



«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 commission for the evaluation for compliance with the requirements of standards for institutional accreditation of medical educational organizations  
(The Republic of Kazakhstan)

South Kazakhstan Medical Academy

in the period from 17 to 18 April 2023

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
*External expert commission*

*Addressed to  
Accreditation  
Council of the IAAR*



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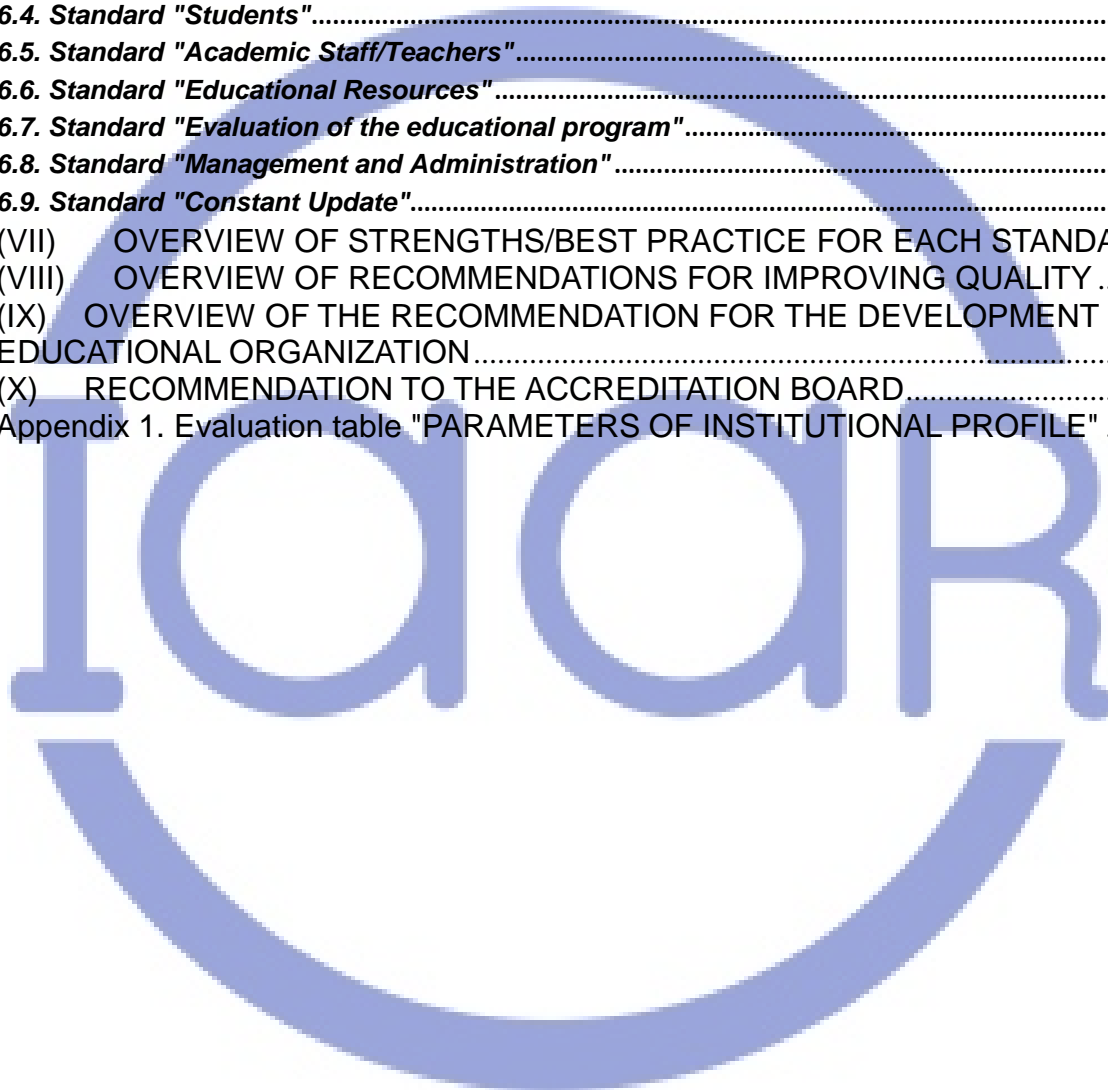
**South Kazakhstan Medical Academy**

**in the period from 17 to 18 April 2023**

**Shymkent, 2023**

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## **(I) LIST OF SYMBOLS AND ABBREVIATIONS**

- JSC "SKMA"** - Joint Stock Company "South Kazakhstan Medical Academy"  
**AIS** - automated information system  
**BD** - basic disciplines;  
**LIC** - library and information center  
**BME** - basic medical education;  
**IUQC** - intra-university quality control  
**University** - higher education institution  
**SOSPE** - State obligatory standard of postgraduate education  
**IC** - individual curriculum  
**SC** - selection component  
**CTPC** - computer-testing, publishing center  
**CTE** - credit technology of education  
**CED** - catalog of elective disciplines  
**LCB** - local commission on bioethics  
**LEC** - local ethical committee  
**MH RK** - Ministry of Health of the Republic of Kazakhstan  
**MSHE** - Ministry of Science and Higher Education  
**MES RK** - Ministry of Education and Science of the Republic of Kazakhstan  
**MTB** - material and technical base  
**RWDS** - research work of a doctoral student  
**SCDL** - scientific clinical diagnostic laboratory  
**EP** - educational program  
**OR** - office of the registrar  
**Department of DET** - Department of Distance Educational Technologies  
**MD** - major disciplines  
**PC** - professional competencies  
**F** - faculty  
**LO** - learning outcomes  
**WC** - working curriculum  
**MS** - management system  
**MM** - mass media  
**QMS** - quality management system  
**IWDS** - independent work of a doctoral student  
**SD and IC** - Department of Strategic development and International Cooperation  
**EMCD** - educational and methodological complex of disciplines  
**EMC** - educational and methodological center  
**DS and CW DS and M** - department of scientific and clinical work, doctoral studies and magistracy  
**AC** - Academic Council  
**CPS** - Center for Practical Skills  
**GPA** – Grade Point Average  
**MCQ** – Multiple Choice Questions  
**SGL** – small group learning  
**TBL** –team-based learning

## **(II) INTRODUCTION**

In accordance with the order No. 33-23-OD dated February 20, 2023 of the Independent Agency for Accreditation and Rating, from April 17 to April 18, 2023, an external expert commission assessed the compliance of the standards for institutional accreditation of medical educational organizations (Republic of Kazakhstan) (No. 117-19 -OD dated December 09, 2019, second edition).

The report of the external expert commission (EEC) contains an assessment of the educational organization submitted to the IAAR criteria, recommendations of the EEC for further improvement of the organization of education and parameters of the institutional profile of the programs.

### **The composition of the EEC:**

**1 Chairman of the EEC** - Tulupova Elena Sergeevna, Ph.D, Institute of Public Health and Medical Law, 1st Faculty of Medicine, Charles University (Czech Republic) Off-line participation

**2 Expert IAAR** - Beisebayeva Ulzhan Tursunkulovna, Candidate of Medical Sciences, Associate Professor, NAO "Kazakh National Medical University named after S.D. Asfendiyarov" (Republic of Kazakhstan) Off-line participation

**3 IAAR expert, employer** – Nurgalievna Ainur Tleugaliyevna, Chief physician of the ErStom clinic (Republic of Kazakhstan) On-line participation

**4 IAAR expert, student** - Dildabek Turar Kanatuly, 5th year student of the EP "General Medicine", Kazakh National University named after S.D. Asfendiyarov, Asia-Pacific Regional Assistant on Standing Committee on Medical Education IFMSA (Republic of Kazakhstan) Op-line participation

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

## **(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION**

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

JSC "SKMA" has a license of the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. KZ36LAA00011387, dated March 28, 2018, for an unlimited period, for the right to carry out educational activities under the programs of technical and vocational, higher and postgraduate education, according to which the academy has the right for the issuance of state-recognised education documents; has a certificate of institutional accreditation issued by IQAA dated December 24, 2018, registration No. IA-A No. 0095, the validity of the certificate is December 22, 2023 (<https://skma.edu.kz/ru/pages/institucionalnaya-akkreditaciya>).

The main task of JSC "SKMA" is to create the necessary conditions for obtaining higher and postgraduate professional education, the development and professional development of a person based on national and universal values, the formation of competitive medical, scientific and pedagogical personnel of the highest qualification to improve healthcare, medical education and science.

The Academy provides training in Kazakh, Russian and English at 35 departments at undergraduate and postgraduate levels of education, according to the following educational

programs:

Undergraduate education: "General Medicine", "Pediatrics", "Dentistry", "Nursing", "Public Health", "Pharmacy" and "Technology of Pharmaceutical Production ". Postgraduate professional education in 5 educational programs of the magistracy: "Medicine", "Public Health", "Nursing", "Pharmacy", "Medical and Preventive Activities", 3 educational programs of doctoral studies: "Pharmacy", "Medicine", "Public Health" , 29 educational residency programs.

The quality of education and scientific research in JSC "SKMA" ensured by a high level of infrastructure: 4 educational buildings with classrooms equipped with interactive equipment; scientific library with a reading room and an electronic library room; research laboratories "Laboratory of medicinal plants" and "South Clinical & Genetic Laboratory"; Center for Practical Skills, 2 dormitories; 42 clinical bases.

JSC "SKMA" carries out active international cooperation in the field of medical education, science and practice with medical universities and research centers of countries near and far abroad. The partners of JSC "SKMA" are such universities as: Nowy Sacz Graduate School of business - National Louis University, Poland (Polish partner university), "Institute for Biomedical Research of the 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 Pediatric Medical University, Russia, Tashkent Pediatric Medical Institute, Uzbekistan; and others.

In 2020, the South Kazakhstan Medical Academy, within the framework of the Erasmus + program, won a grant under the project "[AccelED-Improvement of Nursing at the Master's and PhD Doctorate Levels in the Higher Education System of Kazakhstan](#)", where the grant applicant is the Lithuanian University of Health Sciences (Lithuania) (years of implementation: 2020-2023)

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

So, on December 8-9, 2022, the JSC "SKMA", together with the Council for Science under the Nursultan Nazarbayev Foundation and the Tajik State Medical University named after Abu Ali Ibni Sino, held the IX International Scientific Conference of Young Scientists and Students "Prospects for the development of biology, medicine and pharmacy".

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

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

On the basis of JSC "SKMA" youth self-government functions: student government, student rector, vice-rectors and deans, and the youth center "[Bolashak](#)".

