodies, Academic Council, Methodical Council, Faculty Council; employers participate in the work of commissions of final state certification of graduates;– accreditation, attestation of HEI;

the need of the RK regions for relevant personnel is systematically studied.

In order to create close and strong relations with the EP stakeholders, a set of activities is carried out, including personal meetings of the management with students, teachers, representatives of health care institutions, employers; questionnaire survey of students, teaching staff, employers and analysis of relevant documentation.

A wide range of stakeholders includes representatives of teaching staff, students, health and education authorities, and medical organisations.

Broadening the circle of stakeholders provides an opportunity for a more reliable assessment of the Academie's activities and for improving the process of continuous improvement of mission and goal formulation.

The formulation of the mission statement and learning outcomes of the educational programme were discussed with representatives of practical healthcare, with resident trainees, interns, and first-year students of the General Medicine EP.

Meetings with employers, round tables and job fairs are organised to ensure that stakeholders are widely informed about the results of training.

One of the main mechanisms for improving the EP is feedback from consumers (employers, teaching staff, students and parents). As part of the implementation of this principle, a set of activities is carried out in SKMA, including personal meetings of the management with students, teachers, representatives of health care institutions and employers; survey of students, teaching staff, employers and analysis of relevant documentation, which allows for a more detailed consideration of the interests of stakeholders in the development and improvement of the EP aimed at the development of professional skills.

Employees of clinical bases of the departments work at the departments as part-timers. These employees, when visiting the attached regions of Turkestan region, talking to the heads and staff of medical organisations, identify the need and demand for general practitioners, which is an additional tool in the development of student-centred professional training.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

There were no recommendations for this standard.

EEC Criteria Conclusions:

-Strong - 0
-Satisfactory - 28
-Predicting improvements - 0
- Unsatisfactory – 0

6.2 Standard "Educational Programme"

Evidentiary part

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

Within the framework of the implemented EP, the departments have developed EMCD in accordance with the requirements of the normative acts of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan. The modular curriculum, working curricula (syllabuses) of disciplines, which are discussed at the meetings of the departments, EPC, MC, are approved by the vice-rector for educational and methodical work. The content and design of working curricula meet the requirements of the State Educational Standards of the Republic of Kazakhstan.

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

The integrated model of EP implementation is expressed in vertical and horizontal integration of disciplines, creation of modules, introduction of innovative teaching methods, development of integrated forms of final control (integrated reception of practical skills by OSPE method).

Examples of modular training are the module "Morphology and Physiology" (2nd year), module "Man and Disease" (3rd year) and others. The module includes integrated disciplines of anatomy, physiology, histology and, respectively, pathological physiology of organs and systems, pathological anatomy of organs and systems, pharmacology, propaedeutics of internal diseases and propaedeutics of paediatric diseases. Each module is a prerequisite for the next module.

For the wide use of interactive and active learning and teaching methods by the teaching staff, the Academy has created courses for the improvement of pedagogical skills, where teachers are trained in these methods.

Clinical training is organised at clinical departments with appropriate attention to patient safety, including observation of the actions performed by students in the conditions of clinical bases. In the beginning, practical skills are practised in the PSC, then at the patient's bedside under the supervision of teachers.

The Academy management creates favourable conditions for the functioning of joint training programmes with foreign universities. The availability of joint programmes gives the opportunity to meet the needs of students of the programme and harmonise the content of the programme with the realities of foreign education, thus creating conditions for dual education. At present, a joint educational programme on "General Medicine" is being implemented, the partner HEI is Bukhara State Medical Institute (Uzbekistan). The joint educational programme is compiled in accordance with the requirements of normative documents and is recommended for implementation in the educational process of SKMA and Bukhara State Medical Institute.

The collegial body of management of educational and methodical work is the Methodological Council headed by the Vice-Rector for Educational and Methodical Work. The structural subdivision responsible for planning of EP is the educational methodical centre (hereinafter - EMC), dean's office, OR. Planning is carried out at the level of development of academic calendars, WC, IEP on the basis of the State Educational Standards of the EP, development of the schedule of classes, examinations, development of the staff schedule of the department. The development, implementation, monitoring of the EP efficiency, staffing is assigned to the EPC and the departments implementing the EP. The chair carries out the work on the implementation of the EP together with the dean's office, OR, EMC. Resource support of the EP is provided by the centre of practical skills, computer-testing centre, library and information centre, etc.

In order to study and evaluate the educational programme, teachers, departments and other units (QMS, dean's office) conduct a survey of students, teaching staff, graduates, employers.

The departments keep logs of mutual visits. The analysis of training sessions according to the results of mutual visits and open sessions conducted by the teaching staff of the departments shows that the educational process at the Academy is carried out on the basis of innovative teaching technologies, informatisation and computerisation of the whole training process, application of new concepts in the sphere of education and science, improvement of traditional teaching methods, creation and constant replenishment of the fund of electronic teaching aids. The results of practical comprehension of innovative forms of teaching are discussed at department meetings, methodological seminars, scientific-practical conferences.

HEI teachers, employers and students - consumers of services, who are members of the AC, MC, EPC and other collegial bodies, actively participate in the development of the EP, objectives, learning outcomes and assessment of the achievement of final results. The EPC includes leading specialists of practical healthcare: chief physicians of city polyclinics №5 Seydalina J.M. and №2 Rakhmataliev A.M. Experienced representatives of practical healthcare are

included in the FAC. On residency mentors are qualified specialists of practical health care, working at clinical bases.

Educational and industrial and production practices on EP are carried out at the end of theoretical study of relevant disciplines, which allows to consolidate and improve the practical skills mastered by students earlier.

Methodological recommendations of industrial practice are developed and approved by the department, which is assigned to the base of practice.

Bases of industrial practice are institutions (bases of practice) corresponding to the profile of the speciality being trained.

Improvement of the EP, taking into account the peculiarities of the conditions in which graduates will have to work, with due consideration of local, national, regional and global conditions is carried out on a regular basis. When compiling methodological recommendations, diaries of educational and industrial practices, the peculiarities of the conditions in which graduates will have to work after graduation are taken into account.

Annually, round tables with participation of employers are held in SKMA (information is provided on the official website), where the mission, objectives of the EP, learning outcomes, elective disciplines of the EP are discussed and a questionnaire survey is conducted.

Analytical part

In order to achieve the mission, learning objectives and final learning outcomes, the EP model is developed. The educational process is implemented through curricula and programmes based on the principles of integrity, objectivity and flexibility to achieve the final result in the conditions of continuous changes in the external information environment, revision of the goals of higher education and increasing requirements to the level and quality of specialists' training.

Within the framework of the implemented EP, the departments have developed EMCD in accordance with the requirements of the normative acts of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan. The modular curriculum, working curricula (syllabuses) of disciplines, which are discussed at the meetings of the departments, EPC, MC, are approved by the vice-rector for educational and methodical work. The content and design of working curricula meet the requirements of the State Educational Standards of the Republic of Kazakhstan.

The competence on the EP is formed as a result of consecutive study of disciplines. The modularity of the EP is reflected in the working curriculum of the EP by courses of study and modular curriculum, thus the working curriculum is developed according to the principles of modular learning, continuity of learning and logical sequence in the study of disciplines, accumulation of learning achievements.

In order to realise the interdisciplinary integration, an appropriate schedule of practical classes and lectures has been drawn up. The interdisciplinary connection is traced in the working curricula of disciplines, made taking into account the mastering of prerequisites and post-requisites, as well as taking into

account the specifics of the EP. Integration of basic disciplines with clinical and profile disciplines is reflected in the protocols of agreement of working curricula (syllabuses).

The integrated model of EP implementation is expressed in vertical and horizontal integration of disciplines, creation of modules, introduction of innovative teaching methods, development of integrated forms of final control (integrated reception of practical skills by OSPE method).

For the wide use of interactive and active teaching and learning methods by the teaching staff, the Academy has created courses to improve pedagogical skills, where teachers are trained in these methods.

Thus, teaching and learning methods correspond to the content and final results of learning, promote active learning of students, develop the ability to take responsibility for their learning process and determine their needs, promote lifelong learning of students.

Formation and development of the skill of self-development and self-improvement throughout life includes independent work on the mastering by students of the EP, professional and personal development of the student, which are supported by the appropriate resource base.

Formation of a creative personality of a specialist capable of self-development, self-education, innovative activity contributes to the development of his cognitive abilities in order to further develop the need for continuous self-education; transfer of all students to individual work with the transition from formal performance of certain tasks with a passive role of the student to cognitive activity with the formation of his own opinion in solving the problematic issues and tasks; creation of psychological and didactic conditions for the development of the student's professional and personal development.

The Academy is currently introducing project-oriented learning through research, which allows students to combine the learning process and research activities within the framework of the EP through learner’s scientific research work.

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

The presence of integration and modular learning contributes to the motivation for learning and progress of the learner. The requirements of credit learning technology, modular approach to learning and adherence to the principles of academic integrity allow to form in the learners the responsibility for the learning process, further independent learning and lifelong learning.

The EP is compiled in accordance with the principles of equality in relation to learners regardless of gender, nationality, religion, socio-economic status and taking into account physical abilities. The programme does not discriminate on the basis of age, religion, gender, national origin, etc.

An important feature of the EP is its orientation to the current socio-cultural

needs of Kazakh society. Thus, when studying the basics of communication skills, special attention is paid to the problems of inter-ethnic and intercultural communication, mastering of which is an important prerequisite for effective activity of a doctor in the conditions of multicultural Kazakhstan

The Academy uses the Stepik educational platform, which is a multifunctional and flexible platform for online learning and placement of educational materials. It allows any registered user to create interactive learning lessons and online courses using videos, texts and a variety of tasks with automatic checking and instant feedback.

From academic year 2021-22, a course on "Developing Distance Courses" was organised and delivered for professional development purposes, and 71 faculty members have now been trained. As a result, together with the Department of Medical Biophysics and Information Technology, an online course "Application of ICT in distance learning" has been developed and posted on the SKMA website.

At SKMA, methods aimed at developing creativity in students - the so-called "clinical thinking", which is related to the ability to analyse and compare the available facts about the patient's health condition and make a clinical decision taking into account all weaknesses and strengths, opportunities and threats - are widely used. Such methods include problem-based learning, project-based learning, case-based-learning, learning on standardised patients, team-based learning (TBL), review of scientific, original article presentation with presentation of own findings and conclusions, etc.

In the training programme an important role is given to the acquisition of skills of quick search and processing of specialised information: the ability to find a reliable scientific source, to distinguish reliable facts from unreliable ones, facts from opinions, expert assessments, etc.

Attention is paid to the research work of students, the RBL method is introduced at the clinical departments. The introduction of this work in the EP ensures the topical nature of training, scientific and methodological level.

For the development of professional qualities of future health care specialists, the educational programme includes basic biomedical sciences integrated with the clinic due to the integrated modular training.

In connection with the introduction of the system of compulsory social health insurance and familiarisation with the peculiarities of the insurance system and its influence on the organisation of medical care and services, the discipline "Compulsory social health insurance and medical law" was introduced.

During the clinical disciplines, about 40% of the time is devoted to clinical practice in the PSC, departments of clinical bases and polyclinics, including work with documentation, case histories, outpatient records, etc.

Trainees acquire sufficient knowledge, clinical and professional skills during practical classes, clinical practice to assume appropriate responsibility, including activities related to health promotion, disease prevention and patient care.

Clinical departments organise clinical training with appropriate attention to patient safety, including observation of the activities performed by trainees in the clinical base environment. In the beginning, practical skills are practised in the

PSC, then at the patient's bedside under the supervision of teachers.

Different components of clinical skills training are structured according to the specific stage of the programme - courses of study, disciplines, clinical and industrial practice. Depending on the courses of study and disciplines conducted - the number, list and complexity of practical skills are more complex.

In the EP the sequence of disciplines is observed, taking into account the study of prerequisites and subsequent mastering of post-requisites, which are the means of ensuring the logic and continuity of training in educational programmes.

Control over compliance with the sequence of study of disciplines and continuity, taking into account prerequisites and post-requisites, is carried out by programme editors, heads of departments, the EPC, Faculty Council, EMC and MC.

The content of elective disciplines, as well as disciplines of compulsory component included in the WC, is aimed at preparation for professional activity.

A catalogue of elective disciplines (hereinafter - CED) is developed, which is a systematised annotated list of all disciplines of the elective component, containing a brief description of them with an indication of the purpose of study, brief content (main sections) and expected results of study (knowledge, skills and competences acquired by students). The CED reflects the prerequisites and post-requisites of each academic discipline. The CED provides students with an opportunity for alternative choice of elective academic disciplines.

The CED is formed by the registrar's office according to the requests of the departments and approved at the meeting of the Methodical Council.

The Academy management creates favourable conditions for the functioning of joint programmes with foreign universities. The availability of joint programmes gives an opportunity to meet the needs of the students of the programme and harmonise the content of the programme with the realities of foreign education, thus creating conditions for dual education. At present, a joint educational programme on "General Medicine" is being implemented, the partner HEI is Bukhara State Medical Institute (Uzbekistan). The joint educational programme is compiled in accordance with the requirements of normative documents and is recommended for implementation in the educational process of SKMA and Bukhara State Medical Institute.

Improvement of the EP, taking into account the peculiarities of the conditions in which graduates will have to work, with due consideration of local, national, regional and global conditions is carried out on a regular basis. When compiling methodological recommendations, diaries of academic and industrial practices, the peculiarities of the conditions in which graduates will have to work after graduation are taken into account.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

Adjust and incorporate new advances in clinical sciences into the

educational programme for scientific, technological and clinical development.