The performance of JSC "SKMA" confirmed by the reports of the commission for the evaluation of the activities of JSC "SKMA", the successful passage of specialized accreditation.

The following [accreditations](#) have been passed in IAAR: 7 undergraduate educational programs; 28 educational residency programs; 5 educational programs of the college; 3 doctoral educational programs, 9 master's educational programs.

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

In 2019, JSC "SKMA" was marked by a high national rating and took 4th place in the General Institutional Ranking of Medical Universities of the Republic of Kazakhstan, in the

ranking of educational programs "Master's" 1st place in the educational programs "Pharmacy" and "Medicine", and 2 - rank in the ranking of educational programs "undergraduate" in the educational program "Public Health", "Pharmacy" and "Nursing" (IAAR).

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

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

Graduates of JSC "SKMA" in different years head the medical service of the country: Vice Minister of Health of the Republic of Kazakhstan - Burkitbaev Zh.K.; Head of JSC "Heart Center" Shymkent - Suigenbaev D.Zh.; General Director of Galamat Integra, MD, DBA - S. Sypabekov; UNICEF Health and Nutrition Program Coordinator - K. Sukhanberdiev; Director of the Johnson & Johnson branch in the Republic of Kazakhstan - A. Nazarbayev and others. Also, graduates of JSC "SKMA" hold leadership positions in educational organizations, are heads of city and regional health departments, hold senior positions in medical and preventive organizations in Shymkent, the Turkestan region and other regions of the Republic of Kazakhstan. Pashimov M.O. - Head of the Health Department of the Turkestan Region, Kapanova K.A. - Deputy Chief Physician for Quality Control of the Regional TB Dispensary, Serikbayeva S.Zh. – Chief Physician of LLP Medical Center “Hirudotherapy”, President of the Alliance of Hirudotherapists of Kazakhstan, Neurologist, Member of the NGO “Association of Independent Medical Experts of the City of Astana”. Narkabulov A.A. - Chief Physician of the State Enterprise on the REM "Arys Central District Hospital" of the Public Health Department of the Turkestan Region.

#### **( IV ) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

International institutional accreditation of SKMA according to IAAR standards carried out for the first time.

#### **(IV) DESCRIPTION OF THE EEC VISIT**

The work of the EEC was carried out on the basis of the approved Program for the visit of the expert commission for institutional accreditation to the SKMA from April 17 to April 18, 2023.

In order to coordinate the work of the EEC, on April 16, 2023, a kick-off meeting held, during which powers distributed among the members of the commission, the schedule of the visit specified, and agreement reached on the choice of examination methods.

To obtain objective information about the quality of the organization of education 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 areas of activity, heads of structural departments, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 247 representatives took part in the meetings (Table 1).

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

<b>Category of participants</b>	<b>Number</b>
Rector	1
Vice-Rectors and Head of the Rector's Office	3
Heads of structural departments	19
Deans of faculties	7

Heads of departments	38
Teachers	43
Students	66
Graduates	19
Employers	51
<b>Total</b>	<b>247</b>

During the excursion, the members of the EEC got acquainted with the state of the material and technical base, visited the laboratory of medicinal plants, the computer-test publishing center, the SKMA Museum, the Anatomical Museum, the Scientific and Practical Laboratory of Genomic Research, the Library and Information Center, the Canteen, the Assembly Hall, the Model of the University Clinic, Dental Clinic, Practical Skills Center.

At the meeting of the EEC IAAR with the target groups of the SKMA, the mechanisms for implementing the policy of the university clarified and certain data presented in the self-assessment report of the university specified. For the period of accreditation, classes were attended by the following classes: Department of Normal Anatomy - Senior Lecturer Ignatieva A.S., discipline "Anatomy", EP "General Medicine", 2nd year, group B-GMA-33-21, Department of Medical Biophysics and Information Technology - PhD Berdieva M.A., discipline "Biostatistics", EP "General Medicine", 2nd year, group B-GMA-10-21, Department of Organization and Management of the Pharmaceutical Business - Senior Lecturer Zhanbyrbayeva A.D., discipline "Organizational bases of good practices (GxP)" EP "Pharmacy", 5th year, groups B-FK-03-18 and B-FK-05-18, IWST: "Signal management and drug safety study after registration", Department "Pharmaceutical and toxicological chemistry" - senior teacher Karabaeva A.N., discipline "Pharmaceutical chemistry-2", EP "Pharmacy", 4th year, group B-FR-04-19, laboratory lesson on the topic: "Research of medicines, pteridine and isalloxazine derivatives.

During the work, members of the EEC visited the following internship bases: LLP "Zerde-Pharma", "City Infectious Diseases Hospital" of the Health Department of Shymkent. GKP on the REM "Regional Clinical Hospital" of the UHO of the Turkestan Region, SUC on the REM "City Hospital No. 2" of the Shymkent Healthcare Center, The location of the clinical departments at the clinical bases corresponds to the taught profile of the teaching staff. Thus, the policy of Zerde-Pharma aimed at meeting the needs for high-quality provision with modern and effective drugs, medical products, phyto-products, etc. The members of the EEC visited the packaging and packaging shop for finished products, where students of the Faculty of Pharmacy practiced.

On the basis of the "Regional Clinical Hospital" of the Turkestan region, there are departments of general GP, obstetrics-gynecology, pulmonology, nephrology, etc. There are rooms for practical exercises. Interns and residents examine patients, collect anamnesis, work at CMIS, perform manipulations under the guidance of mentors.

In accordance with the accreditation procedure, a survey of 43 teachers, 66 students, including junior and senior students, conducted.

In order to confirm the information presented in the Self-Assessment Report, the working documentation of the university requested and analyzed by external experts. Along with this, the experts studied the Internet positioning of the university through the official website of the university <https://skma.edu.kz>.

As part of the planned program, recommendations for improving the accredited educational organization SKMA, developed by the EEC based on the results of the examination, presented at a meeting with the management on April 18, 2023.



## **(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS**

### **6.1. Standard "Mission and results"**

#### ***Evidence***

Approved by the Academic Council on September 28, 2022. The mission of the Academy has changed and updated in the course of development and changes in the legal status, in accordance with national and international standards and requirements of the healthcare system. Being the basis of the activity and development of the Academy, the mission will be brought to the attention of all interested parties: the academic community, students of all levels, representatives of practical healthcare through the official website <https://skma.edu.kz>; distribution through the "Documentolog" to all departments of the academy, teaching staff, students; placement on information stands of faculties, departments; publications in information booklets, etc.

The vision of JSC "SKMA" contains a certain scenario for the future, an assessment of the place and role of the university in society and sounds like "An effective system of medical and pharmaceutical education based on a competency-based approach and the needs of practical healthcare and the pharmaceutical industry, focused on training specialists.

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Scientific achievements in the field of medicine reflected in the mission, vision presented in the Development Program, strategic directions of internal Regulations. During the interview with the first vice-rector Yessirkepov M.M., vice-rectors Seitzhanova Zh.S., Anartayeva M.U. it was established that SKMA implements 22 initiative scientific and technical projects financed at the expense of the academy and 9 SRDW (12 students of which 11 are students of GM and 1 is a pediatric direction).

In the course of the work, the experts confirmed the participation of all stakeholders in the revision and updating of the Mission: the university administration, academic staff, students of all levels, employers, representatives of professional medical and pharmaceutical organizations, as well as international experts. Thus, the missions of educational programs discussed with employers at round tables. An example is one of the meetings held on January 20, 2023.

"Regulations on the procedure and procedures for the development of educational programs" is a regulatory document that takes into account not only republican, but also regional programs related to education and healthcare.

Students have access to patients of clinical bases, are involved in the treatment and diagnostic process, supervise patients in the hospital, and carry out diagnostic and therapeutic manipulations. In the process of clinical activity, the student is aware of his commitment to the profession, scientific knowledge, the principle of confidentiality of information relating to the patient.

***Analytical part***

In the course of interviews with vice-rectors, it clarified that in the study of disciplines on some topics of the IWST, an analysis of the results of research provided, in order to improve the study of specific disciplines/issues without expanding the educational program. When conducting practical classes, the RBL methodology used, where an analysis of scientific research carried out. At the same time, the issues of introducing disciplines, the study of which provides for the study of the results of new research, did not find proper coverage and clarification.

JSC "SKMA" has a sufficient research base for scientific research, both teachers and students. Research activities at the Academy are carried out in accordance with the Strategic Directions of JSC "SKMA" for 2019-2023 and are fully consistent with the Mission of the Academy.

A visit to the departments and laboratories showed that the direct executors of research are the teaching staff of the departments of the Academy, including laboratories and creative teams created for the implementation of research projects and contractual work.

The EP introduced disciplines, the study of which provides for the study of the results of new research. In the study of disciplines on some topics of the IWST, an analysis of the results of research provided to improve the study of specific disciplines / issues without expanding the educational program. When conducting practical classes, the RBL methodology used, where an analysis of scientific research carried out.

Ending results in medicine and medical practice defined by continuous professional development throughout life and the ability to demonstrate one's professionalism in relation to the various roles of the doctor, as well as in relation to the medical profession. Continuing education seen as a process without which it is impossible to keep up with the changes taking place in modern medical science and practice.

The Academy continuously monitors and ensures that educational outcomes linked to global health issues. SKMA is responsible for the compliance of curricula and training programs with the requirements and needs of the state healthcare system and international concepts of training specialists for practical healthcare. The EP updated systematically, taking into account the latest achievements in the field of healthcare, the implementation of international and national recommendations and standards. This contributes to the preparation of competent and competitive specialists in accordance with international requirements, both from a theoretical and practical point of view.

***Strengths/best practice***

No strengths identified for this standard.

***Recommendations***

None.

***Conclusions of the EEC according to the criteria:***

- Strong - 0
- Satisfactory - 24
- Suggest improvements – 0
- Unsatisfactory – 0

**6.2. Standard "Educational program"*****Evidence***

SKMA has developed and approved the "Academic Policy of JSC" SKMA "and other internal regulatory documents [https://base.ukgfa.kz/?page\\_id=251](https://base.ukgfa.kz/?page_id=251), which present algorithms for all processes: admission of applicants, enrollment, formation of the WC, ISP, the choice of

educational trajectories, training, control of fixed knowledge and skills (intermediate, final), the procedure for using educational resources, etc.

During the meeting with the teaching staff of the Academy, it became possible to make sure that one of the effective mechanisms for increasing independence in the development of the program is the use of modern interactive learning technologies, work in the department of clinical bases, professional practice, research work of students.

Innovative learning methods are characterized by the maximum approximation to the real professional situation and allow the most effective formation of the professional competencies of the future specialist and the responsibility of students for the result of the learning process.

The teaching staff of the academy strives to develop in students the ability to learn throughout life. Faculty members encourage student autonomy while providing clear guidance and support from their side. The implementation of these mechanisms demonstrated during the organization of the IWST, which carried out in the form of consultations with teachers, discussion of the most problematic issues of the program, performance of assignments under the guidance of a teacher, solving situational problems, etc.

The academy is currently implementing project-oriented learning through research, which allows students to combine the educational process and research activities through RWS within the framework of the EP. At the undergraduate level, students are engaged in scientific work within the framework of 26 scientific circles of the departments.

The EP is problem-oriented in nature, that is, it aimed at developing the skills of critical analysis and research work, which involves familiarization with various approaches to analyzing and solving a particular problem and formulating one's own reasoned opinion.

To develop students' skills and knowledge in critical judgment and rationale for solving problems based on evidence-based medicine, the departments use active teaching methods: presentation with the presentation of their own findings and conclusions, team-based learning (TBL), simulation training, review of scientific, original article, etc.

During the visit to the base and interviews with the heads of practice bases, it was possible to establish that the academy regularly introduces new achievements in medicine and pharmacy into the EP in accordance with the current needs of healthcare and pharmacy organizations to implement GMP and ISO standards. Due to the elective component (elective disciplines), additions are made to the EP in accordance with the needs of practice.

The connection between scientific research, practical medical activities and education is based on conducting classes by practical doctors, organizing the educational process at clinical sites, in scientific laboratories. Each department has a scientific circle with the involvement of students.

Since 2018 Bachelor's, internship, master's and doctoral students are involved in research work and are participants in 9 STPs.

The EP is structured in such a way that out of the 300 undergraduate credits mastered, about 55% of the total volume of the EP is allocated to disciplines that are mastered at clinical bases. In the EP, educational and industrial practice is 16 credits, taking into account that the practice starts from the first year.

According to Appendix 2.5.1, the Bachelor's EP includes specialized clinical disciplines in the amount of 142 credits, during the study of which they acquire sufficient knowledge and clinical and professional skills in order to take on appropriate responsibility, including activities related to health promotion, disease prevention and helping patients.

### ***Analytical part***

When designing methods and means of assessing the achievement of learning outcomes: measurable assessment methods based on specific criteria are used; assessment methods are consistent with the assessed LO; and described in the syllabuses of the discipline of the academy. The choice of an assessment method depends on what learning outcome this method intended to evaluate, as well as on various related factors: the level of the program, the number of students,

the time resource, etc. The main task at this stage is to select assessment methods and tools for all types of control, with which help to most effectively assess the achievement of the planned LO in the discipline. The interview with the teaching staff of the academy could not fully confirm the conformity of the information provided in the self-assessment on the choice of means for assessing learning outcomes. Also, there was no consistency in the acceptability and effectiveness of methods and assessment format at various levels of training in the academy.

To implement the concept of integration, the university introduces active learning methods and simulation technologies aimed at stimulating cognitive activity and motivating students. The number of teaching staff trained in new educational technologies over the past 5 years amounted to 276 (57.2%), as a result of which 19 acts were introduced. Visiting demonstrative lessons of the Department of Normal Anatomy - Senior Lecturer Ignatieva A.S., discipline "Anatomy", EP "General Medicine", 2nd year, group B-GMA-33-21, Department of "Medbiophysics and Information Technology" - PhD Berdieva M. A., discipline "Biostatistics", 2nd year, group B-GMA-10-21, EP "General Medicine", department "Organization and Management of Pharmaceutical Business" - senior lecturer Zhanbyrbayeva A.D., discipline "Organizational foundations of good practices ( GxP)" EP "Pharmacy", 5th year, groups B-FK-03-18 and B-FK-05-18, IWST: "Signal management and drug safety study after registration", department of "Pharmaceutical and toxicological chemistry" - senior teacher Karabaeva A.N., discipline "Pharmaceutical chemistry-2", EP "Pharmacy", 4th year, group B-FR-04-19, laboratory lesson on the topic: "Research of drugs, derivatives of pteridine and isoalloxazine" demonstrated a tendency towards pedagogical-centered learning in the study of basic disciplines and the use of active, cognitive teaching methods in the senior courses of the EP "Pharmacy" and the internship level. Teachers of the academy, during the meeting, when asked about the use of interactive or innovative teaching methods, most often mentioned such methods as brainstorming, work in small groups, RBL, presentations. At the same time, the report shows that a wider range of educational technologies is used. The number of teaching staff trained in new educational technologies over the past 5 years amounted to 276 (57.2%), however, as a result of which 19 acts were introduced, which is less than 10%.

Despite the fact that various methods used to assess the educational achievements of students in SKMA, depending on their assessment of usefulness, teachers found it difficult to answer how they determine the usefulness and necessity of a particular assessment method.

For conducting classes, the resources of the center of practical skills (CPS) (simulators, simulators) are used. During the visit to the Center for Practical Skills (CPS), they got acquainted with the work of the center, where methods are being developed for mastering clinical skills by students (simulation technologies, standardized patients). 3 robots of the 6th level of realism were demonstrated.

### ***Strengths/best practice***

No strengths identified for this standard.

### ***EEC recommendations***

1. Implement a wider coverage of teachers in teaching active/innovative teaching methods.

Deadline: April 2024

2. More widely use the developed and implemented innovative teaching methods in the educational process. Deadline: April 2024

3. Knowledge of the teaching staff of the range of assessment methods and formats, depending on their "effectiveness and usefulness", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format.

Timing: permanent

### ***Conclusions of the EEC according to the criteria:***

• Strong - 0

- Satisfactory - 43
- Suggest improvements – 0
- Unsatisfactory – 0

### 6.3. Standard "Evaluation of students"

#### ***Evidence***

The procedure for planning, organizing and controlling the process of assessing the achievements of SKMA students in the context of student-centered learning, which provides: comprehensive, accurate, consistent, transparent and objective assessment of educational achievements; compliance with the requirements of professional standards for measuring professional competencies; a high degree of student involvement at all stages of the academic process is regulated by the approved ["Policy for assessing learning outcomes"](#).

Regular survey; traditional meetings of the rector with an active student body, where administrative and managerial personnel, deans of faculties, heads of departments / centers and representatives of departments are present; a functioning blog of the rector on the website of the academy; personal reception of the rector; hotline 8-725-2-39-57-57 (1015) for students and representatives of stakeholders; "Confidence boxes" are mechanisms for studying the needs and expectations of the student body and dialogue with senior management. Feedback is achieved through social networks, in particular, the university currently receives a large response from students from [Instagram](#) (8032 subscribers). Feedback from the teaching staff on the work and educational achievements of students also provided by writing reviews in the portfolio, reviews of graduation projects, comments in the checklists.

LOs are evaluated by methods and assessment formats developed for the EP, modules and disciplines. For the final assessment of the LO in the discipline at the university, the following methods are used: testing, oral and written exams, assessment of practical / clinical skills, OSPE / OSCE technology, mini-clinical exam. Test tasks developed in accordance with the ["Regulations on the process of developing test tasks for conducting intermediate and final control of students' knowledge in SKMA"](#).

A summer semester is organized (with the exception of the graduation course) of at least 6 weeks to meet the needs for additional training, eliminate academic debt or differences in curricula, increase the average grade point (GPA). In the 2021-2022 academic year, 734 (12.3%) students completed training in the summer semester, of which 576 (78.4%) successfully passed the final control and moved from course to course, 158 (21.6%) did not score GPA and left for a second course. exam

#### ***Analytical part***

The materials provided for review showed that the assessment of educational achievements of students in the SKMA is carried out using criteria, regulations and procedures developed in accordance with the goals and objectives for the implementation of the educational program (EP) and the qualifications awarded within the framework of the current rating system and control of the educational process in accordance with regulatory documents.

During a conversation with representatives of the dean's office and heads of structural departments, it was clarified that the organization and conduct of intermediate certification of students is entrusted to the registrar's office (OR) and is carried out in accordance with the working curriculum in accordance with the normative documents approved by the Academic Council of the university: "Regulations on the organization and conduct of certification practical / clinical skills and abilities using OSPE / OSCE technologies in the final control of educational achievements of students of the SKMA "; "Rules for organizing and conducting intermediate certification of students in the form of computer testing in SKMA"; "Regulations on the procedure for organizing and conducting examinations in written and oral form in the SKMA"; "Regulations on the process of developing test tasks for conducting intermediate and final

control of knowledge of students in the SKMA." The form of the final control is discussed at the Faculty Council and approved by the Academic Council on the proposal of the dean no later than one month of the beginning of the academic year.

In the course of studying the submitted documents, the members of the EEC made sure that the syllabuses of academic disciplines reflect the discipline assessment policy, which includes the criteria and methods for assessing the LO, as well as the conditions for calculating the rating and forming indicators for accounting for educational achievements. The study of applications, in particular 3.1.2, showed that the assessment policy contains various types of tasks with a description of the assessment criteria and the conditions for calculating the overall total indicator of progress in the discipline. To take into account the educational achievements of students, various types of tasks are used, which evaluated during the academic period, and the forms of the final control approved in the prescribed manner. For each academic discipline, evaluation tools (control and measuring tools) are determined to measure and evaluate the level of achievement of the results of its training. Control and measuring tools (CMT) contain all the necessary information, are set out in a clear and understandable form (they do not require additional explanations during the exam) and are tested by the intra-university quality control commission (IUQCC).

The academy defines the ending results for each discipline, module and EP as a whole, which formed throughout the entire period of study. The entire educational program of the university aimed at achieving these LOs and mastering the competencies by students. For a consistent, phased mastery of these competencies, the achievement of the final LO, each curriculum of the discipline answers the following questions: what the student should know, be able to master, what skills to master by the end of the discipline / module.

To assess the educational achievements of students in SKMA, various methods used depending on their assessment of usefulness. Issues on the introduction of a new assessment method or changes in the current method discussed at meetings of departments, CEP, faculty councils and approved by the Academic Council. Assessment methods formed according to the conceptual principles of focusing on assessing the achievement of the ending results of disciplines and modules on competencies.