EEC Criteria Conclusions:
- Strong - 0
- Satisfactory - 47
- Suggestive of improvement - 0
- Unsatisfactory - 0

6.3 Standard "Evaluation of the educational programme"

Evidentiary part

The Academy uses a rating system of evaluation, which is updated annually taking into account the opinion of stakeholders - teaching staff, dean's offices, EMC, students, OR. The FA includes experienced teaching staff of SKMA, representatives of practical healthcare, employers.

The EP is composed in such a way that basic biomedical disciplines are studied in a logical sequence, which gives good preparation of students to solve the main professional tasks in accordance with the main competences.

Within the framework of the EP the final results of the EP are formed, separately for each discipline and accordingly their evaluation criteria. Also, in order to further improve the quality of teaching, to improve the survival rate and to expand the applied knowledge, the use of effective teaching methods such as problem-oriented, project-oriented and research-oriented teaching, etc. is increased.

The assessment of the EP model, its structure, content and duration is aimed at adapting the elective part of the EP to the needs of all stakeholders (learners, employers, patients and society). The systematic evaluation of the EP is carried out according to the requirements of the current normative documents and many criteria are taken into account: EP model, structure, content of the EP, electives. Systematic collection of information about the satisfaction of the consumer of educational services regarding the EP and its main components is carried out through a survey of students. The survey is conducted anonymously and systematically, twice during the academic year. The interviewees have the opportunity to express their opinion in a free form, to express complaints and suggestions.

Information on assessment methods is provided in the syllabuses. General rules for organising and conducting various types of control are presented in the Regulations and Rules. The listed documents are placed in the virtual database of SKMA (section of the website "Rules and Regulations") and are open for access to all interested parties (students, teaching staff, heads of the university, external experts, parents).

In order to control and evaluate the quality of teaching, mutual visits to classes, open classes of teachers are held, the results of which are discussed at the meetings of the departments and EPC. The quality of classes and used teaching materials, the timeliness of assignments for LIW, the organisation of control and

evaluation of students' progress is analysed at meetings of departments and Faculty Council. If necessary, corrective actions are taken.

The annual stable enrolment of applicants to EP speaks about the provision of quality educational services by the university and about the quality system of educational services.

The internal quality assessment and expertise of educational programmes is carried out in accordance with the internal normative documents developed in the Academy.

In the Academy departments monthly submit information about the progress of students to the dean's office (information on the progress and attendance of classes by students). When identifying students who do not attend classes or poorly succeeding, deputy deans or dean conduct conversations with the student and / or his parents. (Journal of registration of conversations with parents).

Assessment of educational results and competences according to the assessment mechanisms of the EP are aimed at the progress of the student, as they are oriented to the achievement of the final learning outcomes.

Achievements of students of all courses are registered, transfer to the next courses is carried out after calculation of the weighted average grade (GPA), which increases with each course. Achievement of the EP goals is determined by the level of competence of students/graduates and is assessed by the results of final evaluations, multilateral feedback. The analysis of the current performance of students is carried out regularly in the form of monthly attestation of disciplines, the information of which is received monthly in the dean's offices. The results of interim attestation of students during the winter and summer examination sessions are discussed at the meetings of departments, EPC, AC.

Assessment of educational results and competences in each discipline (module) is carried out through the use of various assessment technologies, the choice of which is determined by what the student should know, understand and/or be able to do at a particular stage of study of the discipline (module) and after its completion

Transparency of results is achieved in the daily assessment of progress of students. Issued by the teacher assessments of the current control of learning achievements, the results of end-of-term control, admission rating, final control and academic rating of the student in the discipline are brought to the attention of the student and put in the electronic journal AIS "Platonus".

For the purpose of objective assessment of students' competences (knowledge, skills, practical skills) by examiners, as well as to ensure transparency and openness during the final attestation of students, independent examination is implemented: participation of examiners from other universities, participation of employers in the examination, video recordings of oral examinations, coding in the written examination held in CTPC.

Students who have fully completed the educational process in accordance with the requirements of the working and individual curriculum and work study programmes are admitted to the final certification.

The main criterion for the completion of the educational process is the

student's mastering of the necessary volume of theoretical training and professional practices in accordance with the requirements of the State Educational Standards.

Admission to SKMA is conducted on a competitive basis and is aimed at selecting candidates on the basis of pre-university knowledge and skills in accordance with the provisions of regulations and academic policy.

At the end of each academic year, the EP is subject to discussion and updating as necessary, taking into account: the academic performance of students and graduates; feedback from students; labour market requirements; and the latest scientific achievements in the field of health and education.

The attention to the issues of education quality today is focused primarily on students. Fruitful interaction between teacher and student is a prerequisite for the effectiveness of professional training of future specialists. The feedback of students, graduates and teaching staff received in the course of the questionnaire is discussed in the framework of departmental meetings, Faculty Council, Rectorate and AC in order to find the most optimal solutions to provide individual and comprehensive support to students.

EP management encourages learners to take an active role in the learning process. The faculty members of the department encourage learner autonomy while providing clear guidance and support from their side. The implementation of these mechanisms is demonstrated in the organisation of LIWT and LIW, which is carried out in the form of consultations with teachers, discussion of the most problematic issues of the programme, performance under the guidance of the teacher of assignments, solving situational tasks, etc.

Additional classes and consultations are regularly held at the departments during the academic year, and schedules for each semester are drawn up. Additional classes are held with students with poor academic performance; with students who missed classes due to illness. Individual consultations are held with students who have difficulties in mastering certain issues of disciplines and EP, as well as on the performance of homework, test papers, reports on educational and industrial practice, and in other situations at the request of students. Group consultations are organised before conducting tests and examinations.

The high level of the Academy's performance is ensured by the quality of selection of teaching staff and administrative staff. In the assessment of the EP the management of SKMA, heads of divisions, departments, faculty members, students, employers, parents take part. The evaluation of the teaching staff is carried out using the following methods: competitive selection of teaching staff at recruitment, interview, observation.

The teaching staff systematically contributes to the improvement of the EP by annually participating in the evaluation process of the EP in relation to its components and learning context, by participating with the right to vote in collegial councils. Student self-governance is realised in SKMA, student representatives are members of collegial governing bodies, such as the Faculty Council, MC, etc. The student representatives are also members of the collegial councils. From the representatives of practical health care in the collegial governing bodies include experienced health care workers.

Analytical part

Internal quality assessment and expertise of the EP is carried out by monitoring the activities of faculties, departments through the organisation and conduct of internal audits, through questionnaires of students. The results of the analysis of the questionnaire and survey of students, who participate in the whole process of monitoring, evaluation and revision of EP, are brought to the attention and discussed at the meetings of the FC, EPC, MC, AC. The internal quality assessment and expertise of the EP is carried out in accordance with the internal normative documents developed in the Academy.

Considerable attention in the university is paid to the issues of educational process planning, which include planning and implementation of teaching load of faculty members of departments, formation of the staff schedule, distribution of teaching load among teachers, scheduling. The university provides lecturing by lecturers with academic degrees of Doctor of Sciences and (or) Candidate of Sciences, Doctor of Philosophy (PhD) and (or) doctoral degree in the profile, academic titles (associate professor (associate professor), professor), as well as with academic degrees of Master of relevant sciences and (or) senior lecturers.

The analysis of resource endowment, as well as the comparison of resources and the achievement of students and graduates is carried out when comparing the indicators of the strategic development plan of the Academy.

If necessary (taking into account new requirements to the training of specialists, introduction of innovative teaching methods, achievements of science), additions and changes can be made to the EP.

The annual stable enrolment of applicants to the programme of study speaks about the provision of quality educational services by the HEI and about the quality system of educational services.

The analysis of the achieved learning results is carried out regularly according to the results of interim and final attestation at the meetings of departments, EPC, Quality Assurance Committee, Faculty Council, Academic Council. Comparative analyses of the achieved results of training in dynamics are carried out, decisions on the development, improvement and correction of the educational programme are made.

In addition to the main role of training future specialists for health care, SKMA assesses the impact of the educational process on society. The social responsibility of the Academy represents a commitment to adapt the teaching, research and services it provides to the main health problems of the community, region and country. The Academy ensures compliance with the requirements regarding social responsibility through direct participation of other stakeholders, coordination of the EP with authorised educational and health care bodies, assessment of employers' satisfaction with the EP (its components, graduates' practice, competences and overall learning outcomes, etc.).

The HEI systematically analyses feedback from teaching staff and students on the level of satisfaction of their needs. Students of all levels of training have the right to complain/object to the policy of the educational process in structural units

and to appeal against orders and instructions of the HEI management in the order established by the legislation of the Republic of Kazakhstan.

Mechanisms for the assessment of the EP are aimed at the progress of the learner, as they are oriented to the achievement of the final learning outcomes and are made taking into account the results of feedback. To increase the motivation of students to quality learning in the university the system of calculation of students' rating is developed and implemented, in which all learning achievements of students are taken into account: performance in current classes, assessment for practical skills, assessment for writing case histories or protocols in theoretical departments, assessment for LIW, assessments of boundary controls.

There is a tendency of growth of qualitative indicators of students' progress, except for 2021-2022 academic year (reason - Covid-19 pandemic).

Assessment of educational results and competences in each discipline (module) is carried out through the use of various assessment technologies, the choice of which is determined by what the student should know, understand and/or be able to do at a particular stage of study of the discipline (module) and after its completion

In SKMA sufficiency and modernity, available in the EP necessary material and technical resources are reflected in the work plan of the PSC, laboratories and departments in accordance with the State Educational Standards of the EP, curriculum disciplines, plans of educational and methodical work and research to ensure quality educational process. Provision of chairs and structural subdivisions with available resources, including computer technologies, is carried out in a centralised order, relatively evenly, depending on the needs and incoming requests. All structural subdivisions (chairs, departments, centers) in accordance with the deadlines established in the Regulations submit to the owners of the processes an application for the purchase of goods, works and services to be included in the development plan for the coming financial year, on the basis of which the annual plan is formed. The sufficiency and adequacy of the material and technical base is analysed annually in the reports of the departments and structural units.

The university management controls the provision of the educational process with material, technical and information resources (allocation of resources, office equipment, premises, creation of comfortable conditions, etc.) and makes a decision on the priorities, expediency and amount of necessary resources for the implementation of the EP.

The SKMA has a sufficient number of modern tools, equipment, classrooms, laboratories for students of this EP, available and in good condition, updated annually.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

There were no recommendations for this standard.

EEC Criteria Conclusions:
- Strong - 0
- Satisfactory - 23
- Suggestive of improvement - 0
- Unsatisfactory - 0

6.4 Standard “Students”

Evidentiary part

In "SKMA" JSC by the decision of the head of the university or the person acting as his/her duties, an admission committee is established. The admission committee consists of the rector, vice-rectors, heads of structural divisions and representatives of the university's faculty. The quantitative composition of the Admissions Committee consists of an odd number of members. The Head of the HEI is the Chairman of the Admission Committee. By the order of the head of the university or the person acting as his/her duties, the responsible secretary of the Admissions Committee is appointed.

The Admission Commission is engaged in career guidance work, which during the academic year carries out the following activities: organisation of career guidance work, organisation of advertising campaigns to highlight the conditions of admission to "SKMA" JSC through the media and the Academy's website, issue of booklets, holding of the Open Doors Day, participation in fairs and exhibitions held by relevant institutions throughout the city, etc.

In the academic year 2022-2023, 4 students were enrolled in the EP "General Medicine" under the quota "disabled from childhood".

For the period of the special examination in the form of psychometric testing, in order to comply with the requirements for the special examination, to resolve disputes, to protect the rights of persons taking the examination, an appeal committee consisting of an odd number of members, including its chairman, is established at SKMA by the order of the head of the university or a person acting in his/her capacity.

Advisory work at the departments consists of counselling during training and before the examination session. Before the beginning of each examination session the chair develops and approves the schedule of counselling on disciplines. Experienced teachers, associate professors, professors, lecturers in the relevant disciplines are involved in the counselling. Information about lecturers is placed on the portal "Platonus".

To meet the social, financial and personal needs of the students, the Academy has student services: Student Service Centre; Social Affairs and Youth Policy Department; Library and Information Centre; student dormitories with reading rooms, Wi-Fi wireless Internet; medical stations; canteens; buffets, etc. The Academy has a number of services for students.

In the current academic year 20 passes to the swimming pool and 10 certificates to the fitness club of the water-sports complex "Kazhymukan", 21 passes to the canteen for free meals, 44 students - material (financial) assistance,

50 tickets to the drama theatre and opera and ballet theatre were issued.

To provide accommodation for non-resident students there are 2 student hostels for 890 beds with the area of 8195.6 m2. In the hostels there are reading rooms with computers, connected to the INTERNET and, there are catering facilities, household rooms for cooking hot food, sanitary and hygienic standards of accommodation.

In order to provide students and teachers with hot food, there are canteens and buffets with the area of 931.0 m2 for 400 seats in the educational buildings and dormitories.

In order to provide first aid to the students and staff of the Academy, there are 2 medical centers with the area of 54.5 m2 in the academic buildings. Provided types of medical and medical activity - primary medical and sanitary aid: pre-hospital, consultative and diagnostic medical aid.

SKMA students are members of the student scientific circle, actively participate in scientific conferences, subject Olympiads, other events, where they take prizes and receive awards.