A visit to the departments of the academy showed that in order to separate the learning process and the process of assessing knowledge, as well as conducting intermediate and final certification of students, the registrar's office operates in SKMA. An important criterion for maintaining transparency and objectivity is the exclusion of the human factor from the evaluation process. To this end, over the past years, a method of a computerized real-time exam has been introduced, which is conducted centrally in the computer-testing and publishing center (CTPC) in AS "Platonus" using online proctoring technology, which allows you to verify the student, monitor the screen and student behavior and record the entire exam on video. The developed functionality provides the following features: verification of students before testing with maximum probability; photo recording of the student's behavior with a given frequency during the test; automatic completion of testing when the allowable (up to 4 times) number of photo fixations of the absence of the tested person is exceeded; the possibility of viewing by the Proctor the results of verification by students for admission to testing; the possibility of viewing by the Proctor the results of verification of the test, carried out by the system during the test; the ability to cancel the assessment for testing, in case of violations during testing in accordance with the internal rules of the university. Test results are available immediately after the exam is completed. Examinations in written form held at CTPC using the automated program "SKMA-WEX".

To ensure transparency and accessibility of the assessment process and methods for examination by external experts, all materials are posted on the SKMA website and are publicly available in the rules for organizing the educational process <http://surl.li/eyprb>.

### ***Strengths/best practice***

No strengths identified for this standard.

### ***EEC recommendations***

None.

### ***Conclusions of the EEC according to the criteria:***

- Strong - 0
- Satisfactory - 15
- Suggest improvements – 0
- Unsatisfactory – 0

## **6.4. Standard "Students"**

### ***Evidence***

The policy and procedure for admission to SKMA are clear, consistent with the mission and goals of the university, officially published in the media and on the website of the university <https://skma.edu.kz/ru/pages/abiturientu>, and available to prospective students. Admission of foreign citizens is carried out in accordance with the "[Rules for the admission of foreign students to study at SKMA](#)" on a paid basis based on the results of an interview / testing conducted by the admissions committee during the calendar year. At the same time, foreign citizens are enrolled in accordance with the academic calendar 5 (five) days before the start of the next academic period.

In accordance with the mission of the academy "To be a recognized leader in the field of training competitive personnel", the admission policy aimed at selecting the best applicants. The procedures for selecting students are transparent, since the rules for their admission are developed in accordance with the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "[On Approval of the Model Rules for Admission to Study in Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education](#)", posted on the website of the university and available to all applicants.

During the conversation with representatives of the dean's office, it confirmed that SKMA pursues a policy of balanced admission of students, taking into account their gender, ethnic origin and other social requirements, including the potential need for a special admission policy for students from poor families, groups of small peoples and students from rural areas. All of the above allows you to meet social obligations and needs in the field of public health.

The dynamics of the number of enrolled students for the 1st year and the total number of students over the past 5 years in the EP "General Medicine" presented in Appendix 4.1.4. The number of enrolled students for the 1st year and the total number of students expelled over the past 5 years in the EP "General Medicine" reflected in Appendix 4.1.5.

During the meeting with the students, the students informed the members of the EEC that in order to meet the social, financial and personal needs of students, the academy has student service services: student service center; Department of Social Affairs and Youth Policy; library and information center; student dormitories with reading rooms, wireless Internet Wi-Fi; medical stations; canteens; buffets, etc. The main tasks of the Department of Social Affairs and Youth Policy are the social support of students and work with youth. Management promotes self-development of students, organizes and conducts various events. Conditions created for participation in city, regional, republican and international events. Work carried out with low-income students (material assistance and free meals, a subscription to a water sports complex, etc.). In the current academic year, 20 subscriptions to the swimming pool and 10 certificates to the fitness club of the water-sports complex "Kazhymykan", 21 subscriptions to the canteen for free meals were issued; 44 students received material (financial) assistance; issued 50 tickets to the Drama Theater and the Opera and Ballet Theatre.

In the SKMA there is a body of student self-government, which operates on the basis of

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

### ***Analytical part***

Over the past 5 years, there has been no admission of students with disabilities to SKMA. Disabled people of groups I and II, disabled since childhood were enrolled: in the 2018-2019 academic year - 6 (1%), in the 2019-2020 academic year. - 9 (2.5%), 2020-2021 academic year - 1 (0.1%), in the 2021-2022 academic year. - 6 (0.8%), in the 2022-2023 academic year. – 7 (0.8%). All have a medical certificate that there are no contraindications for studying in the selected group of educational programs, and therefore there is no need for programs for students with special needs.

The ratio of students to one teacher is 1:6. Thus, the occupancy of the academic group, subgroup and academic stream meets the requirements of the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 606 dated October 31 “On approval of the average ratio of the number of students to teachers for calculating the total the number of teaching staff of organizations of higher and (or) postgraduate education, with the exception of military, special educational institutions, organizations of education in the field of culture.

The visit of the library demonstrated the provision of access for students to international databases on evidence-based medicine. The structure of the center includes 2 subscriptions, 3 book depositories, 6 reading rooms, and a media library. Access to all databases provided on the territory of the Academy - in the media library, reading rooms, computer classes, as well as remote access. All information about providing access to electronic information resources is available on the [library](#) website. In order to increase the level of informing students about the possibilities of access to electronic information resources, the LIC staff conducts practical classes and presentations. As a platform for providing a single point of access to electronic information resources, a library website developed with access to the Academy's electronic library, electronic catalogue, remote access resources, news feed, useful links and other services, which meets the criteria of the IAAR Standard.

### ***Strengths/best practice***

No strengths identified for this standard.

### ***EEC recommendations***

None.

### ***Conclusions of the EEC according to the criteria:***

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

## **6.5. Standard "Academic Staff/Teachers"**

### ***Evidence***

The policy of recruitment and admission of teachers and employees, their category and responsibility reflected in the [Personnel policy of JSC "SKMA"](#) and posted on the website of the academy. The balance of the academic staff, the ratio between medical and non-medical teachers, full-time and part-time employment, as well as the balance between academic and non-academic employees are determined in accordance with the documents ["Qualification requirements for educational activities and the list of documents confirming compliance with them"](#) of the Minister education and science of the Republic of Kazakhstan dated June 17, 2015



No. 391 (with amendments and additions). Qualification characteristics of the positions of the teaching staff and researchers, approved by the rector of JSC "SKMA" on December 29, 2021.

The study of the materials provided showed that during the reporting period, the quantitative and qualitative indicators of the teaching staff underwent the following changes: the total number of full-time teachers increased from 335 people. (2018-19 academic year) up to 376 people. (2022-23 academic year), the number of Doctors of Science increased from 15 to 18 people. (4.7%), candidates of sciences - from 113 to 118 people. (31.3%), Doctors of Philosophy (PhD) - from 13 people. up to 16 people (4.2%), masters - from 116 people. up to 127 people, specialists with the highest qualification category of a doctor - from 72 people. up to 89 people, the degree is 40.4%.

In addition, specialists with medical and pedagogical education from other universities and medical organizations, as well as representatives of pharmaceutical companies with an academic degree, academic title and medical category are involved in the educational process in order to integrate practical skills and work experience into the educational and scientific activities of the university, namely: during the reporting period, the total number of part-time teachers involved increased from 96 people. (2018-19 academic year) up to 251 people. (2022-23 academic year); specialists with the highest qualification category of a doctor - from 38 people up to 107 people, in the 2022-23 academic year, the balance between full-time teachers and part-time teachers is 40%.

To plan the teaching load of the teaching staff and calculate the norms of time for the types of educational work, the ["Regulations on the teaching load of the teaching staff"](#) developed.

The number of teachers who took part in advanced training courses for the reporting period were: in the pedagogical profile 11 people. (2018-19 academic year), 21 people (2022-23 academic year); in the 2018-19 academic year, 67 people were trained in the specialty profile, and 25 people were trained in the 2022-23 academic year.

To develop the potential of employees, support and evaluate the activities of teachers, the following modules operate on the basis of the academy on an ongoing basis:

- "Effective teacher" - 95 people. (trainers: Ph.D. Toksanbayeva Zh.S., Abdraimova S.E., Serikbayeva M.T.); "Researcher and scientist" - 26 people. (trainer Ph.D. Serikbayeva A.D.); "Project-oriented learning" - 87 people. (trainers: Vice-Rector of the Academy of International Economics and Finance Skiba M.A., Candidate of Physical and Mathematical Sciences Ivanova M.B., Ph.D. Ibragimova A.G., Auanasova A.T.); "Communication skills" - 25 people. (trainer Ph.D. Seidakhmetova A.A.); "Organization of distance learning" - 83 people. (trainer head of the department of distance learning technologies Khalmetova Sh.A.) and others.

### ***Analytical part***

Despite the fact that in order to assess the activities of pedagogical, scientific, clinical and educational activities in the SKMA, [a system of key performance indicators of the teaching staff](#) has been introduced, which is a hierarchically organized structure of indicators that characterize the assessment of the teaching staff and is intended for regular planning and monitoring of their implementation by the teaching staff of the Academy mention incentives such as rewards for Web of Science publications, teaching in English, and successfully defending a PhD thesis.

And also, by the Decision of the Board of Directors of JSC "SKMA", since 2022, a remuneration system has been introduced for applicant teachers who have defended the academic degree of Doctor of Philosophy (PhD) in the form of a cash bonus personally on behalf of the Founder of JSC "SKMA" Seytzhonov S.S. in the amount of 2,500,000 (two million five hundred thousand) tenge.

During the reporting period, in JSC "SKMA" the winners of the awards were: Medal "Enbek ardagery" - 4 teachers, 10 - "Densauyk saktau isine koskan ylesi ushin", 11 "Densauyk saktau isinin yzdigi", Letter of thanks from the Minister of Health of the Republic of Kazakhstan - 7, Founder's Award JSC "SKMA" Seitzhanov S.S. 2,500,000 (two million five hundred

thousand) tenge - 1 (Ph.D., Dean of internship Kemelbekov K.S. June 16, 2022), Prize of the Ministry of Science and Higher Education of the Republic of Kazakhstan "Best Researcher - 2022" - 1 (First Vice-Rector, Ph.D., Professor Yessirkepov M.M.), The title of "The best teacher of the university - 2022" of the Ministry of Science and Higher Education of the Republic of Kazakhstan - 1 (candidate of economics, acting associate professor Kudaibergenova Z.U.).

***Strengths/best practice***

No strengths identified for this standard.

***EEC recommendations***

None.