Karimkyzy Altynai, a 4th year student of General Medicine, is the chairman of the Shymkent city branch of "Alliance of Students of Kazakhstan".

A 5th year student of General Medicine Kumarov Miras Kaltayuly was appointed coordinator of KazMed volunteer project "Birgemiz.Saulyq".

From 28 to 29 April 2nd year student of the EP "General Medicine" Meirbekov Nurbolat, was invited to the XXXI session of the Assembly of the Peoples of Kazakhstan and received a badge "Assembly" from the hands of the President of the Republic of Kazakhstan.

Student of the 3rd year of the EP "General Medicine" Nyshan Magzhan received a letter of thanks from the "Kogamdyk kelisim" of the Ministry of Information and Public Development of the Republic of Kazakhstan.

Students of EP "General Medicine" are members of the Faculty Council, Methodical Council, Rectorate and Academic Council.

The student forms with the help of an adviser and the staff of the registrar's office his individual trajectory of study for each academic year on the basis of the SOES and the catalogue of elective disciplines.

Students' evaluation of the study programme is carried out in sociological surveys and is taken into account for its improvement. Every year round tables with employers are held with the participation of students and staff of AMP (EMC, dean's offices, departments), evaluation and revision of educational programmes on non-linear trajectories is carried out.

Analytical part

Student support services have been created in the "SKMA" JSC. The Student Service Centre, Admission Committee, Department of Social Affairs and Youth Policy, Student Self-Governance, Educational and Methodical Centre, Dean's Office of the Medical Faculty, Registrar's Office, Department of Internship and Graduate Employment, Department of Strategic Planning and International Cooperation, Department of Legal Support, Library and Information Centre are functioning. All these support services are structural subdivisions of the university

and have their own normative-regulatory documentation when working with students.

Information about the support services is communicated to students through the Department of Social Affairs and Youth Policy, dean's offices of faculties, information stands and the official website of the university. The newspaper "Densaulyk" is published monthly, which covers the work of student organisations.

Confidentiality regarding counselling and support of students is ensured.

The administration of the university assists in improving the social and living conditions of students in the dormitory, improving scientific activities and cultural leisure, conducting ideological, ideological and educational work with students, moral education, preparing students to fulfill social roles - citizen, patriot, professional and family man. Every year financial estimates of expenses are approved according to the comprehensive plan of educational work of the Department of Social Affairs and Youth Policy.

The Department of Internship and Graduate Employment was established at SKMA JSC to ensure the organisation and control of the educational process in internship, employment and social and legal protection of graduates. The task of assisting the employment of graduates is to create a database of vacancies and offers, distribution and employment of graduates.

Students of EP "General Medicine" are members of the Faculty Council, Methodical Council, Rectorate and Academic Council.

The student forms, with the help of the adviser and the staff of the registrar's office, his/her individual trajectory of study for each academic year on the basis of the SOES and the catalogue of elective disciplines.

Students' evaluation of the study programme is carried out in sociological surveys and is taken into account for its improvement. Round tables with employers are held annually with the participation of students and AMP staff (EMC, dean's offices, departments), evaluation and revision of educational programmes on non-linear trajectories is carried out.

Strengths/Best Practices

No strengths were identified for this standard.

EEC recommendations

There were no recommendations for this standard.

EEC Criteria Conclusions:

- Strong - 0
- Satisfactory - 15
- Suggestive of improvement - 0
- Unsatisfactory - 0

6.5 Standard “Student’s Assessment”

Evidentiary part

Assessment of students' academic achievements at SKMA is carried out using criteria, regulations and procedures developed in accordance with the set goals and objectives for the implementation of the educational programme (EP) and qualifications awarded in the framework of the current rating system and control of the educational process in accordance with normative documents.

The departments develop assessment methods and tools for all types of control, with the help of which it is possible to assess the achievement of planned learning outcomes (LOs) by discipline level in the most effective way.

The "Policy of Assessment of Learning Outcomes" http://surl.li/evhru has been approved, which regulates the procedure of planning, organisation and control of the process of assessment of students' achievements in the context of student-centered learning, which provides: comprehensive, accurate, consistent, transparent and objective assessment of learning achievements; compliance with the requirements of professional standards for measuring professional competencies; high degree of student involvement at all stages of the academic process.

The following types of control are used within the assessment system: current control (CC) (types and criteria of CC evaluation are developed by the department taking into account the specifics of the discipline and are prescribed in the syllabus; evaluation of CC of learning achievements (admission rating) is 60% of the final assessment of knowledge in the discipline); midterm control (MC) (conducted at least 2 times during one academic period in the form of colloquiums, control works, testing, in oral or written form, based on the specifics and LO of the discipline; the terms of MC are reflected in the syllabus; MC is part of the CC; at the last session of the cycle/discipline is calculated assessment of current performance, which is an assessment of the rating of admission of the student in the discipline); final control (FC) (held after the completion of the study discipline in the period of interim certification according to the schedule; FC is conducted in the form of computer testing, oral or written exam; the proportion of the assessment for the exam is 40% of the total score for mastering the discipline).

For all basic and clinical disciplines examinations are conducted in two stages. The first stage - assessment of practical/clinical skills (reception of practical/clinical skills, application of OSPE/OSCE technologies with the involvement of independent examiners). The results of skills reception and OSPE/OSCE are evaluated according to the point system. The maximum score is 20 points. Threshold (pass) result - 10 points (50%). If the student at any stage of the OSPE / OSCE gets "0 points", the final score is set "not certified". The student who did not get the threshold score is not allowed to the next stage of the final control. Organisation and carrying out of intermediate attestation of students is assigned to the office of the registrar (OR) and is carried out according to the working curriculum in accordance with the RD, approved by the Academic Council of the university: "Regulations on the organisation and carrying out of attestation of practical/clinical skills and abilities of OSPE/OSCE technologies in the final control of educational achievements of students of the SKMA" http://surl.li/evigl; "Regulations on the organisation and carrying out of attestation of

practical/clinical skills and abilities of OSPE/OSCE technologies in the final control of educational achievements of students of the SKMA" http://surl. li/evigl; "Rules for the organisation and conduct of interim certification of students in the form of computer testing in SKMA" http://surl.li/evihg; "Regulations on the order of organisation and conduct of examinations in written and oral form in SKMA" http://surl.li/evihp; "Regulations on the process of development of test tasks for interim and final control of knowledge of students in SKMA" http://surl.li/eyozn.

The form of the final control is discussed at the Faculty Council and approved by the Academic Council on the Dean's proposal no later than one month of the beginning of the academic year.

The syllabuses of academic disciplines reflect the discipline assessment policy, which includes criteria and methods of assessment of LO, as well as the AIS "Platonus" defines the conditions for calculating the rating and the formation of indicators of learning achievements. The assessment policy contains various types of assignments with a description of assessment criteria and conditions for calculating the total aggregate indicator of performance in the discipline (Appendix 5.1.2 of the self-assessment report).

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

SKMA defines the final results for each discipline, module and the EP as a whole, which are formed throughout the entire period of study. The whole educational programme of the university is aimed at achieving these LOs and mastering competences by students.

To assess the learning achievements of students in SKMA different methods are used depending on their assessment of usefulness. Questions on the introduction of a new assessment method or changes in the current method are discussed at the meetings of departments, EPC, Faculty Council and approved by the Academic Council. Assessment methods are formed according to the conceptual principles of orientation to the assessment of the achievement of the final results of disciplines and modules by competences, as well as orientation to the "Dublin descriptors" (knowledge-understanding-use-analysis-synthesis-evaluation).

An obligatory stage in the assessment system is the planning of feedback. The following methods are used for the final evaluation of the LO on the discipline in the university: testing, oral and written examinations, assessment of practical/clinical skills, OSPE/OSCE technology, mini-clinical examination.

To ensure the assessment of reliability and validity of the applied methods of evaluation of students in the SKMA operates a system of verification, which includes:

- Quality control of test tasks in terms of content and design structure. Test tasks are developed by certified testologists of the departments according to the "Regulations on the process of developing test tasks for the midterm and final control of knowledge of students at SKMA".

- Quality control of examination questions of written/ oral examinations developed on the basis of technical specification. When composing an examination question it is necessary to ensure its reliability (the learner's answer to the question really allows to evaluate the degree of formation of the LO) and validity (the learner's answer to the question really allows to evaluate exactly the LO that they want to evaluate), so the control questions are subject to mandatory examination by the IQC commission.

The assessment methods used in the training are consistent with the methods of teaching and LOs of disciplines and modules. The most widely used are review lectures, problem lectures, small group learning, team-oriented learning, oral questioning, preparation of presentations, writing of essays, reports, etc. The resources of the Practical Skills Centre (PSC) (simulators), Scientific Research Laboratory of Genomic Research (SRLGR) (microscopy, preparation of tissue and organ microparameters, use of physiological laboratory equipment: spirometry, cardiography, etc.) are used to conduct classes. In SRLGR students have the opportunity to study issues in the field of medical genetics in the course of the discipline of molecular biology and medical genetics. Information technology is studied in the computer labs, and medical chemistry is studied in the chemistry labs. Introduction to the profession and patient-centered learning is conducted at the clinical bases of the departments.

PBL, TBL, CBL technologies, standardised patient technologies, clinical training in simulation classes, in clinical departments on the bases of clinical departments are used in senior courses. To create a clear picture of the relationship between assessment and learning, a matrix of correlation of LOs with the formed competences on the EP is made. The syllabuses reflect the LOs, the achievement of which is necessary at the end of the discipline and module.

Analytical part

Assessment of students' learning achievements in SKMA is carried out using criteria, regulations and procedures developed in accordance with the set goals and objectives for the implementation of the educational programme (EP) and qualifications awarded within the framework of the current rating system and control of the educational process in accordance with regulatory documents.

The departments develop assessment methods and tools for all types of control, with the help of which it is possible to assess the achievement of planned learning outcomes (LOs) by discipline level in the most effective way.

The "Policy of Assessment of Learning Outcomes" was approved, which regulates the procedure of planning, organisation and control of the process of assessment of students' achievements in the context of student-centered learning, which provides: comprehensive, accurate, consistent, transparent and objective assessment of learning achievements; compliance with the requirements of

professional standards for the measurement of professional competencies; high degree of involvement of the student at all stages of the academic process.

The applied Policy and system of assessment of learning outcomes at SKMA has the context of student-centered learning and ensures comprehensive, accurate, consistent, transparent and objective assessment of learning achievements; ensures a high degree of learner engagement at all stages of the academic process and promotes learning. Graduates of the university have the opportunity to continue their studies in the following levels of education. During the last 5 years 191 graduates of internship EP "General Medicine" entered the residency.

Assessment methods used in training are consistent with the methods of teaching and LO of disciplines and modules.

Regular questionnaires; traditional meetings of the Rector with student activists, where administrative and management staff, deans of faculties, heads of departments/centers and representatives of departments are present; functioning Rector's blog on the Academy's website; Rector's personal reception; helpline for students and representatives of stakeholders; Helpline boxes are mechanisms for studying the needs and expectations of the student body and dialogue with senior management. Feedback is achieved through social media, in particular the large o Feedback from faculty on the work and academic achievements of learners is also provided by writing feedback in portfolios, reviews of thesis projects, comments in checklists.

Strengths/Best Practices

No strengths were identified for this standard.

EEC recommendations

There were no recommendations for this standard.

EEC Criteria Conclusions:

- Strong - 0
- Satisfactory - 12
- Suggestive of improvement - 0
- Unsatisfactory - 0

6.6 Standard “Academic /Teaching Staff”

Evidentiary part

During the reporting period, the quantitative and qualitative indicators of the teaching staff of the educational programme in the specialty "General Medicine" are presented as follows: the total number of full-time teachers increased from 267 (in 2020-21 academic year) to 284 (in 2022-23 academic year), the number of PhDs increased from 11 to 14 (4.9%), candidates of science - from 88 to 91 (32.0%), specialists with the highest qualification category of doctor - from 54 to 68 (32.0%). At present time there are 9 PhDs (3.1%), 10 professors (3.5%), 20

associate professors (7.0%), 2 associate professors (0.07%), 97 master's degree holders, the staffing level is 40.1%.

In addition, specialists with medical and pedagogical education from other universities and medical organisations, as well as representatives of pharmaceutical companies with 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 the HEI, namely: during the reporting period, the total number of involved part-time teachers increased from 176 people (in 2020-21 academic year) to 190 people (in 2022-23 academic year); specialists with higher qualification category (in 2022-23 academic year); specialists with higher qualification category (in 2020-21 academic year).

During the selection process, special attention is paid to the scientific, pedagogical and clinical merits of applicants, namely, the presence of an academic degree, academic title, special qualification category.

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

The teaching staff, providing the implementation of the educational programme "General Medicine" is represented by specialists in the field of health care, who have basic medical and postgraduate education "doctor", "bachelor of general medicine" (87.7%), "paediatrician" (12.3%), as well as the highest, I and III qualification categories of doctor.

As a multinational and multi-confessional country, the Republic of Kazakhstan adheres to the concept of tolerance in interethnic, interreligious and interpersonal relations.

When selecting employees for employment, the main criterion is the basic education and professional qualities of the applicant, taking into account the educational programmes implemented at the university, and the applicant's level of English language proficiency is also taken into account.

SKMA JSC has developed a Regulation on labour remuneration, bonuses, material assistance and payment of health improvement allowances to employees. According to the Regulations, the wages of SKMA JSC are paid within the limits of the labour remuneration fund provided for in the income and expenditure estimates of SKMA JSC for the relevant financial year.