***Conclusions of the EEC according to the criteria:***

- Strong - 0
- Satisfactory - 12
- Suggest improvements – 0
- Unsatisfactory – 0

**6.6. Standard "Educational Resources"**

***Evidence***

SKMA has four educational buildings with a total area of 26227 m<sup>2</sup>, of which the usable area is 15412.8 m<sup>2</sup>, the training area is 11772.4 m<sup>2</sup>. Two dormitories with a total area of 8,195.6 m<sup>2</sup>.

Members of the EEC visited clinical sites, the location of which corresponds to the taught profile of the teaching staff, indicated in Appendix 6.2.4. Thus, the Department of Obstetrics and Gynecology is located at such bases as the Regional Perinatal Center No. 1, the City Perinatal Center, the City Maternity Hospital, and the City Clinical Hospital No. 1. The Department of "Family Medicine" is located in such institutions as the SUC on the REM "Shymkent City Polyclinic No. 8", the SUC on the REM "Shymkent City Polyclinic No. 3", the Department of "Infectious Diseases and Dermatovenereology" in the "City Infectious Diseases Hospital" of the Health Department of the city of Shymkent.

In connection with the active introduction of digital educational resources into the educational process, filming is carried out with the departments, ready-made video materials are uploaded to the website <https://media.skma.edu.kz/>.. login: [guest@skma.edu.kz](mailto:guest@skma.edu.kz), password: guestSKMA2021%%, application 6.3.1.2.

To expand the possibilities of interaction, in matters of creating digital content, agreements, memorandums concluded at the republican and international levels:

Agreement on an open online course between JSC "SKMA" and the National Academy of Sciences of the Higher School of Kazakhstan (License Agreement No. 24 dated November 05, 2020);

Memorandum of Understanding between JSC "SKMA" and the Belgian Council for Education. As an official participant in the international movement of cyber-educators of the teaching staff of the Academy, they took part in master classes and received certificates.

Memorandum of Understanding with Interactive International Health Organization LTD (Canada) and JSC "SKMA".

The organization of an effective research environment based on a combination of a competent level of scientific supervisors and consultants, a high-tech research resource base, which includes the South Clinical & Genetic Laboratory (SK&GL) and the Research Laboratory of Medicinal Plants, which was confirmed by inspection of the laboratories.

SC&GL South Clinical & Genetic Laboratory was established in 2021 by combining the research laboratory for genomic research and the clinical diagnostic laboratory, which has all

the necessary conditions for conducting the latest clinical and laboratory research (hematological, immunological, molecular genetics, biochemical and others with high analytical and diagnostic reliability). In this laboratory, there is an opportunity to conduct scientific research in the direction of diagnosing hereditary diseases and genetic predisposition: ontogenetics, cardiogenetics, neurogenetics, GMO detection.

### ***Analytical part***

During a visit to the Center for Practical Skills, members of the EEC found that in order to create organizational and educational and methodological conditions to improve the quality of training students; retraining and advanced training, as well as for the development of professional competence of healthcare system specialists, there is a Center for Practical Skills (hereinafter referred to as CPS) with an area of more than 800 sq.m. a clinical situation as close as possible to the real one and work out the algorithm of actions to automatism. At the same time, the Center has at its disposal dummies for practicing practical skills in providing first aid and only 3 robot simulators of the 6th level of realism, while the presence of simulation chambers, a wide range of gyms using phantoms, dummies, virtual and robotic dummies of the VI generation of realism, equipping the Center with advanced technologies in accordance with international standards will allow each trainee to independently and repeatedly perform the required procedures in the future.

A visit to the CTPC with a total area of 326.2 sq.m. made it possible to make sure that it consists of rooms: "Server", five computer classes, a repair and technical room, a printing office, a website room and a virtual base of the Academy.

CTPC is equipped with the necessary equipment and all workstations are equipped with application packages, anti-virus programs and software and technological complexes for educational purposes. Providing wireless WI-FI coverage at the Academy - "South Kazakhstan Medical Academy".

At the disposal of students of 6 computer classes - 191 units of new generation computers (monoblock), computer class (No. 2 building) - 25 units of new generation computers connected to the Internet, Internet speed 600 Mbps.

### ***Strengths/best practice***

No strengths identified for this standard.

### ***Recommendations***

1. Expand the park of the Center for Practical Skills with level VI simulation dummies, which will allow you to work out and control the correctness of resuscitation (and not only) activities.

Implementation period: June 2025

### ***Conclusions of the EEC according to the criteria:***

- Strong - 0
- Satisfactory - 30
- Suggest improvements – 0
- Unsatisfactory - 0

## **6.7. Standard "Evaluation of the educational program"**

### ***Evidence***

External and internal mechanisms used to monitor and evaluate the EP at the university. External mechanisms include a certification audit and a supervisory audit of the QMS; independent certification of graduates; institutional and program accreditation of the university. Internal mechanisms include unit self-assessment; internal audit of structural departments;

intra-cathedral control; faculty indicators, individual planning and implementation of the plan; rating of students; current, intermediate and final certification of students, as well as self-assessment of the EP in accordance with the "Standards for internal quality assurance of educational activities of JSC SKMA".

The EEC members, during a meeting with employers and students, confirmed that the monitoring and evaluation of the EP model, its structure, content and duration aimed at adapting the elective part of the EP to the needs of all stakeholders (patients and society, and society as a whole). A systematic assessment of the EP model, its structure, content, elective part of the EP is carried out. Systematic collection of information on consumer satisfaction with educational services, EP and its main components carried out through a survey of students. The survey 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. The results of the surveys are discussed at meetings of the collegiate management bodies and an action plan is developed taking into account the proposals based on the results of the quality assessment of the EP, which is carried out on the basis of: interviewing and questioning students, teaching staff, employers; analysis of the structure, content and achievability of LO EP, WC, CED, compliance with the schedule of training sessions, applied teaching and assessment technologies, taking into account LO, conducted by departments, dean's office, CEP, quality assurance commission at the faculty, structural departments of the Academy, through regular analysis of teaching methods and organization of independent work of students under the guidance of a teacher; the results of control over the conduct of classes, demonstrative lectures, seminars held at the level of departments, faculty.

In the section of the site "Rules and Regulations" in the virtual database of the SKMA there is information on assessment methods presented in syllabuses. In addition, there are general rules for organizing and conducting various types of control, open for access to all interested parties (students, teaching staff, university management, external experts, parents).

According to the SOSPE RK, the implementation of the EP is carried out on the basis of the EMCD. EMCD compiled on the basis of SOSPE RK, WC EP, MC EP and is placed in the AIS "Platonus".

As necessary (taking into account new requirements for the training of specialists, the introduction of innovative teaching methods, the achievements of science and the healthcare system), additions and changes can be made to the EP. Teaching and assessment methods within each discipline defined in syllabuses.

SKMA exercises quality control of the achievability of the general final LO by students through final certification in accordance with the requirements of the SOSPE. The commission for final exams includes teaching staff and representatives of practical healthcare. The final report includes a comparative analysis of the general level of training and progress of graduates, an analysis of the results and proposals for improving the educational process in the EP. The report discussed at meetings of the FC and the AC, inconsistencies analyzed, and, if necessary, corrective actions taken.

The analysis of the achieved learning outcomes is carried out regularly based on the results of the intermediate and final certification at meetings of the departments, CEP, QAS, Faculty Council, Academic Council. A comparative analysis of the achieved learning outcomes in dynamics carried out, decisions made on the development, improvement and adjustment of the EP.

Graduates of undergraduate, internship and residency programs demonstrate a high level of mastering the final LO in national exams: graduates of the bachelor's degree educational program "Public Health" - 100% overcame the passing score, "Nursing" - 90.5%, "Pharmacy" - 88.3%; internship graduates - 100%, residency - 100%.

Questioning of students carried out in accordance with the approved schedule, conducted online 2 times a year after the end of the academic period and for teaching staff once a year. The purpose of the monitoring is to assess the satisfaction of the students of the EP and the

conditions of training and the satisfaction of the staff with the working conditions. The data obtained during the processing of the questionnaires analyzed and opportunities identified for improving the services provided, in order to increase the satisfaction of students and employees. The results of the level of satisfaction of students and teachers presented and discussed at the Faculty Council and meetings of the departments, with corrective measures for improvement.

### ***Analytical part***

The study of internal regulatory documentation showed that the assessment of learning outcomes expressed in competencies carried out systematically, continuously. Quality control of students' knowledge carried out in the form of current certification, taking into account the work of the student during the semester, intermediate and final certification. Monitoring of current progress involves assessing the progress of students during classroom classes and IWS, during the period of intermediate and final certification - assessment of practical skills, testing, oral and written exams, mini-clinical exam, exam at the bedside, which are reviewed depending on the change in the EP. The academy uses a rating system, which is updated annually taking into account the opinions of interested parties - teaching staff, deans, teaching and learning centers, students, OR. The composition of the FE includes experienced teachers of the SKMA, representatives of practical healthcare, and employers.

To improve the EP, the catalog of elective disciplines is constantly updated and supplemented.

The meeting with employers and students showed that the ongoing self-assessment of the EP for compliance with the “Standards for internal quality assurance of educational activities of JSC “SKMA” is aimed at identifying shortcomings and problems in their implementation and is used as feedback for taking measures and corrective action plans, for improving the educational program and training discipline programs.

SKMA has created a modern internal system (educational and scientific laboratories, CPS, CTPC, LIC, classrooms, practice bases, etc.), which is improved every year. The bases for conducting educational and industrial practice are selected in accordance with the mission of the EP, meet the criteria and objectives of the practice, allowing for high-quality training of students. The study of the website of the academy showed that it is one of the main sources of information that provides students with access to general information about the SKMA, structural departments, contacts of the heads of structural departments; information about international cooperation, academic mobility, educational programs, scientific activities; normative legal acts in the field of education; links to the educational portal, electronic library; information about ongoing scientific/sports/cultural and other events.

One of the interested parties in the evaluation of the EP is the parents of students who given the opportunity to contact the dean of the faculty, the registrar's office, curators of groups, vice-rectors, the rector to resolve issues related to training, resource, material support and other issues of the EP. In addition, the Rector's Blog functions on the website of the university.

### ***Strengths/best practice***

No strengths identified for this standard.

### ***Recommendations***

None.