In the 2022-2023 academic year, the departments of SKMA JSC developed modules within the framework of departmental projects for students of 1-7 courses. According to the report on the information on the implementation of research teaching methods in the educational process for the academic year 2022-23, within the framework of the project "Study of bacterial resistance to antibiotics through the analysis of the results of recent studies from the Scopus database" of the Department of Microbiology and Immunology and the project "Molecular and biochemical mechanisms of wound healing" of the Department of Biology and Biochemistry a module "Fundamentals of clinical research" was developed for 2nd year students.

At the Department of Obstetrics and Gynaecology, the module "Obstetrics and Gynaecology" was developed for 4th year students as part of the project "Case analysis of rare extragenital diseases in pregnant women".

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

Teachers of the profile departments of the educational programme "General Medicine" took advanced training courses on the topics: "Topical issues of therapy", "Gastroenterology", "Emergency care in critical conditions", "Topical issues of therapy", "Innovative technologies in the therapy of internal diseases", "Modern methods of diagnostics of treatment of diseases of internal organs", "Therapy. Actual problems in therapy", "Radiation diagnostics. Innovative technologies in radiation diagnostics", "USD in obstetrics and gynaecology", "Topical issues of obstetrics and gynaecology", "Emergency conditions in obstetric practice", "Clinical colposcopy", "Neuropathology. Basic cycle on EEG", "Clinical electroneuromyography", "Functional diagnostics of acute urgent neurological conditions and brain death", "Topical issues of neuropathology", "Selected issues of pathological anatomy", "Histology", "Topical problems of surgery", "General surgery", "Innovative technologies in diagnostics and treatment of surgical diseases", "Topical issues of emergency surgery", "Topical issues of paediatrics", "Acute issues of neonatology", "Topical issues of infectious diseases", "Integrated introduction of childhood diseases", "Children's infectious diseases".

Management staff and faculty of the Academy were trained on the theme: "School of Rectors 20: Management of transformation of academies" at the Moscow School of Management "Skolkovo" in the period from November 2021 to May 2022 (vice-rector for EMW, Dr. M. Sc. Anartaeva M.U., Vice-rector for FCD Seitzhanova J.S., head of EMC, candidate of physical and mathematical sciences Ivanova M.B., senior teacher, master of pharmacy Seydalieva S.K. and teacher, master of medicine Auanasova A.T.).

Teachers of the relevant departments carry out professional development (training) in the leading universities of the Republic (KazNMU named after S.J. Asfendiyarov, KazNU named after Al-Farabi) and CIS countries (Bashkir State Medical University, Samarkand State Medical University, Tajik State Medical University named after Abuali Ibni Sino), taking part in conferences, seminars on both pedagogical and professional competences.

The evaluation of teaching staff by competences is carried out by RPA "National Centre for Independent Examination", covering knowledge in the field of pedagogy in medical university and professional competences.

The number of teachers of the educational programme "General Medicine" who took part in professional development training during the reporting period: on the pedagogical profile 58 persons (in 2020-21 academic year), 21 persons (in 2022-23 academic year); on the profile of the specialty in 2020-21 academic year were trained 33 persons, in 2022-23 academic year at the moment - 19 persons.

Shymkent branch of the Academy of Public Administration under the

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

For the purpose of training in the field of development and examination of test tasks to assess the knowledge of students and graduates of organisations of higher medical education, in January 2023 on the basis of "SKMA" JSC 62 people were trained on the topic: "Methodology of development of multiple choice test questions (advanced course)", organised by the National Centre for Independent Examination (trainer - Head of Testing Department of the National Centre for Independent Examination K.K. Dosmambetova).

The ratio "teacher-student" is taken into account depending on the components of the EP in accordance with the requirements of the HEI.

To promote staff and teachers, the Academy follows the policy of formation and training of personnel reserve. Professional, personal and business qualities of an employee are taken into account when selecting applicants for managerial positions.

Personnel reserve plans are drawn up by management levels, namely: for the position of Rector is appointed by the Decision of the Board of Directors of "SKMA" JSC; for the positions of Vice-Rectors - from among the deans, heads of departments; for the positions of deans - from among the heads of departments.

The personnel reserve for the positions of Heads of Departments is formed from the number of teachers who read lecture courses at the Departments, who have a degree and academic background, who are mentors, as well as according to the results of the forecast of expected personnel changes in the Academy (by faculties, departments, structural subdivisions); and collection of information about professional, personal and business qualities of candidates.

Analytical part

The indicators on the qualitative and quantitative composition of the teaching staff confirm the availability of the personnel potential necessary for the implementation of educational programmes and meeting the qualification requirements for the licensing of educational activity. All teachers have the appropriate basic education. The workload of a teacher includes teaching, teaching and methodological, scientific work, educational, organisational and methodological, improvement of professional competence, activities in the professional environment, which is confirmed by relevant documents.

For teachers of clinical departments a mandatory condition is the availability of certificates and qualifying medical categories and a number of other provisions in pursuance of the Labour Code of the Republic of Kazakhstan, job descriptions of teaching staff. Specialists with medical and pedagogical education from other universities and medical organisations, as well as representatives of pharmaceutical companies with academic degrees, academic titles and medical categories are involved in the educational process in order to integrate practical skills and work experience in the educational and scientific activities of the university.

Leading employees from practical health care, having the highest or first qualification category of doctor, are actively involved as clinical mentors.

The Academy provides equal opportunities for the development of the teaching staff by sending them to the courses of pedagogical and profile qualification improvement, professional development within the framework of non-continuous professional development of competences.

The Academy has a system of remuneration of teachers for teaching skills, scientific and clinical results and dedication, by the decision of the Board of Directors of "SKMA" JSC from 2022 introduced a system of remuneration for teachers-applicants who defended the degree of Doctor of Philosophy (PhD) in the form of a monetary award personally on behalf of the Founder of "SKMA" JSC Seitzhanov S.S. in the amount of 2 500 000 (two million five hundred thousand) tenge.

Professional activity of a teacher consists of three components: teaching, research and administrative. Academic remuneration is important for university teachers. For the university, attracting people who do not need to be strictly controlled is an important factor of success. Intrinsic motivation is much more effective than extrinsic motivation: tightening control creates extrinsic incentives but can be destructive to intrinsic motivation. The complexity of evaluation causes the specific incompleteness of formal contracts between the administration and teachers, which does not allow to fix the level of investment in their own human capital required from the latter. An important role in ensuring the effectiveness of their relations is played by the factor of academic freedom - the possibility for a teacher to choose the direction and content of his/her own research. In such a situation, a decent level of minimum material remuneration is necessary to maintain the normal functioning of the university academic environment.

The University has teachers who have been awarded state awards for their contribution to the development of science and education of the republic, industry awards of the Ministry of Healthcare and Ministry of Education and Science of the Republic of Kazakhstan, chief freelance specialists of the region.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

1) Provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve learning outcomes - until 2025-2026 academic years.

2) Maintain a balance between teaching, research and service functions, which includes setting time for each type of activity, taking into account the needs of the medical education organisation and the professional qualifications of teachers by 2025-2026 academic years.

EEC Criteria Conclusions:

- Strong - 0

- Satisfactory - 12
- Anticipate improvement - 2
- Unsatisfactory - 0

6.7 Standard “Educational Resources”

Evidentiary part

The corporate network of "SKMA" JSC provides access to modern databases in the field of medicine and health care of major publishing houses with an extensive list of information for both students and faculty.

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

"SKMA" JSC provides all necessary resources for the acquisition of adequate clinical experience by the trainees. The necessary resources for the organisation of clinical training are:

- sufficient number of patients;
- bases of outpatient institutions, hospitals;
- highly qualified teaching staff;
- trainees of different qualification categories.

Today in SKMA out of 44 departments, 19 are clinical departments, which have all opportunities for practical training of students at more than 42 clinical bases. Clinical bases of SKMA are medical and preventive institutions, health centers, laboratories of Shymkent city, Turkestan region.

In "SKMA" JSC there are conditions for the development of scientific and clinical potential, scientific research, development of international scientific and educational cooperation with scientific centers and the best clinics of the Republic of Kazakhstan and countries near and far abroad, introduction of innovative technologies in education, health care and research activities.

The location of clinical departments on clinical bases corresponds to the taught profile of teaching staff of "SKMA" JSC. So, the chair of "Obstetrics and Gynecology" is located on such bases as "Regional Perinatal Centre №1", "Municipal Perinatal Centre", "Municipal Maternity Hospital", "Municipal Clinical Hospital №1". Department of "Family Medicine" is located in such institutions as "Shymkent City Polyclinic No. 8", "Shymkent City Polyclinic No. 3", "Infectious Diseases and Dermatovenerology" department in "Municipal Infectious Diseases Hospital" of Shymkent Health Department.

In order to expand the material and technical base, to bring the level of "SKMA" JSC to a new level, the construction of "University Clinic for 800 beds and clinical and diagnostic centre for 700 visits per shift" was started. The University Clinic will be one of the largest modern clinics meeting the requirements of the world level of medical care. Integration of the academy and the multidisciplinary clinic will require scientists, teachers, researchers, managers, heads of departments, divisions, units, clinical physicians of the highest

qualification capable of providing highly specialised and high-tech care.

As of today, 26 scientific student circles are functioning in "SKMA" JSC.

As a result of implementation of STP "Improvement of diagnostics, treatment and prevention of CCHF in southern regions of Kazakhstan by assessment of real epidemiological situation and development of specific immunoglobulin" 19 certificates were received. Also, on the platform 1C developed such programs as "Dynamic monitoring of epidemiological surveillance of persons with a tick bite in accordance with the incubation period of possible CCHF" and "Dynamic monitoring of epidemiological surveillance of contact persons with a patient CCHF in accordance with the incubation period", which are used in SCP on PCV "Municipal Polyclinic № 2" and SCP on PCV " Municipal Polyclinic № 10" in Shymkent. Shymkent during day care of tick bite victims and contact persons with CCHF patients in PHC, in the infectious disease hospital.

In East European scientific journal (RINC) 20 articles were submitted, Scopus - 5.

Academic mobility of teaching staff is realised by sending them to partner universities to give lectures and conduct classes.

Analytical part

«SKMA» JSC has a sufficient classroom fund for the implementation of the EP. The university has 4 buildings, sports and gyms. Students have the opportunity to undergo military training at the military department. There are catering and medical centers in the buildings. The dormitories have favourable conditions for living: they are located in an accessible area, not far from the centre and from the university. Video surveillance is organised in the buildings, security is ensured. There are conditions for students to study in the LIC, CTPC. The classrooms of the Department of Information Technologies are equipped with computers for ICT and biostatistics classes.

Due to the equipment of the department with computers, laptops, office equipment and other technical means of training, each teacher of «SKMA» JSC has the opportunity for independent access to information. Clinical bases of «SKMA» JSC have the opportunity to use electronic document flow, keeping records in the history of diseases in electronic version provide faculty members with the opportunity to use modern information and communication technologies to manage patients and work in the health care system.

The corporate network of «SKMA» JSC provides access to modern databases in the field of medicine and health care of major publishing houses with an extensive list of information for both students and faculty.

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

«SKMA» JSC for the acquisition of adequate clinical experience by trainees provides all necessary resources:

- sufficient number of patients;

- bases of outpatient institutions, hospitals;
- highly qualified teaching staff;
- students of different qualification categories.

Clinical bases serve both adult and child population, which allows students to get the maximum level of knowledge. At the clinical bases of «SKMA» JSC the trainees have an opportunity to get knowledge in the scope of medical care at all levels, starting from primary medical and sanitary and specialised care, get access to modern medical equipment (X-ray rooms, rehabilitation departments, physiotherapy rooms, etc.).

«SKMA» JSC has conditions for the development of scientific and clinical potential, scientific research, development of international scientific and educational cooperation with scientific centers and the best clinics of the Republic of Kazakhstan and countries near and far abroad, introduction of innovative technologies in education, health care and research activities.

Location of clinical departments on clinical bases corresponds to the taught profile of the teaching staff of "SKMA" JSC.

The centralised network Internet system of statistics and administration, allows to keep a clear control over all servers and services in the network, as well as to distribute and control the use of the Internet. The Wi-FI wireless communication system functions in parallel. All computers access the Internet through the local one. A fibre-optic communication line has been laid in SKMA.

The creation of a unified automated management system of the university allows solving the most important task set for «SKMA» JSC- to provide the necessary information resources for students, teachers and management staff in order to train highly qualified personnel.

In order for students to carry out research work at "SKMA" JSC there are "South Clinical & Genetic Laboratory" (SC&GL) and Research Laboratory of Medicinal Plants. In SC&GL there is an opportunity to conduct scientific research in the direction of diagnostics of hereditary diseases and genetic predisposition: ontogenetics, cardiogenetics, neurogenetics, GMO detection.

SKMA implements a policy that promotes the relationship between research and education by integrating the learning process, forming relevant circles and clubs for students under the guidance of teachers and representatives of practical health care.

Strengths/Best Practices

No strengths were identified for this standard.

EEC recommendation

For effective work of trainees in clinical departments - consider providing access to the unified medical information system (with controlled access by faculty and mentors).

EEC Criteria Conclusions:

- Strong - 0

- Satisfactory - 29
- Suggestive of improvement - 1
- Unsatisfactory - 0

6.8 Standard “Management and Administration”

Evidentiary part

There are councils, committees, commissions, centers, whose management tasks and functions are defined by the relevant regulations.

The interaction of the structural units and collegial bodies of SKMA with the chairs, students, other stakeholders within the framework of meetings of councils and commissions, as well as in the electronic information educational environment of the university is carried out through the Platonus system and the Documentolog programme.

The collegial body of management of educational and methodical work is the Methodological Council headed by the Vice-Rector for Educational and Methodological Work. Structural subdivisions responsible for planning and implementation of educational and methodical work are the educational and methodical centre, dean's office, registrar's office. Planning is carried out by the EMC at the level of development of academic calendars of courses, IEP, WC on the basis of the State Educational Standards of the EP, development of the schedule of classes, examinations, development of the staff schedule of the department, etc. The planning is carried out by the EMC.

The principles of distribution of financial resources and formation of material assets are based on the development strategy of SKMA, correspond to the mission and goals. The target indicator of strengthening the material and technical base is the creation of necessary material and living conditions for all students and teachers. For this purpose, specific activities are foreseen in the development strategy of SKMA.

At SKMA, the distribution of financial resources is carried out in accordance with the approved Estimates of Income and Expenditure for the relevant financial year. The estimate of income and expenditures takes into account all the activities envisaged in the development strategy of SKMA, the dynamics of expenditures over a number of years, the enrolled contingent of students and is prepared on the basis of approved financial norms.

The administration of SKMA, taking into account the strategic goals, establishes a development policy, which determines the needs and distributes resources. Thus, the Kaska-Su Training and Production Base, South Clinical & Genetic Laboratory, Practical Skills Centre, Physical Education Centre, etc. were created and equipped with the latest equipment.

SKMA has developed a Regulation on labour remuneration, bonuses, material assistance and health improvement allowance for employees. According to the Regulation, salaries are paid within the limits of the labour remuneration fund provided for by the estimate of income and expenditures for the relevant financial year. The system of remuneration of labour of the teaching staff is

established on the principle of differentiated remuneration of labour, based on the application of incentive allowances, established on the basis of the results of evaluation of labour of employees in proportion to the individual indicators of performance of scientific, pedagogical and other activities of employees. In order to determine the best teachers, comprehensive tests of applicants for knowledge of state and foreign languages and computer literacy are carried out. In addition, students are questioned. Based on the results of the inspection, a conclusion is prepared to recommend to the Rector of SKMA certain employees to establish incentive allowance with the indication of achievements in the educational process.

When distributing financial resources, special attention is paid to the development of science in SKMA. Successfully financed scientific conferences, publication of articles in international journals, as well as the cost of publishing the scientific journal "Bulletin of SKMA" and the newspaper "Densaulyk".

SKMA concludes agreements, cooperation agreements, memoranda with partner organisations in the health, science and education sectors regulating the content, forms and conditions of cooperation. Co-operation with the health sector is aimed at ensuring the work of faculty members of the departments at clinical bases, fulfilment of regulatory functions by the parties on the basis of the concluded Agreements on joint activities. More than 42 agreements with clinical bases have been concluded.

Analytical part

In accordance with the organisational structure of SKMA, vertical and horizontal interaction of structural subdivisions is carried out. General leadership and management of the university is carried out by the rector. Vice-rectors, centers, directorates, offices, departments and other subdivisions providing the processes of the life cycle of a student are directly subordinated to the rector. Vice-rectors supervise structural subdivisions and collegial bodies.

Tasks and functions of structural units and collegial bodies, as well as the order of interaction with structural units within their activities are given in the regulations of structural units. The duties, rights and responsibilities of the staff are defined in their job descriptions.

There are councils, committees, commissions, centers within the SKMA, whose management tasks and functions are defined in the respective regulations.

Interaction of structural units and collegial bodies of SKMA with chairs, students, other stakeholders within the framework of meetings of councils and commissions, as well as in the electronic information educational environment of the university is carried out through the Platonus system and the Documentolog programme.

The results of academic activities, the effectiveness of modern forms of educational process management, the prospects for further improvement of management and quality of education are considered and discussed in the final reports of the rector, vice-rectors and heads of key structural units. In accordance with the requirements of the international standard ISO 9001:2015, annual analyses by the management of the degree of achievement of the mission and goals of the

Academy are carried out.

SKMA independently decides on the direction and expenditure of funds, including the target budget for training. And independently determines the share of funds allocated for salaries and other needs necessary for the implementation of educational programmes. Since the successful implementation of the educational programme is closely related to the sufficient provision of the structural units of SKMA with material, technical and information resources.

The principles of distribution of financial resources and formation of material assets are based on the development strategy of SKMA, correspond to the mission and goals. The target indicator of material and technical base strengthening is the creation of necessary material and living conditions for all students and teachers. For this purpose, the development strategy of SKMA provides for specific activities.

According to the directions of use, investment resources are divided into the following resources:

- for the development and modernisation of the educational process;
- for the development of the material and technical base of SKMA;
- to organise training of specialists in new directions, specialisations and their educational and methodological support.

The administration of SKMA, taking into account the strategic goals, establishes a development policy, which determines the needs and distributes resources. Thus, the Kaska-Su Training and Production Base, South Clinical & Genetic Laboratory, Practical Skills Centre, Physical Education Centre, etc. were established and equipped with the latest equipment.

The system of financing all levels of the SKMA budget is based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets. SKMA has mechanisms for assessing the efficiency of financial resources utilisation, an efficient quality management system based on the process approach and project management.

The SKMA has developed a Regulation on labour remuneration, bonuses, material assistance and payment of health improvement allowances to employees. According to the Regulation, salaries are paid within the limits of the labour remuneration fund provided for by the estimate of income and expenditures for the relevant financial year.

When allocating financial resources, special attention is paid to the development of science in SKMA. Science in the SKMA has recently achieved significant successes, and these achievements are increasingly being put into practice. International relations in the field of health care, exchange of experience and scientific knowledge, publication of medical literature, international scientific congresses and conferences, agreements between many countries on joining efforts in the field of medicine have been widely developed.

SKMA JSC carries out constructive co-operation with the healthcare sector, structures of society and the state. The mechanism of interaction of "SKMA" JSC as a medical higher education institution with the health sector is regulated by the legislation of the Republic of Kazakhstan, contracts and agreements with health

care organisations, written requests of authorised state bodies and health care institutions, through regular exchange of information.

For practical training of students "SKMA" JSC concludes agreements with medical and preventive institutions, health care organisations, which subsequently are clinical bases of "SKMA" JSC. Clinical bases of JSC "SKMA" function on the basis of the requirements for clinical bases of health education organisations, specified in the order of the Ministry of Health of the Republic of Kazakhstan № 304/2020 from December 21, 2020 "On approval of regulations on clinical base, clinic of health education organisation, university hospital, residency base, integrated academic medical centre and requirements for them".

Strengths/best practices

1) Constructive interaction with allied health sectors of the community and the Akimat, including information sharing, collaboration and initiatives of the organisation, which contributes to the provision of qualified doctors according to the needs of the community

2) The South Kazakhstan Medical and Pharmaceutical Cluster is established - it includes more than 10 largest enterprises and organisations of the city, including the South Kazakhstan Medical Academy JSC.

EEC recommendations

To create conditions for decent remuneration of teaching staff according to the balanced workload of teaching staff (to develop criteria for remuneration of teaching staff according to their professional activity - teaching, research and administrative, etc.) - 2024-2025 academic years.

EEC Criteria Conclusions:

- Strong - 2
- Satisfactory - 15
- Suggestive of improvement - 0
- Unsatisfactory - 0

6.9 Standard “Continuous Improvement”

Evidentiary part

SKMA plans and applies processes of continuous monitoring, evaluation, assessment, analysis and improvement of educational services, taking into account the objectives of national legislation, requirements and expectations of stakeholders, contributing to the development of quality education based on competences and final learning outcomes.

The Academy applies processes of continuous monitoring, evaluation, analysis and improvement of educational services taking into account the requirements of the National Legislation of the Republic of Kazakhstan, requirements and expectations of stakeholders, contributing to the development of quality education based on competence-based approach and learning outcomes.

When implementing educational programmes, the requirements of stakeholders are taken into account based on the quality management system (QMS) implemented in SKMA in accordance with the international standard ISO 9001.

Currently, SKMA trains specialists at all levels of higher and postgraduate medical education. In accordance with the requirements of the Bologna process, the educational model of the Academy is based on the principle of integration of all levels of education: bachelor's, internship, residency, master's, Ph.D. doctoral studies. The Academy's activity is based on the integration (trinity) of academic, scientific and clinical activities in order to provide quality and modern medical care to the population and to train professional staff.

The management system of SKMA is based on the value-oriented management structure, which is able to ensure the achievement of the main goal of the educational institution - the implementation of educational programmes in the conditions of continuous change. SKMA independently develops educational programmes in the relevant direction, level and profile of training, taking into account the needs of the regional labour market, traditions and achievements of the scientific and pedagogical school of the Academy, in accordance with the National Qualifications Framework, professional standards and in coordination with the Dublin descriptors.

The process of constant renewal is carried out through the introduction of new teaching methods, information technologies, problem-oriented learning, project-oriented learning and organisation of the educational process on the basis of competences, development of assessment methods, expansion of academic mobility, increase of efficiency and transparency of the decision-making process.

One of the most promising educational technologies, combining theoretical and practical components, creative potential and self-organisation of students in the learning process, is considered project-oriented learning. In 2022, courses on "Project-oriented learning" were held for the teaching staff of SKMA JSC, 90 employees were trained. Speakers: M.A. Skiba, Vice-Rector of the International Academy of Economics and Finance, M.B. Ivanova and A.G. Ibragimova, professors of the Academy.

The results of academic activity, the effectiveness of modern forms of educational process management, the prospects for further improvement of management and quality of education are considered and discussed in the final reports of the rector, vice-rectors and heads of key structural divisions. In accordance with the requirements of the international standard ISO 9001:2015, the management annually analyses the degree of achievement of the mission and goals of the university. The results of the analysis are heard at the meetings of the Academic Council, Rectorate and are the basis for measuring and improving the efficiency of the Academy as a whole.

SKMA advocates the transition to integrated learning and continues its activities in the development of multilingual education in Russian, Kazakh and English languages. Adoption of international experience is favourably reflected in the increased compatibility of SKMA educational programmes with those of the world's leading academies, which, in turn, has created conditions for increased

opportunities for academic mobility of students. Along with the traditional ones, distance learning methods are used for students.

EP has an interdisciplinary and multidisciplinary character, with the use of simulation technologies, providing training at the intersection of a number of areas of knowledge based on the combination of theoretical training with practical training and aimed at mastering and consolidation of knowledge gained in the process of training, acquisition of practical skills and mastering of professional competences. Internship student in accordance with the individual plan supervises patients in organisations providing pre-hospital medical care, emergency medical care, specialised medical care (including high-tech), primary medical and sanitary medical care, palliative medical care and medical rehabilitation, etc.

The existing structure of the EP promotes training and mastering of practical skills in order to form competent medical workers. There is a PSC, a wide range of video materials for training at the disposal of trainees. Modern teaching methods (traditional and interactive), multimedia, etc. are used for lectures and practical classes, updated every year in accordance with the requirements of the labour market and scientific and technological progress.

The needs of the labour market and requests of potential stakeholders are a strong argument in favour of monitoring and periodic revision of the EP, which is carried out through transparent activities involving all involved participants of this process: teaching staff, students, administrative structures at the level of department, faculty.

"SKMA" JSC plans and applies processes of continuous monitoring, evaluation, analysis and improvement of educational services taking into account the objectives of national legislation, requirements and expectations of stakeholders, contributing to the development of quality education based on competences and final LOs.

Every year a certain amount of educational and organisational work is carried out: WCs for the forthcoming academic year are prepared, CEDs are developed, taking into account the needs of the labour market, a package of teaching and learning materials is developed in accordance with the working curricula.

Round tables and seminars are held to disseminate the best practices of the teaching staff of "SKMA" JSC and to improve the educational process on credit technology of education.

Quality assurance in education is the most important element both at the institutional level and at the level of structural subdivision (faculty, department). Annually, the heads of educational units evaluate the planned activities and present reports at the meetings of departments, Methodological and Scientific Councils of "SKMA" JSC. Monitoring of activities and performance indicators set for the year is carried out by the QMS Department, which analyses the data submitted by the units and prepares a detailed report, which is heard at the Academic Council and serves as a basis for determining measures to update and improve the quality of processes in "SKMA" JSC.

The allocation of financial resources in SKMA JSC is carried out in

accordance with the approved income and expenditure estimates for the relevant financial year. The estimate of income and expenditure takes into account all the activities envisaged in the development strategy of SKMA, the dynamics of expenditure over a number of years, the enrolment of students and is prepared on the basis of the approved financial standards.

In order to plan expenses for the acquisition of tangible assets, for the production of repair works, applications from departments, faculties and other divisions are received annually before each upcoming financial year. After collecting applications and analysing them, the financial resources of "SKMA" JSC are distributed in accordance with the needs of the educational process.

In "SKMA" JSC on the basis of the analyses carried out, resources are constantly allocated for continuous improvement. Every year educational literature is purchased, laboratories are equipped with the latest equipment and comfortable conditions for students are created.

Updating of the EP is envisaged in case of change of the goal and final LOs taking into account the demands of practical medicine, scientific research and the system of higher and postgraduate education based on the experience of the leading universities of the republic and abroad.

Analytical part

EP has an interdisciplinary and multidisciplinary character, with the use of simulation technologies, providing training at the intersection of a number of areas of knowledge on the basis of a combination of theoretical training with practical training and aimed at mastering and consolidation of knowledge acquired during training, acquisition of practical skills and mastering of professional competences.