### ***Conclusions of the EEC according to the criteria:***

- Strong - 0
- Satisfactory - 24
- Suggest improvements – 0

- Unsatisfactory - 0

### 6.8. Standard "Management and Administration"

#### **Evidence**

The study of the provided documentation showed that the management of the activities of the SKMA and the interaction of the structural and collegial departments of the SKMA carried out in accordance with the Charter and the organizational structure of the university. The collegiate body that carries out general management and decides the most important issues of educational, research and medical activities of the SKMA Academy is the Academic Council. As representatives of the healthcare organization, the director of the Association of Legal Entities "Association of Pharmaceutical and Medical Organizations of the South Kazakhstan Region" is included in the Academic Council of the SKMA.

SKMA ensures the transparency of the management system through the development and bringing to the attention of all interested parties that determine the communication links and functions of the units.

Transparency of decisions made by the management of the university, as well as collegial bodies, ensured through the electronic information program Documentolog to the heads of structural departments. In addition, the decisions of the Academic Council, other councils, reports, reports and other information materials posted in the public domain on the official website of the Academy.

SKMA is committed to increasing consumer and stakeholder satisfaction in quality education in the field of health and medical sciences. To this end, the academy has an internal quality assurance system (IQAS), which implemented in several priority areas: the quality management system (QMS), monitoring and evaluation of the quality of education, quality assurance. Acquaintance with the QMS Standards, the Policy in the field of internal quality assurance of educational programs of JSC SKMA, "ST 044/023-2020. Standards for internal quality assurance of educational activities of JSC "South Kazakhstan Medical Academy", "RK 044/001-2022. Quality management system management", "ST 044/015-2021. Customer Satisfaction Assessment", "ST 044/020-2021. Internal audits", "R 044\_465-2021. REGULATIONS on the rating assessment of the activities of the teaching staff and departments, Regulations and Rules of the SKMA showed that the IQAS procedures are carried out in order to improve the efficiency of managing the educational process of the academy; improving the quality of professional training of students; increasing the competitiveness of educational programs of SKMA; development of a variety of educational programs.

#### **Analytical part**

The academy's organizational structure, decision-making processes and policies are clear and consistent with its mission and support the effectiveness of the organization. The academy's management system involves the participation of all stakeholders, including the health sector, student representatives, and reflects the responsibility of the academy's leadership. The Academy provides an opportunity for students actively participate in the work of structural units that affect the quality of educational programs (Academic Council, MA, etc.).

The regulation on the development of educational programs regulates the development of the EP. The development of the EP carried out by the CEP in accordance with the State Standards of Education. The revision and adjustment of the EP carried out taking into account the updates of the State Educational Standards and proposals received from employers and students when discussing the content of the EP at round tables, seminars, meetings, reviews, questionnaires, etc. annually.

Implementation, monitoring of the effectiveness of the EP, staffing is assigned to the graduating departments that implement the EP. The department carries out work on the

implementation of the EP together with the dean's office, OR, EMC. The resource support of the EP is carried out by the computer test center, library and information center, ECSD, CDL.

In the course of interviews with representatives of the administrative and managerial apparatus, it established that SKMA independently makes decisions regarding the direction and expenditure of funds, including the target budget for training. And independently determines the share of funds allocated for wages and other needs necessary for the implementation of educational programs. Since, the successful implementation of the educational program closely related to the sufficient provision of the structural departments of the SKMA with material, technical and information resources. During the meeting with employers, representatives of professional associations and visits to clinical sites, it confirmed that JSC "SKMA" carries out constructive interaction with the healthcare sector, structures of society and the state. Clinical bases, production facilities create conditions for the full implementation of the educational program and show their readiness to accept graduates of the academy.

For the practical training of students, JSC "SKMA" has concluded agreements with medical institutions, healthcare organizations, industries that are clinical bases and bases of practices of JSC "SKMA". To date, more than 42 contracts concluded with clinical sites.

#### ***Strengths/best practice***

1. Broad cooperation with partners in the health sector. Constructive interaction with the health sector, with related sectors of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.

#### ***EEC recommendations***

None.

#### ***Conclusions of the EEC according to the criteria:***

- Strong - 1
- Satisfactory - 16
- Suggest improvements – 0
- Unsatisfactory – 0

#### **6.9. Standard "Constant Update"**

The study by the members of the EEC of the materials provided showed that the policy in the field of internal quality assurance of educational programs is part of strategic management and considered together with the mission, strategic plan, and academic policy of the Academy. According to the Standards for internal quality assurance of educational activities, the quality of educational activities ensured.

According to the materials studied, 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 competencies, curriculum and programs in disciplines. Taking into account the dynamics of the development of technologies based on innovative results, scientific research, as well as the current socio-economic requirements in the labor market in the field of medical services, the content of the EP undergoes periodic changes and improvements. The internal evaluation of the EP takes into account: the mission, goals, structure and content of the program, the environment of teaching, learning and assessment, quality management of the curriculum, students, graduates, quality of teaching staff. The results of the self-assessment of the EP and suggestions for improvement discussed with all participants in the process. Another way to self-evaluate the EP is to analyze the report of the final examination committee, the annual reports of the department, the annual report of the faculty, necessary to make proposals for improving the program and developing an action plan.

Monitoring and reviewing educational offers at the academy is an ongoing process necessary quickly respond to the demands of the labor market.

### ***Analytical part***

During a meeting with vice-rectors and heads of structural departments, members of the EEC found that the academy uses mechanisms to study the needs and allocate resources for the continuous improvement of the educational services provided. Each unit annually identifies and analyzes the necessary materials and services that lead to the continuous improvement of academic processes.

The mechanisms for identifying, collecting and analyzing needs, as well as allocating resources for continuous improvement are described in the procedure Standard of the Quality Management System of JSC "SKMA" "Material and technical base" ST 044/013-2022, approved on 09.09.2022.

EEC experts, during a meeting with the leadership of the academy, found confirmation that the administration of JSC "SKMA", taking into account the strategic development goals, establishes a policy that determines the needs and distributes resources. October 2022 the construction of a multidisciplinary university clinic for 800 beds and the corresponding infrastructure for students and faculty (campus) has begun. A center for growing medicinal plants (Yntymak) with an area of 3 hectares established, the purpose of cultivating medicinal plants is to combine the theoretical knowledge of students with practical exercises. One of the goals set by JSC "SKMA" on the basis of Yntymak is the creation of projects based on planted medicinal plants, the creation of a market for environmentally friendly products in the republic, economic regulation of the production of products from natural raw materials, and attraction of investments for these purposes will solve a number of social problems. -economic development of the Republic of Kazakhstan, as well as scientific development.

### ***Strengths/best practice***

1. The management of the university allocates resources for the continuous improvement of clinical facilities. Thus, construction has begun, within the framework of PPP, of its own clinic for 800 beds and 700 visits per day.
2. Adaptation of the recruitment policy and the formation of the academic staff in accordance with changing needs. Training of personnel through master's and PhD.

### ***Recommendations***

None.

### ***Conclusions of the EEC according to the criteria:***

- Strong - 2
- Satisfactory - 12
- Suggest improvements – 0
- Unsatisfactory - 0



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

***Standard "Mission and results"***

No strengths identified for this standard.

***Standard "Educational program"***

No strengths identified for this standard.

***Standard "Student Assessment"***

No strengths identified for this standard.

***Standard "Students"***

No strengths identified for this standard.

***Standard "Academic Staff/Teachers"***

No strengths identified for this standard.

***Standard "Educational Resources"***

No strengths identified for this standard.

***Standard "Evaluation of the educational program"***

No strengths identified for this standard.

***Standard "Management and Administration"***

1. Broad cooperation with partners in the health sector. Constructive interaction with the health sector, with related sectors of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.

***Standard "Constant Update"***

2. Resources allocated for continuous improvement. In this case, the construction of our own clinic for 800 beds and 700 visits per day.

3. Adaptation of the recruitment policy and the formation of the academic staff in accordance with changing needs. Training of personnel through master's and PhD.

## **(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY**

***Standard "Mission and results"***

None.

***Standard "Educational program"***

1. Implement a wider coverage of teachers in teaching active/innovative teaching methods.

2. More widely use the developed and implemented innovative teaching methods in the educational process.

3. Knowledge of the teaching staff of the range of assessment methods and formats, depending on their "effectiveness and usefulness", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format.

***Standard "Student Assessment"***

None.

***Standard "Students"***

None.

***Standard "Academic Staff/Teachers"***

None.

***Standard "Educational Resources"***

1. Expand the park of the Center for Practical Skills with level VI simulation dummies, which will allow you to work out and control the correctness of resuscitation (and not only) activities.

***Standard "Evaluation of the educational program"***

None.

***Standard "Management and Administration"***

None.

***Standard "Constant Update"***

None.

**(IX) OVERVIEW OF THE RECOMMENDATION FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION**

**(X) RECOMMENDATION TO THE ACCREDITATION BOARD**

*The EEC members came to the unanimous opinion that SKMA recommended for accreditation for a period of 5 years.*

## Appendix 1. Evaluation table "PARAMETERS OF INSTITUTIONAL PROFILE"

№ II\II	№ II\II	CRITERIA FOR EVALUATION	Position of the educational organization			
			strong	Satisfactory	Assumes improvement	Unsatisfactory
<b>1 "MISSION AND RESULTS"</b>						
<b>1.1 Mission Definition</b>						
1	1	The medical education organization <b>must</b> define its mission and communicate to stakeholders and the health sector.		+		
The mission statement <b>should</b> contain objectives and an educational strategy to prepare a competent physician:						
2	2	to further pursue a career in any field of medicine, as a clinician, administrator/manager or researcher/teacher;		+		
3	3	able to fulfill the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4	4	prepared for <b>postgraduate</b> studies, in the case of training at the basic level		+		
5	5	with a commitment to lifelong learning, including professional responsibility to maintain the level of knowledge and skills through performance evaluation, audit, study of own practice and recognized activities in the CPD / CME		+		
6	6	The medical education organization <b>should</b> ensure that the mission includes advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
7	7	The medical education organization <b>should</b> ensure that the mission includes aspects of global health and reflects major international health issues.		+		
<b>1.2 Participation in the formulation of the mission</b>						
8	8	The medical education organization <b>must</b> ensure that key stakeholders are involved in the development of the mission.		+		
9	9	The medical education organization <b>should</b> ensure that the stated mission based on the opinions/suggestions of <i>other relevant stakeholders</i> .		+		
<b>1.3 Institutional autonomy and academic freedom</b>						
A medical education organization <b>should</b> have <i>institutional autonomy</i> to develop and implement policies for which the administration and faculty are responsible for:						
10	10	developing a strategy for the implementation of the educational process and drawing up an educational program;		+		