The existing structure of the EP favours learning and mastering of practical skills in order to develop competent health professionals. There is a PSC, a wide range of video materials for training at the disposal of trainees. Modern teaching methods (traditional and interactive), multimedia, etc. are used for lectures and practical classes, updated every year in accordance with the requirements of the labour market and scientific and technological progress.

The EP is structured and adjusted in accordance with the provisions of national legislation and institutional provisions and includes the concept of specialist training, professional and related competences, curriculum and discipline programmes. Taking into account the dynamics of technology development based on innovative results, scientific research, as well as the current socio-economic requirements of the labour market in the field of medical services, the content of the EP undergoes periodic changes and revisions. The internal evaluation of the EP takes into account: mission, objectives, structure and content of the programme, teaching, learning and assessment environment, quality management of the curriculum, students, graduates, quality of teaching staff.

SKMA plans and applies processes of continuous monitoring, evaluation, assessment, analysis and improvement of educational services, taking into account the objectives of national legislation, requirements and expectations of stakeholders, contributing to the development of quality education based on

competences and final LOs.

Every year a certain amount of educational and organisational work is carried out: WCs for the forthcoming academic year are prepared, CEDs are developed, taking into account the needs of the labour market, a package of teaching and learning materials is developed in accordance with the working curricula.

Round tables and seminars are held to disseminate the best practices of the teaching staff of "SKMA" JSC and to improve the educational process on the credit technology of education.

Successful implementation of the EP is closely connected with sufficient provision of structural subdivisions of "SKMA" JSC with material, technical and information resources (allocation of office equipment, premises, creation of comfortable conditions, etc.) on the basis of interaction of subdivisions, under the guidance of the administration of "SKMA" JSC, which decides on priorities, expediency and volume of necessary resources.

The principles of distribution of financial resources and formation of tangible assets are based on the development strategy of SKMA JSC and correspond to the mission and goals.

The distribution of financial resources in SKMA JSC is carried out in accordance with the approved income and expenditure estimates for the relevant financial year. Estimates of income and expenditure take into account all activities envisaged in the development strategy of SKMA, the dynamics of expenditure over a number of years, the enrolment of students and are prepared on the basis of approved financial standards.

In order to plan expenses for the acquisition of tangible assets, for the production of repair works, applications from departments, faculties and other subdivisions are received annually before each upcoming financial year. After collecting applications and analysing them, the financial resources of "SKMA" JSC are distributed in accordance with the needs of the educational process.

In "SKMA" JSC on the basis of the analyses carried out, resources are constantly allocated for continuous improvement. Every year educational literature is purchased, laboratories are equipped with the latest equipment and comfortable conditions for students are created.

Updating of the EP is envisaged in case of change of the goal and final LOs taking into account the demands of practical medicine, scientific research and the system of higher and postgraduate education based on the experience of the leading universities of the republic and abroad.

Strengths/best practices

1) The EP undergoes periodic changes and revisions, taking into account the dynamics of technology development based on innovative results, scientific research, as well as socio-economic requirements on the labour market in the field of medical services.

2) The Academy allocates resources for continuous improvement.

3) The Academy modifies graduate learning outcomes to meet the

documented needs of the postgraduate training environment to include clinical skills, training in Public Healthcare issues, and participation in the patient care process consistent with the responsibilities of graduates upon graduation.

4) The Academy adapts the educational programme model and methodological approaches, taking into account modern theories in education, teaching methodology, and active learning principles.

5) The Academy adjusts the elements of the educational programme in accordance with advances in biomedical, behavioural, social and clinical sciences, with changes in the demographic and health status/disease patterns of the population and socio-economic and cultural conditions.

6) The Academy adapts recruitment and academic staffing policies to meet changing needs.

EEC recommendations

There were no recommendations for this standard.

EEC Criteria Conclusions:

- Strong - 7
- Satisfactory - 8
- Suggestive of improvement - 0
- Unsatisfactory – 0

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

Standard "Mission and Results"
No strengths were identified for this standard.

Standard "Educational Programme"
No strengths were identified for this standard.

Standard "Evaluation of the Educational Programme"
No strengths were identified for this standard.

Standard "Students"
No strengths were identified for this standard.

Standard "Student's Assessment"
No strengths were identified for this standard.

Standard "Academic/Teaching Staff"
No strengths were identified for this standard.

Standard "Educational Resources"
No strengths were identified for this standard.

Standard “Management and Administration”

1) Constructive interaction with allied health sectors of the community and the Akimat, including information sharing, collaboration and initiatives of the organisation, which contributes to the provision of qualified doctors according to the needs of the community

2) The South Kazakhstan Medical and Pharmaceutical Cluster is established - it includes more than 10 largest enterprises and organisations of the city, including the South Kazakhstan Medical Academy JSC.

Standard “Continuous Improvement”

1) The EP undergoes periodic changes and revisions, taking into account the dynamics of technology development based on innovative results, scientific research, as well as socio-economic requirements on the labour market in the field of medical services.

2) The Academy allocates resources for continuous improvement.

3) The Academy modifies graduate learning outcomes to meet the documented needs of the postgraduate training environment to include clinical skills, training in Public Healthcare issues, and participation in the patient care process consistent with the responsibilities of graduates upon graduation.

4) The Academy adapts the educational programme model and methodological approaches, taking into account modern theories in education, teaching methodology, and active learning principles.

5) The Academy adjusts the elements of the educational programme in accordance with advances in biomedical, behavioural, social and clinical sciences, with changes in the demographic and health status/disease patterns of the population and socio-economic and cultural conditions.

6) The Academy adapts recruitment and academic staffing policies to meet changing needs.

(VIII)REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

Standard “Mission and Results"

There were no recommendations for this standard.

Standard "Educational Programme"

Adjust and incorporate new advances in clinical sciences into the educational programme for scientific, technological and clinical development.

Standard "Evaluation of the Educational Programme"

There were no recommendations for this standard.

Standard "Students"
There were no recommendations for this standard.

Standard “Student’s Assessment”
There were no recommendations for this standard.

Standard “Academic/Teaching Staff”
1) Provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve learning outcomes - until 2025-2026 academic years.
2) Maintain a balance between teaching, research and service functions, which includes setting time for each type of activity, taking into account the needs of the medical education organisation and the professional qualifications of teachers by 2025-2026 academic years.

Standard “Educational Resources”
For effective work of trainees in clinical departments - consider providing access to the unified medical information system (with controlled access by faculty and mentors).

Standard “Management and Administration”
To create conditions for decent remuneration of teaching staff according to the balanced workload of teaching staff (to develop criteria for remuneration of teaching staff according to their professional activity - teaching, research and administrative, etc.) - 2024-2025 academic years.

Standard “Continuous Improvement”
There were no recommendations for this standard.

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

Appendix 1: Evaluation Table "SPECIALISED PROFILE PARAMETERS"

№	№	Evaluation criteria	Position of the educational organisation			
			Strong	Satisfactory	Suggestive of improvement	Unsatisfactory
Standard “Mission and Results” Defining the mission						
1	1	The medical education organisation should define its mission		+		

		and communicate it to stakeholders and the health sector. able to fulfil the role and functions of a medical practitioner/pharmacist in accordance with the established requirements of the health and pharmacy sector;				
2	2	The mission statement should contain objectives and educational strategy to produce a competent physician/pharmacist at the pregraduate medical education level;		+		
3	3	with an appropriate foundation for a future career in any area of medicine/pharmacy that includes all types of medical practice/pharmaceutical services, pharmaceutical manufacturing, administration and research in medicine;		+		
4	4	able to fulfil the role and functions of a physician/pharmacist in accordance with the established requirements of the health and pharmacy sector;		+		
5	5	prepared for postgraduate training, including internship, residency, specialisation		+		
6	6	with a commitment to lifelong learning that includes professional responsibility to maintain knowledge and skills through performance appraisal, audit, study of own practice and recognised activities in the CME/CPD.		+		
7	7	The medical education organisation should ensure that the stated mission includes Public Healthcare issues, aspects of global health, health care delivery system needs and other aspects of social responsibility reflecting major international health issues.		+		
8	8	The medical education organisation should ensure that the strategic development plan is consistent with the stated mission, goals of The medical education organisation and approved by the advisory and consultative council of the MEO/HEI.		+		
9	9	The medical education organisation should systematically collect and analyse information about its activities; conduct an assessment of strengths and weaknesses of the HEI (SWOT-analysis), on the basis of which the Rectorate together with the advisory and consultative council of the HEI should determine the policy and develop strategic and tactical plans.		+		
10	10	The mission and objectives of The medical education organisation should correspond to the available resources, capabilities of the medical education institution, market requirements and the ways of their support should be determined and access to information about the mission and objectives of The medical education organisation for the public should be ensured (availability of information in mass media, on the HEI website), the mission and objectives of The medical education organisation should be approved by the advisory and consultative council of the MEO/HEI.		+		
11	11	Medical education institution should ensure that the mission includes achievements of medical research in the field of biomedical, clinical, behavioural and social sciences.		+		
Participation in mission formulation						
12	12	Medical education institution should ensure that key stakeholders are involved in the development of the EP mission.		+		
13	13	Medical education institution should ensure that the stated mission is based on opinions/suggestions of other relevant stakeholders.		+		
14	14	The medical education organisation should establish permanent		+		

		mechanisms for monitoring, evaluation and documentation of progress in achieving the goals and objectives of the strategic plan, in general, and in particular, with regard to pharmacy education				
Institutional autonomy and academic freedom						
The medical education organisation should have institutional autonomy to develop and implement policies for which the faculty and administration are responsible, particularly in relation to:						
15	15	development of the educational programme;		+		
16	16	use of allocated resources necessary for the implementation of the educational programme.		+		
Medical educational organisation should guarantee academic freedom to its staff and students:						
17	17	in relation to the current educational programme, which will be allowed to draw on different perspectives in describing and analysing issues in medicine;		+		
18	18	in the possibility of using the results of new research to improve the study of specific disciplines/issues without extending the educational programme.		+		
Learning outcomes						
The medical education organisation should define the expected end learning outcomes that students should exhibit upon completion, relative to:						
19	19	their achievements at a basic level in terms of knowledge, skills and attitudes;		+		
20	20	an appropriate foundation for a future career in any branch of medicine and pharmacy;		+		
21	21	their future roles in the health and pharmacy sector;		+		
22	22	their subsequent postgraduate training;		+		
23	23	their commitment to lifelong learning;		+		
24	24	the medical and Public Healthcare needs of the community, the needs of the health care system and other aspects of social responsibility.		+		
25	25	The medical education organisation must ensure that the student fulfils the obligations towards doctors, pharmacists, technologists, teachers, patients and their relatives in accordance with the Code of Conduct.		+		
The medical education organisation should:						
26	26	identify and coordinate the linkage of the learning outcomes required on completion to those required in postgraduate training;		+		
27	27	define outcomes for student involvement in research in medicine;		+		
28	28	draw attention to outcomes related to global health.		+		
Total				28		
Standard "Educational Programme"						
Education programme model and teaching methods						
29	1	The medical education organisation must define an educational programme that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modular or spiral design.		+		
30	2	The medical education organisation must identify the teaching and learning methods used that stimulate, prepare and support students and ensure that students take responsibility for their learning.		+		
31	3	The medical education organisation must ensure that the educational programme develops students' lifelong learning		+		

		abilities.				
32	4	The medical education organisation must ensure that the educational programme is implemented in accordance with the principles of equality.		+		
33	5	provide the possibility of elective content (elective disciplines) and determine the balance between compulsory and elective parts of the educational programme, including a combination of compulsory elements and electives or special elective components.		+		
Scientific method						
The medical education organisation should teach students throughout the entire programme of study:						
34	6	principles of scientific methodology, including methods of analytical and critical thinking;		+		
35	7	scientific methods of enquiry in medicine;		+		
36	8	evidence-based medicine, which require appropriate teaching competence and will be a mandatory part of the educational programme and will involve medical students in conducting or participating in small-scale research projects,		+		
37	9	The medical education organisation should include elements of basic or applied research in the educational programme, including compulsory or elective analytical and experimental research, thus promoting participation in the scientific development of medicine as professionals and colleagues.		+		
Basic biomedical sciences						
The medical educational organisation must, in the educational programme, identify and include:						
38	10	the achievements of the basic biomedical sciences to develop students' understanding of scientific knowledge;		+		
39	11	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
40	14	The medical education organisation should in the educational programme adjust and introduce new achievements of biomedical sciences that are necessary for the formation and development of professional competences in the field of medicine and graduate pharmacy practice for:		+		
41	15	scientific, technological and clinical developments;		+		
42	16	current and anticipated needs of society and the health care system.		+		
Behavioural and social sciences and medical ethics						
The medical education organisation must identify and include in the educational programme the achievements of:						
44	18	behavioural sciences;		+		
45	19	social sciences;		+		
46	20	medical ethics;		+		
47	21	medical jurisprudence, which will provide knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural determinants of the causes, spread and consequences of medical health problems, as well as knowledge of the national health care system and patient's rights, which will facilitate the analysis of Public Healthcare problems, effective communication, clinical decision-making and ethical practice.		+		
The medical education organisation should adjust and introduce new achievements of behavioural and social sciences and also medical ethics in the educational programme for:						
48	22	scientific, technological and clinical developments;		+		
49	23	current and anticipated needs of society and health care		+		