11	11	the use of allocated resources necessary for the implementation of the educational process at the university and EP.		+		
A medical education organization <b>should</b> guarantee academic freedom to its staff and students:						
12	12	in drawing up an educational program in which it will be allowed to rely on different points of view in the description and analysis of questions in medicine;		+		
13	13	in the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program		+		
<b>1.4 Learning outcomes</b>						
The medical education organization <b>should</b> define the expected <i>learning outcomes</i> that students should exhibit upon completion, regarding:						
14	14	their achievements in relation to knowledge, skills and abilities at the time of graduation;		+		
15	15	which are the basis for a future career in any branch of medicine;		+		
16	16	their future roles in the health sector;		+		
17	17	their subsequent to postgraduate training;		+		
18	18	their commitment to lifelong learning;		+		
19	19	health needs of the health of society, the needs of the health care system and other aspects of social responsibility.		+		
20	20	The medical education organization <b>must</b> ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the appropriate standards of conduct.		+		
21	21	The medical education organization <b>should</b> determine and coordinate the connection of the final learning outcomes required upon completion with those required in postgraduate education		+		
22	22	The medical education organization <b>should</b> determine the results of the involvement of students in research in medicine		+		
23	23	The medical education organization <b>should</b> pay attention to global health outcomes;		+		
24	24	A medical education organization <b>should</b> use the results of graduate competency assessment as a feedback tool to improve the educational program.		+		
<b>Total</b>			<b>0</b>	<b>24</b>	<b>0</b>	<b>0</b>
<b>2 EDUCATIONAL PROGRAM</b>						
<b>2.1 Educational program model and teaching methods</b>						
25	1	The medical education organization <b>must</b> define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design.		+		
26	2	The medical education organization <b>must</b> define teaching and learning methods used that encourage, prepare and support learners to take responsibility for their learning process.		+		

27	3	The medical education organization <b>must</b> ensure that the educational program develops the ability of students to learn throughout life.		+		
28	4	The medical education organization <b>must</b> ensure that the educational program is implemented in accordance with the principles of equality.		+		
29	5	Medical education organization <b>should</b> use teaching and learning methods based on modern adult learning theory		+		
<b>2.2 Scientific method</b>						
The medical education organization <b>must</b> , throughout the entire training program, teach students:						
30	6	principles of scientific methodology, including methods of analytical and critical thinking		+		
31	7	scientific research methods in medicine;		+		
32	8	evidence-based medicine,		+		
33	9	which require <i>the appropriate competence of teachers and will be a mandatory part of the educational program.</i>		+		
34	10	The medical education organization <b>should</b> include elements of scientific research in the educational program for the formation of scientific thinking and the application of scientific research methods.		+		
35	11	The medical education organization <b>should</b> promote the involvement of students in conducting or participating in research projects.		+		
<b>Basic Biomedical Sciences</b>						
The medical education organization <b>must</b> determine and include in the educational program:						
36	12	achievement of <i>basic biomedical sciences</i> to form students' understanding of scientific knowledge		+		
37	13	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge		+		
The medical education organization <b>should</b> adjust and introduce new achievements of biomedical sciences in the educational program for:						
38	14	scientific, technological and clinical developments;		+		
39	15	current and expected needs of society and the health care system.		+		
<b>2.4 Behavioral and social sciences and medical ethics</b>						
The medical education organization <b>must</b> determine and include in the educational program the achievement of:						
40	16	<i>behavioral sciences;</i>		+		
41	17	<i>social sciences;</i>		+		
42	18	<i>medical ethics;</i>		+		
43	19	<i>medical jurisprudence,</i> that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural contexts of the causes, distribution and consequences of medical health problems, as well as knowledge of the national health system and the rights of the patient, which will contribute to the analysis of public health problems , effective communication, clinical decision making and ethical practice		+		

The medical education organization <b>should</b> adjust and introduce new achievements in the behavioral and <i>social sciences</i> and also <i>medical ethics</i> in the educational program for:					
44	20	scientific, technological and clinical developments;		+	
45	21	current and expected needs of society and the health system;		+	
46	22	changing demographic and cultural conditions.		+	
<b>2.5 Clinical sciences and skills</b>					
The medical education organization <b>must</b> identify and implement the achievements of the <i>clinical sciences</i> in the educational program and ensure that students:					
47	23	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities, including activities <i>related to health promotion, disease prevention and patient care</i> ;		+	
48	24	conduct <i>a reasonable portion (one-third) of the program in planned patient encounters, including consideration of purpose, appropriate number, and sufficiency for training in appropriate clinical settings</i>		+	
49	25	work on health promotion and prevention.		+	
50	26	The medical education organization <b>must</b> set a certain amount of time for teaching <i>the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.</i>		+	
51	27	A medical education organization <b>must</b> organize clinical training with appropriate attention to patient safety, including <i>monitoring the actions of students in clinical settings.</i>		+	
The medical education organization <b>should</b> adjust and introduce new achievements of clinical sciences in the educational program for:					
52	28	scientific, technological and clinical developments;		+	
53	29	current and expected needs of society and the health care system.		+	
54	30	The medical education institution <b>should</b> ensure that each trainee has early contact with real patients, including his <i>gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical sites.</i>		+	
55	31	The medical education organization <b>should</b> structure the various components of <i>clinical skills</i> training in accordance with the specific stage of the training program.		+	
<b>2.6 Structure of the educational program, content and duration</b>					
56	32	The medical education organization <b>must</b> describe the content, scope and sequence of courses and other elements of the educational program in order to ensure that an appropriate balance is maintained between the basic biomedical, behavioral and social and clinical disciplines.		+	
The medical education organization <b>should</b> follows in the educational program:					
57	33	ensure horizontal integration of related sciences and		+	

		disciplines;				
58	34	ensure vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;		+		
59	35	provide an opportunity for elective content (electives) and determine the balance between the <i>compulsory and elective part of the educational program, including a combination of compulsory elements and electives or special elective components;</i>		+		
60	36	<i>define the relationship with complementary medicine, including non-traditional, traditional or alternative practices.</i>		+		
<b>2.7 Program management</b>						
61	37	The medical education organization <b>must</b> determine the structural unit responsible for educational programs, which, under the control of the academic management, is responsible and has <i>the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, assessing students and evaluating the educational program</i> and courses of study to ensure that learning outcomes are achieved.		+		
62	38	The medical education organization <b>must</b> guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
63	39	A medical education organization <b>should</b> , through the structural unit responsible for educational programs, plan and implement innovations in the educational program.		+		
64	40	The medical education organization <b>should</b> include representatives from other relevant stakeholders in the structural unit of the medical education organization responsible for educational programs, including <i>other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, healthcare professionals involved in the learning process or others. professors of university faculties.</i>		+		
<b>2.8 Relationship with medical practice and the health care system</b>						
65	41	The medical education organization should provide an operational link between the educational program and the subsequent stages of professional training (internship, specialization, CPD / CME) or practice, which the student will start upon graduation, including <i>the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements curriculum and their relationship at various stages of training and practice, with due regard to local, national, regional and global conditions, as well as feedback to/from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.</i>		+		
The medical education organization <b>should</b> ensure that the structural department responsible for						

the educational program:						
66	42	takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify the educational program;		+		
67	43	considers the modification of the educational program based on feedback from the public and society as a whole.		+		
<b>Total</b>			<b>0</b>	<b>43</b>	<b>0</b>	<b>0</b>
<b>3. STUDENT EVALUATION</b>						
<b>3.1 Assessment methods</b>						
The medical education organization <b>must</b> :						
68	1	define, approve and publish the <i>principles, methods and practices used to assess students, including the number of examinations and other tests, maintaining a balance between written and oral examinations, the use of assessment methods based on criteria and reasoning, and special examinations (OSCE or Mini Clinical exam)</i> , as well as to determine the criteria for establishing passing scores, grades and the number of allowed retakes;		+		
69	2	ensure that the assessment covers knowledge, skills and attitudes towards learning;		+		
70	3	use a wide range of assessment methods and formats depending on their " <i>assessment of usefulness</i> ", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;		+		
71	4	ensure that assessment methods and results avoid conflicts of interest;		+		
72	5	ensure that the evaluation process and methods are open (available) for review by external experts;		+		
73	6	use a system for appealing the results of the evaluation.		+		
The medical education organization <b>should</b> :						
74	7	document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;		+		
75	8	implement new assessment methods as needed;		+		
76	9	use the system to appeal the results of the evaluation.		+		
<b>3.2 Relationship between assessment and learning</b>						
A medical education organization <b>must use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:</b>						
77	10	clearly commensurate with learning methods, teaching and learning outcomes;		+		
78	11	ensure that learners achieve learning outcomes;		+		
79	12	contribute to the learning of students;		+		
80	13	provide an appropriate balance between formative and summative assessment in order to guide learning and <i>evaluate the academic progress of the student, which requires the establishment of rules for assessing progress and their relationship to the assessment process.</i>		+		



The medical education organization <b>should:</b>					
81	14	<i>regulate the number and nature of reviews of various elements of the educational program in order to promote the acquisition of knowledge and integrated learning, and to avoid negative impact on the learning process and eliminate the need to study excessive amounts of information and overload the educational program;</i>		+	
82	15	ensure the provision of timely, specific, constructive and fair feedback to learners based on assessment results.		+	
<b>Total</b>			<b>0</b>	<b>15</b>	<b>0 0</b>
<b>4. STUDENTS</b>					
<b>4.1 Admission and selection policy</b>					
The medical education organization <b>must:</b>					
83	1	<i>define and implement an admissions policy, including a clearly defined provision for the student selection process;</i>		+	
84	2	have a policy and <i>implement the practice of accepting students with disabilities in accordance with the current laws and regulations of the country;</i>		+	
85	3	have a policy and implement the practice of transferring students from other programs and medical education organizations.		+	
The medical education organization <b>should:</b>					
86	4	to establish the relationship between the selection of students and the mission of the medical education organization, the educational program and the desired quality of graduates;		+	
87	5	review admission policies periodically, based on relevant input from the public and professionals, <i>to meet the health needs of the population and society as a whole, including consideration of enrollment of students based on their gender, ethnicity and language, and the potential need for a special admissions policy for underprivileged students families and national minorities;</i>		+	
88	6	use the system to appeal admission decisions.		+	
<b>4.2 Recruitment of students</b>					
89	7	The medical education organization <b>must</b> determine the number of accepted students in accordance with the material and technical and capabilities at all stages of education and training, and make a decision on the recruitment of students, which implies the need to regulate national requirements for health workforce		+	
90	8	The medical education institution <b>should</b> periodically review the number and contingent of enrolled students in consultation with <i>relevant stakeholders responsible for planning and developing human resources in the health sector and adjust to meet the health needs of the population and society as a whole.</i>		+	
<b>4.3 Advice and support for learners</b>					
The medical education organization <b>must:</b>					
91	9	have a system of <i>academic counseling for their students,</i>		+	