		systems;				
50	24	changing demographic and cultural conditions.		+		
Clinical sciences and skills						
The medical education organisation must identify and implement advances in clinical sciences in the educational programme and ensure that students:						
51	23	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities involving activities related to health promotion, disease prevention and patient care;		+		
52	24	spend a reasonable proportion (one third) of the programme in planned patient contact, including consideration of the purpose, appropriate number and sufficiency of these for learning in appropriate clinical/production bases;		+		
53	25	undertake health promotion and prevention activities.		+		
54	26	The medical education organisation must set a certain amount of time for teaching of basic clinical/pharmaceutical disciplines.		+		
55	27	The medical education organisation must organise clinical teaching with appropriate attention to patient safety, including observation of student activities in clinical/production bases.		+		
The medical education organisation should in the educational programme adjust and introduce new advances in clinical sciences for:						
56	28	scientific, technological and clinical developments;		+		
57	29	current and expected needs of the society and health care system.		+		
58	30	The medical education organisation should ensure that each student has early contact with real patients, including his/her gradual involvement in the provision of patient care, including responsibility for the examination and/or treatment of the patient under supervision, which is carried out in appropriate clinical/production bases.		+		
59	31	The medical education organisation should structure the various components of clinical skills training according to the specific stage of the training programme. current and anticipated needs of the community and the health system.		+		
Pharmaceutical disciplines						
The medical education organisation must identify and implement the achievements of pharmaceutical disciplines in the educational programme and ensure that students:						
60	32	acquire sufficient knowledge and professional skills that include: basic principles of organisation of pharmaceutical care for the population; the basics of pharmacy economics; marketing management processes in pharmacy, conducting and analysing marketing research, basics of pharmaceutical management; basic principles of organisation of technological process of production and manufacturing of medicines of extemporal and industrial production, phytopreparations, medical-cosmetic, parapharmaceutical and veterinary preparations, biologically active additives and natural products; basic principles and regulations governing the quality of medicinal products; general principles of pharmaceutical analysis, basic methods and techniques of drug quality research; nomenclature of medicinal plant raw materials, issues of harvesting medicinal plants according to botanical		+		

		characteristics; basic principles of macro- and microscopic, commodity analysis and standardisation of medicinal plant raw materials.				
61	33	The medical education organisation must ensure that students spend at least one third of the programme in laboratories, production facilities in order to develop professional practical skills.		+		
62	34	The medical education organisation must organise practical training with appropriate attention to patient and medicines user safety, including observation of student activities in clinical sites, laboratories and manufacturing facilities.		+		
63	35	The medical education organisation should adjust and introduce new developments in pharmaceutical sciences in the educational programme for scientific, technological and clinical developments as well as current and expected needs of the society and health care system;		+		
64	36	The medical education organisation should structure different components of practical skills training according to the specific stage of the education programme.		+		
Education programme structure, content and duration						
65	37	The medical education organisation must describe the content, scope and sequence of courses and other elements of the educational programme to ensure that the appropriate balance between basic biomedical, behavioural and social and clinical disciplines is maintained.		+		
		The medical educational organisation should in the educational programme:				
66	38	ensure horizontal integration of allied sciences and disciplines;		+		
67	39	ensure vertical integration of clinical sciences with basic biomedical and behavioural and social sciences;		+		
68	40	identify the relationship to complementary medicine, incorporating non-traditional, traditional or alternative practices		+		
Programme management						
69	41	The medical education organisation must identify a structural unit responsible for educational programmes that is managed by academic management, which has the responsibility and authority to plan and implement the educational programme, including the allocation of allocated resources for planning and implementation of teaching and learning methods, student assessment and evaluation of the educational programme and courses of study, in order to ensure the achievement of learning outcomes.		+		
70	42	The medical education organisation must guarantee representation from teachers and students in the structural unit responsible for educational programmes.		+		
71	43	Medical education institution should plan and implement innovations in the educational programme through the structural unit responsible for educational programmes.		+		
72	44	The medical education organisation should include representatives from other relevant stakeholders in the structural unit of The medical education organisation responsible for educational programmes, including other participants in the educational process, representatives from clinical sites, graduates of medical education institutions, health care professionals involved in the training process or other faculty members of the university.		+		

Linkage with medical practice and health care system						
73	45	The medical education organisation must ensure an operational link between the educational programme and the subsequent stages of professional training (internship, specialisation, CME/CPD) or practice to which the student will embark upon graduation, including the identification of health problems and the definition of the required learning outcomes, a clear definition and description of the elements of the educational programme and their relationships at different stages of training and practice, with due regard to local, national, regional and global contexts, and feedback to/from the health sector and faculty and student participation in the health care team.		+		
The medical educational organisation should ensure that the structural unit responsible for the educational programme:						
74	46	takes into account the specificities of the conditions in which graduates will have to work and modify the educational programme accordingly;		+		
75	47	The medical education organisation should use the results of feedback to improve the educational programme.		+		
Total				47		
Standard "Evaluation of the Educational Programme"						
Mechanisms for programme monitoring and evaluation						
The medical education organisation must:						
76	1	have a programme in relation to the educational programme to monitor processes and outcomes, including the routine collection of data on key aspects of the educational programme to ensure that the educational process is being implemented appropriately and to identify any areas requiring intervention, and data collection is part of administrative procedures in relation to student admission, student assessment and completion;		+		
The medical educational organisation mustl establish and implement mechanisms for the evaluation of the educational programme that:						
77	2	focused on the educational programme and its main components, including the model of the educational programme, the structure, content and duration of the educational programme, and the use of compulsory and elective parts (see Standard "Educational Programme");		+		
78	3	focus on student progress;		+		
79	4	identify and address problems that include insufficient achievement of expected learning outcomes, and will involve collecting information on learning outcomes, including identified deficiencies and problems, and will be used as feedback for measures and corrective action plans to improve the educational programme and discipline curricula;		+		
The medical education organisation should periodically conduct a comprehensive evaluation of the educational programme, addressing:						
80	5	on the context of the educational process, which includes the organisation and resources, the learning environment and the culture of the medical education organisation;		+		
81	6	on the specific components of the educational programme, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment		+		

		methods.				
82	7	on overall outcomes, which will be measured by national licensing examination results, benchmarking procedures, international examinations, career choices, and postgraduate outcomes;		+		
83	8	on their social responsibility;				
Educator and student feedback						
84	9	The medical education organisation must systematically collect, analyse and provide feedback to faculty and students, which includes information on the process and products of the educational programme, and also includes information on unfair practices or inappropriate behaviour of faculty or students with and/or legal consequences		+		
85	10	The medical education organisation should use the results of the feedback to improve the educational programme;		+		
Academic achievements of students and graduates						
Медицинская организация образования должна проводить анализ учебных достижений студентови выпускниковотносительно: The medical education organisation must analyse the educational achievements of students and graduates in relation to:						
86	11	its mission and the final learning outcomes of the educational programme, which includes information on the average duration of study, grade points, pass and fail rates, success and dropout rates, student reports on the learning conditions of the courses taken, time spent studying areas of interest, including elective components, as well as interviews with students in repeated courses, and interviews with students who leave the programme of study;		+		
87	12	the educational programme;		+		
88	13	resource availability		+		
The medical education organisation should analyse the learning achievements of students in relation to:						
89	14	their prior experiences and contexts, which include social, economic, cultural conditions;		+		
90	15	the level of training at the time of admission to the medical education institution.		+		
The medical education organisation should use analysis of students' educational achievements to provide feedback to structural units responsible for:						
91	16	selection of students;		+		
92	17	planning of the educational programme;		+		
93	18	student counselling		+		
Involvement of stakeholders						
The medical education organisation must involve in its monitoring programme and educational programme evaluation activities:						
94	19	Teaching staff and students		+		
95	20	Its administration and management		+		
The medical education organisation should for other stakeholders including other academic and administrative staff representatives, members of the public, authorised education and health authorities, professional bodies, and those responsible for postgraduate education:						
96	21	provide access to course and educational programme evaluation results;		+		

97	22	collect and review feedback from them on the clinical practice of graduates;		+		
98	23	collect and review feedback from them on the educational programme.		+		
Total				23		
Standard "Students"						
Enrolment and selection policy						
The medical education organisation must:						
99	1	define and implement an admission policy, including a clearly established regulation on the student selection process that includes the rationale and methods of selection, such as secondary school performance, other relevant academic experience, other entrance examinations and interviews, assessment of motivation to become a doctor, including changes in needs related to diversity in medical practice;		+		
100	2	have policies and implement practices for admitting students with disabilities in compliance with applicable laws and regulations of the country;		+		
101	3	have policies and implement practices for transfer students from other programmes and medical education organisations.		+		
The medical education organisation should:						
102	4	establish a relationship between student selection and the mission of the medical education institution, the educational programme and the desired quality of graduates;		+		
103	5	periodically review admission policies, based on appropriate input from the public and professionals, to meet the needs of population health and the community at large, to include consideration of student recruitment based on gender, ethnicity, and language, and the potential need for special admission policies for low-income and minority students;		+		
104	6	utilise a system for appealing admission decisions.		+		
Student enrolment						
105	7	The medical education organisation must determine the number of students accepted according to the logistical and capacity at all stages of education and training, and the decision to enrall students implies the need to regulate national health workforce requirements, in cases where medical education organisations do not control the number of students to be enralled, it should demonstrate its commitment by explaining all relationships, paying attention to consequences		+		
106	8	Medical education institutions should periodically review the number and number of students recruited in consultation with relevant stakeholders responsible for planning and development of human resources in the health sector, also with experts and organisations on global aspects of human resources for health (such as insufficient and uneven distribution of human resources for health, migration of doctors, opening of new medical universities) and regulate in order to meet the needs of the health sector.		+		
Counselling and student support						
A medical education organisation must:						
107	9	Have a system of academic counselling for its students, which includes issues related to the selection of electives, preparation for residency, professional career planning, assignment of academic mentors (mentors) for individual students or small		+		

		groups of students;				
108	10	allocate resources to support students;		+		
109	11	ensure confidentiality regarding counselling and support.		+		
The medical education organization should provide counselling that:						
110	12	is based on monitoring the student's progress and addresses the social and personal needs of students to include academic support, support for personal problems and situations, health problems, financial issues;		+		
111	13	includes counselling and professional career planning.		+		
Student representation						
112	14	The medical education organisation must offer a student support programme addressing social, financial and personal needs, which includes support for social and personal problems and events, health and financial issues, access to health care, immunisation programmes and health insurance, as well as financial assistance services in the form of financial aid, scholarships and loans.		+		
113	15	The medical education organisation should promote and support student activities and student organisations, including the provision of technical and financial support to student organisations.		+		
Total				15		
Standard "Student's Assessment"						
Assessment methods						
The medical education organisation must:						
114	1	define, approve and publish the principles, methods and practices used to assess students, including the number of examinations and other tests, the balance between written and oral examinations, the use of criterion-referenced and reasoning-based assessment methods and specialised examinations (OSCE or Mini Clinical Examination), and define criteria for setting pass rates, grades and the number of retakes allowed;		+		
115	2	ensure that assessment covers knowledge, skills and attitudes;		+		
116	3	utilise a wide range of assessment methods and formats depending on their 'utility assessment' which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format.		+		
117	4	ensure that assessment methods and results avoid conflicts of interest;		+		
118	5	ensure that the assessment process and methods are open (accessible) to external expert review		+		
The medical education organization should:						
119	6	Document and evaluate the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing evaluation practices;		+		
120	7	implement new evaluation practices as needed;		+		
121	8	use a system for appealing assessment results.		+		
The relationship between assessment and learning						
Medical education organisation must use principles, methods and practices of assessment that include students' learning achievements and assessment of knowledge, skills, professional values of relationships that:						
122	9	- are clearly comparable to learning, teaching and learning outcomes;		+		

		- ensure that students achieve the learning outcomes;				
		- promote learning				
		- provide an appropriate balance between formative and summative assessment to manage learning and assess student academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.				
The medical education organisation should:						
123	10	regulate the number and nature of examinations of the different elements of the educational programme in order to promote knowledge acquisition and integrated learning, and to avoid negative impact on the learning process and the need to study too much information and overload the educational programme;		+		
124	11	ensure that feedback is provided to students based on assessment results.		+		
125	12	The medical education organisation should guide the renewal process to develop assessment principles, and methods of conducting and number of examinations in line with changes in learning outcomes and teaching and learning methods.		+		
		Total		12		
Standard "Academic/Teaching Staff"						
Selection and recruitment policy						
The medical education organisation must define and implement a staff selection and recruitment policy that:						
126	1	defines their category, responsibilities and balance of academic staff/teachers in the basic biomedical sciences, behavioural and social sciences and clinical sciences to adequately deliver the educational programme, including the appropriate balance between medical and non-medical faculty, full-time and part-time faculty and the balance between academic and non-academic staff;		+		
127	2	contains criteria on the scientific, pedagogical and clinical merit of applicants, including the appropriate balance between pedagogical, scientific and clinical qualifications;		+		
128	3	defines and ensures monitoring of academic staff/teachers responsibilities in the basic biomedical sciences, behavioural and social sciences and clinical sciences.		+		
The medical education organisation should consider in its selection and admission policies criteria such as:						
129	4	relation to its mission, the relevance of local conditions that include gender, nationality, religion, language and other conditions relevant to the medical education organisation and the educational programme;		+		
130	5	economic opportunity, which takes into account institutional conditions for employee funding and efficient use of resources.		+		
Development policies and employee activities						
The medical education organisation must define and implement a policy on staff activities and development that:						
131	6	allows a balance between teaching, research and service functions, which includes setting time for each activity, taking into account the needs of the medical education organisation and the professional qualifications of teachers;			+	
132	7	ensures that academic activities are recognised on merit, with appropriate emphasis on teaching, research and clinical qualifications, and are in the form of awards, promotion and/or remuneration;		+		

133	8	ensures that clinical activities and research are utilised in teaching and learning;			+	
134	9	ensures that each member of staff has sufficient knowledge of the educational programme, which includes knowledge of teaching/learning methods and the general content of the educational programme, and other disciplines, and subject areas to encourage collaboration and integration;		+		
135	10	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited teachers, but also teachers recruited from hospitals and clinics, laboratories, pharmacies, pharmaceutical manufacturing, pharmaceutical companies.		+		
The medical education organisation should:						
136	11	take into account the teacher-student ratio depending on the different components of the educational programme;		+		
137	12	develop and implement staff promotion policies.		+		
Total				10	2	
Standard "Educational Resources"						
Material and technical base						
The medical education organisation must:						
138	1	have sufficient facilities for teachers and students to ensure adequate implementation of the educational programme;		+		
139	2	provide a safe environment for staff, students, patients and carers, including provision of necessary information and protection from harmful substances, microorganisms, observance of safety rules in the laboratory and when using equipment.		+		
140	3	The medical education organisation should improve the learning environment for students through regular updating, expansion and strengthening of facilities, which should be in line with developments in teaching practice.		+		
Resources for clinical/professional training						
The medical education organisation must provide the necessary resources for students to gain adequate clinical experience including, sufficient:						
141	4	number and categories of patients;		+		
142	5	the number and categories of clinical/production sites, which include clinics (primary, specialised and highly specialised care), outpatient services (including PHC), primary health care facilities, health centres and other community health care facilities, as well as clinical skills centres/labs, research centres, laboratories, manufacturing, pharmaceutical skills development centres, which allow clinical learning to take place using the capabilities of the cll		+		
143	6	Observation of students' clinical/industrial practice.		+		
144	7	The medical education organisation should review and evaluate, adapt and improve clinical training resources to meet the needs of the population served, which will include appropriateness and quality for clinical training programmes with respect to clinical facilities, equipment, number and category of patients and clinical practice, supervision as supervisor and administration.		+		
Informational technologies						
145	8	The medical education organisation must define and implement policies that address the effective use and evaluation of appropriate information and communication technologies in the education programme.			+	

The medical education organisation should provide opportunities for teachers and students to use information and communication technologies:						
146	9	for independent learning		+		
147	10	access to information		+		
148	11	patient management;		+		
149	12	working in the health care system;		+		
150	13	The medical education organisation should ensure that students have access to relevant patient data and health information systems.		+		
Medical research and scientific advances						
A medical education organisation must:						
151	14	have medical research and scientific excellence as the basis for an educational programme;		+		
152	15	define and implement policies that promote the relationship between research and education		+		
153	16	provide information on the research base and research priorities of the medical education organisation.		+		
Medical education organisation should ensure that the relationship between research and education:						
154	17	use of medical scientific research as a basis for the curriculum;		+		
155	18	is taken into account in teaching;		+		
156	19	encourages and prepares students to participate in and develop medical research expertise		+		
Expertise in education						
The medical education organisation must:						
157	20	have access to expertise in the field of education, where appropriate, and conduct expertise that examines the processes, practices and problems of medical education and may involve physicians with experience in medical education research, psychologists and sociologists in the field of education, which is provided by the medical education development department of the university or by the involvement of experts from other national and international institutions		+		
The medical education organisation must define and implement a policy on the use of expertise in education:						
158	21	in the development of the educational programme;		+		
159	22	in the development of teaching methods and assessment of knowledge and skills.		+		
The medical education organisation should:						
160	23	provide evidence of the use of internal or external expertise in medical education to develop staff capacity;		+		
161	24	give due consideration to the development of expertise in educational assessment and research in medical education as a discipline involving the study of theoretical, practical and social issues in medical education;		+		
162	25	promote staff aspirations and interests in research in medical education.		+		
Exchange in education						
The medical education organisation must define and implement policies for:						
163	26	co-operation nationally and internationally with other medical schools, schools of Public Healthcare, faculties of dentistry, pharmacy and other university departments;		+		
164	27	transfer and offsetting of educational credits, which includes		+		

		consideration of the limits of the scope of the educational programme that can be transferred from other educational organisations and which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational programme and active coordination of programmes between HEIs and the use of a transparent system of credit units and flexible course requirements.				
The medical education organisation should:						
165	28	facilitate regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
166	29	ensure that the exchange is organised in accordance with the objectives, taking into account the needs of staff, students, and in compliance with ethical principles.		+		
Total				28	1	
Standard "Management and Administration"						
Management						
167	1	The medical education organisation must define management structures and functions, including their relationship with the university, if the medical education organisation is part of or affiliated with the university.		+		
The medical education organisation should define structural units in its management structures, with the establishment of the responsibilities of each structural unit, and include:						
168	2	representatives of academic staff;		+		
169	3	students;		+		
170	4	other stakeholders, including representatives of the Ministry of Education and Health, the health sector and the community.		+		
171	5	The medical education organisation should ensure transparency of the management system and decisions made, which are published in bulletins, posted on the HEI website, included in protocols for review and implementation.		+		
Academic governance						
172	6	Медицинская организация образования должна ясно определить ответственность академического руководства в отношении разработки и управления образовательной программы.		+		
173	7	The medical education organisation should periodically evaluate the academic leadership regarding the achievement of its mission and learning outcomes.		+		
Training budget and resource allocation						
The medical education organisation must:						
174	8	have clear responsibilities and authority to provide the educational programme with resources, including a dedicated training budget;		+		
175	9	allocate resources necessary for the implementation of the educational programme and allocate educational resources according to their needs.		+		
176	10	The system of financing of medical education institution must be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
The medical education organisation should:						
177	11	provide sufficient autonomy in resource allocation, including decent remuneration of teachers in order to achieve the final results of education;			+	
178	12	when allocating resources, take into account scientific advances		+		

		in medicine and the health problems and needs of the community.				
Administrative staff and management						
The medical education organisation must have adequate administrative staff, including their number and composition according to their qualifications, in order to:						
179	13	ensure the implementation of the educational programme and related activities;		+		
180	14	ensure proper management and allocation of resources.		+		
181	15	The medical education organisation should develop and implement an internal management quality assurance programme, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
Interaction with the health sector						
182	16	The medical education organisation must have constructive interaction with the health sector, allied health sectors of the community and government, including information exchange, cooperation and initiatives of the organisation, which contributes to the provision of qualified physicians in accordance with the needs of the community.	+			
183	17	The medical education organisation should formalise cooperation with partners in the health sector, which includes formal agreements defining the content and forms of cooperation and/or a joint contract and the establishment of a coordinating committee, and joint activities.	+			
Total			2	14	1	
Standard "Continuous Improvement"						
Medical education organisation must, as a dynamic and socially responsible institution:						
184	1	initiate procedures for regular review and revision of content, outcomes / competencies, assessment and learning environment, structure and function, document and address deficiencies;		+		
185	2	review structures and functions	+			
186	3	allocate resources for continuous improvement.	+			
The medical education organisation should:						
187	4	base the renewal process on prospective research and analyses and on the results of its own study, evaluation and literature on medical education;		+		
188	5	ensure that the renewal and restructuring process leads to a review of its policies and practices in line with previous experience, current activities and future prospects; guide the renewal process on the following issues:	+			
189	6	Adapting the mission statement and outcomes to the scientific, socio-economic and cultural development of society.		+		
190	7	Modification of graduate learning outcomes to meet the documented needs of the postgraduate training environment to include clinical skills, Public Healthcare training, and participation in the patient care process consistent with the responsibilities of graduate education after graduation from the MEO.	+			
191	8	Adaptation of the educational programme model and methodological approaches to ensure that they are appropriate and relevant and take into account current theories in education, adult learning methodology, active learning principles.	+			

192	9	Adjustment of the elements of the educational programme and their interrelationship in accordance with advances in biomedical, behavioural, social and clinical sciences, with changes in the demographic and health status/ morbidity patterns of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of obsolete ones.	+			
193	10	Development of assessment principles, and methods of conducting and number of examinations in line with changes in learning outcomes and teaching and learning methods.		+		
194	11	Adapting student recruitment policies and student selection methods to meet changing expectations and circumstances, human resource needs, changes in pre-university education and the needs of the educational programme.		+		
195	12	Adapting recruitment policies and academic staffing to meet changing needs.	+			
196	13	Updating educational resources according to changing needs such as student enrolment, number and profile of academic staff, educational programme.		+		
197	14	Improving the monitoring and evaluation process of the educational programme.		+		
198	15	Improving the organisational structure and management principles to ensure effective operations in the face of changing circumstances and needs, and potentially to meet the interests of different stakeholder groups.		+		
		Total	7	8		
		TOTAL IN GENERAL	9	185	4	

Appendix 2. 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
18 April, 2023			
20.00-21.00	Preliminary meeting of the	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm

	EEC		1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)
Day 1: April 19, 2023			
10.00-10.30	Distribution of responsibility of experts, solution of organizational issues	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)
10.30 – 11.10	Interview with the rector	Rector - Rysbekov Myrzabek Myrzashevich, Doctor of Medical Sciences, Professor	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) First Vice-Rector - Esirkepov Marlen Makhmudovich, Candidate of Medical Sciences, Professor 2) Vice-Rector for Financial and Economic Activities – Seitzhanova Zhanna Serikzhanovna, MBA 3) Vice-rector for educational and methodological work - Anartayeva Maria Ulasbekovna, MD, Associate Professor	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
12.05-12.20	Technical break		
12.20-13.00	Meeting with the heads of structural divisions of the NGO	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 Abdukarimovna 3) Chief Accountant - Dinara Ashirkhanovna Baimbetova 4) The Head of the department of administrative and legal support - Kabishtaev Orynbasar Abdukarimovich 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	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352

		8) Dean of internship and employment of graduates - Kemelbekov Kanatzhan 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 Kaltursynovich 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 Samukhzhan Kasymovich 17) The Head of the office - Spataeva Gulnara Zhangubekovna 18) Compliance officer - Pernebaev Nurgali Alikhanovich 19) Office of commercialization - Bekarysova Dana	
13.00-14.00	Lunch		
14.00-14.15	EEC`s work	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)
14.15-15.00	Interviews with deans	1) The Head of the department of scientific and clinical work, doctoral studies and magistracy - Zhaksylyk Alikhan Altynkhanovich 2) Dean of the Faculty of Medicine - Sagtaganov Zhaksybek Ilisbekovich 3) Head of the residency department - Bektenova Gulmira Erseitovna 4) Dean of the International Faculty - Tolbasieva Arailym Aibatillaevna 5) Dean of internship and employment of graduates - Kemelbekov Kanatzhan Saukhanbekovich 6) Dean of the Faculty of Pharmacy - Umurzakhova Galia Zhanbyrbaevna	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
15.00-15.15	Technical break		
15.15-16.00	Interviews with the leaders of	Heads of departments, Appendix 1	Link https://us02web.zoom.us/j/3892931765?pwd=Tk

	the EP, heads of departments		9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
16.00-16.15	Technical break		
16.15-17.00	Interview with teaching staff EP	Teachers of the EP, Appendix 2	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
17.00-18.30	Questioning of teaching staff (in parallel)	Teachers of the EP, Appendix 2	The link was sent to the e-mail of the teacher personally
17.00-17.15	Technical break		
17.15-18.30	Visual inspection	Medicinal Plants Laboratory Computer Test Publishing Center SKMA Museum Anatomical Museum Genomic Research Laboratory Library and Information Center Dining room Hall Model of the Hospital University dental clinic Practical Skills Center Dormitory	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	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)
	Day 2: April 20, 2023		
10.00-10.15	EEC`s work	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765

			Password: 334352 (only for EEC)
10.15-10.30	Technical break		
10.30-11.10	Interviews with EP students (in parallel)	Students, Appendix 3	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)	Students, Appendix 3	The link was sent to the instructor's email.
11.10-11.25	Technical break		
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)	Schedule, Appendix 4	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
13.00-14.00	Lunch		
14.00-14.15	EEC`s work	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)
14.15-14.30	Technical break		

14.30-16.00	Visiting the practice bases of the EP	Practice bases, Appendix 5	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352
16.00-16.15	Technical break		
16.15-16.30	EEC`s work discussion	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)
16.30-17.10	Interviews with EP employers	Employers' representatives, Appendix 6	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	Graduates, Appendix 7	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)	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)

	Day 2: April 21, 2023		
10.00-11.30	The work of the EEC development and discussion of recommendations (recording)	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)
11.30-11.45	Technical break		
11.45-13.00	EEC work, development and recommendations	External experts IAAR	(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)	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)
16.00-17.00	Preparation by the chairman of information on the results of an external evaluation	Chairman of the EEC	(Individual work of the chairman)
17.00-17.40	Final meeting of the EEC with the leadership of the university	Heads of the university and structural divisions	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, Discussio	External experts IAAR	Link https://us02web.zoom.us/j/3892931765?pwd=Tk

	n of the results of the quality assessme nt		9MYWptb2dnV01YMm 1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Password: 334352 (only for EEC)

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 to?

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 %

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 %

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 %
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
Graduater
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 highI 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 %

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%
Stomatology	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%
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 %
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 exams Like

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 %

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
-
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