		<i>which includes issues related to the choice of electives, preparation for further education, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;</i>				
92	10	offer a student support program focused on social, financial and personal needs, which includes support for <i>social and personal problems and events, health and financial issues, access to medical care, immunization programs and health insurance, and financial assistance services in the form of financial assistance, scholarships and loans;</i>		+		
93	11	allocate resources to support learners;		+		
94	12	ensure confidentiality regarding advice and support.		+		
The medical education organization <b>should</b> provide counseling that:						
95	13	based on monitoring the progress of the student and is directed to the social and personal needs of the students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
96	14	includes counseling and professional career planning.		+		
<b>4.4 Student representation</b>						
97	15	The medical education organization <b>must</b> define and implement <i>a policy for the representation of students</i> and their <i>appropriate participation</i> in the development, management and evaluation of the educational program, and other issues related to students.		+		
98	16	The medical education organization <b>should</b> provide <i>assistance and support to the activities of students</i> and their organizations, including <i>the provision of technical and financial support to them.</i>		+		
<b>Total</b>			<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>
<b>5. ACADEMIC STAFF/TEACHERS</b>						
<b>5.1 Selection and recruitment policy</b>						
The medical education organization <b>must</b> determine and <i>implement a staff selection and admission policy that:</i>						
99	1	defines their category, responsibilities and <i>balance of academic staff/teachers</i> in basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between medical and non-medical teachers, full-time and part-time teachers, as well as the balance between academic and non-academic staff;		+		
100	2	contains criteria for scientific, pedagogical and clinical merit of applicants, including a proper balance between pedagogical, scientific and clinical qualifications;		+		
101	3	defines and monitors the responsibilities of academic staff/faculties in the basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		
A medical education organization <b>should</b> take into account criteria such as:						
102	4	attitude to its mission, <i>the significance of local</i>		+		

		<i>conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;</i>				
103	5	<i>economic opportunities that take into account the institutional conditions for the financing of employees and the efficient use of resources.</i>		+		
<b>5.2 Employee performance and development policy</b>						
A medical education organization <b>must</b> determine and implement a policy for the activities and development of employees, which:						
104	6	allows you to maintain a balance between <i>teaching, scientific and service functions</i> , which include setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;		+		
105	7	guarantees the recognition of <i>merit in academic work, with an appropriate emphasis on teaching, research and clinical qualifications</i> and is carried out in the form of <i>awards, promotions and / or remuneration</i> ;		+		
106	8	ensures that clinical activities and research are used in teaching and learning;		+		
107	9	guarantees <i>the sufficiency of knowledge by each employee of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration</i> ;		+		
108	10	<i>includes training, development, support and evaluation of teachers, which involves all teachers, not only newly hired teachers, but also teachers drawn from hospitals and clinics.</i>		+		
The medical education organization <b>should</b> :						
109	11	take into account the “teacher-student” ratio depending on the various components of the educational program;		+		
110	12	develop and implement employee promotion policies.		+		
<b>Total</b>			<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>
<b>6. EDUCATIONAL RESOURCES</b>						
<b>6.1 Material and technical base</b>						
The medical education organization <b>must</b> :						
111	1	have sufficient <i>material and technical base</i> for teachers and students to ensure adequate implementation of the educational program;		+		
112	2	provide <i>a safe environment</i> for employees, students, patients and those who care for them, including providing the necessary information and protection from <i>harmful substances, microorganisms, compliance with safety regulations in the laboratory and when using equipment.</i>		+		
113	3	The medical education organization <b>should</b> improve the learning environment of students through regular renewal, expansion and strengthening of the material and technical		+		

		base, which should correspond to the development in teaching practice.				
<b>6.2 Resources for clinical training</b>						
The medical education organization <b>must</b> provide the necessary resources for students to acquire adequate clinical experience, including sufficient:						
114	4	the number and categories of patients;		+		
115	5	the number and categories of clinical sites, <i>which include clinics, outpatient services (including PHC), primary health care facilities, health centers and other community health care facilities, and clinical skills centers/laboratories that allow for clinical training, using the capabilities of clinical sites and ensure rotation in the main clinical disciplines;</i>		+		
116	6	observation of the clinical practice of students		+		
117	7	The medical education institution <b>should</b> study and evaluate, adapt and improve clinical training resources to meet the needs of the population served, which will <i>include relevance and quality for clinical training programs regarding clinical sites, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.</i>		+		
<b>6.3 Information technology</b>						
118	8	The medical education organization <b>must</b> define and implement a policy that aimed at <i>the effective use and evaluation of appropriate information and communication technologies in the educational program.</i>		+		
119	9	The medical education organization <b>must</b> provide access to network or other electronic media		+		
A medical education organization <b>must</b> provide teachers and students with opportunities to use information and communication technologies:						
120	10	for self-study;		+		
121	11	access to information;		+		
122	12	patient management;		+		
123	13	work in the healthcare system.		+		
124	14	A medical education organization <b>should</b> optimize students' access to relevant patient data and health information systems.		+		
<b>6.4 Medical research and scientific advances</b>						
The medical education organization must:						
125	15	have <i>research activities in the field of medicine and scientific achievements as the basis for the educational program;</i>		+		
126	16	define and implement policies that promote the relationship between research and education;		+		
127	17	provide information on the research base and priority areas in the field of scientific research of the medical education organization;		+		
128	18	use medical research as the basis for the curriculum		+		
The medical education organization <b>should</b> ensure that the relationship between research and education:						

129	19	taken into account in teaching;		+		
130	20	encourages and prepares students to participate in scientific research in the field of medicine and its development		+		
<b>6.5 Educational expertise</b>						
The medical education organization <b>must</b> :						
131	21	have access to <i>educational expertise</i> , where appropriate, and conduct expertise that examines the processes, practices, and issues of medical education, and may involve physicians with experience in medical education research, educational psychologists and sociologists, or the involvement of experts from other national and international institutions		+		
A medical education organization <b>must</b> define and implement a policy on the use of expertise in the field of education:						
132	22	in the development of an educational program;		+		
133	23	in the development of teaching methods and assessment of knowledge and skills.		+		
The medical education organization <b>should</b> :						
134	24	provide evidence of the use of internal or external expertise in the field of medical education to develop the capacity of employees;		+		
135	25	give due attention to the development of <i>expertise in education assessment and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education</i> ;		+		
136	26	promote the desire and interests of employees in conducting research in medical education.		+		
<b>6.6 Exchange in education</b>						
The medical education organization <b>must</b> define and implement a policy for:						
137	27	cooperation at the national and international levels with <i>other medical universities</i> ;		+		
138	28	<i>transfer and offset of educational loans</i> , which includes consideration of the limits of the volume of the educational program that can be transferred from other educational institutions and which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program, and active coordination of programs between medical educational institutions and the use of a transparent system of credit units and flexible course requirements.		+		
The medical education organization <b>should</b> :						
139	29	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and in compliance with ethical principles.		+		
			<b>Total</b>	<b>0</b>	<b>30</b>	<b>0 0</b>
<b>7 EVALUATION OF THE EDUCATIONAL PROGRAM</b>						
<b>7.1 Program monitoring and evaluation mechanisms</b>						

The medical education organization <b>must</b>					
141	1	have a program for <i>monitoring processes</i> and outcomes, including the <i>collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, as well as data collection is part of the administrative procedures in connection with admission students, their assessment and completion of training.</i>		+	
142	2	ensure that relevant assessment results influence the curriculum		+	
A medical education organization <b>must</b> establish and apply mechanisms for evaluating an educational program that:					
143	3	are aimed at the educational program and its <i>main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and elective parts;</i>		+	
144	4	aimed at the progress of the student;		+	
145	5	identify and address issues that include underachievement of expected learning outcomes, and will assume that information received on learning outcomes, <i>including gaps and problems identified</i> , will be used as feedback for activities and corrective action plans to improve educational outcomes. programs and curricula of disciplines;		+	
A medical education organization <b>must</b> periodically conduct a comprehensive assessment of the educational program aimed at:					
146	6	on the <i>context of the educational process</i> , which includes the organization and resources, the learning environment and the culture of the medical education organization;		+	
147	7	on <i>special components of the educational program</i> , which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;		+	
148	8	on <i>overall outcomes</i> , which will be measured by national examination results, career choices and postgraduate learning outcomes;		+	
149	9	A medical education organization <b>should</b> rely on social responsibility/accountability.		+	
<b>7.2 Teacher and student feedback</b>					
150	10	The medical education organization <b>must</b> systematically collect, analyze and provide <i>feedback to teachers and students, which includes information about the process and products of the educational program, and also includes information about bad practice or inappropriate behavior of teachers or students with and / or legal consequences.</i>		+	
151	11	The medical education organization <b>should</b> use the results of the feedback to improve the educational program.		+	

<b>7.3 Academic achievements of students</b>					
The medical education organization <b>must</b> analyze the <i>educational achievements of students</i> regarding:					
152	12	<i>its mission and the final learning outcomes</i> of the educational program, which includes information on the average duration of study, academic scores, frequency of passing and failing exams, cases of successful completion and expulsion, student reports on the learning conditions in the courses completed, on the time spent studying areas of interest , including elective components, as well as interviews with students in repeat courses, and interviews with students who interrupted their studies;		+	
153	13	educational program;		+	
154	14	provision of resources.		+	
The medical education organization <b>should</b> analyze the <i>educational achievements of students</i> regarding:					
155	15	<i>their previous experiences and conditions, including social, economic, cultural conditions;</i>		+	
156	16	the level of training at the time of admission to a medical educational organization		+	
A medical education organization <b>should</b> use the analysis of students' educational achievements to provide feedback to structural units responsible for:					
157	17	selection of students;		+	
158	18	educational program planning;		+	
159	19	student counseling.		+	
<b>7.4 Stakeholder involvement</b>					
The medical education organization <b>must</b> , in its monitoring program and activities for the evaluation of the educational program, involve:					
160	20	teaching staff and students;		+	
161	21	its administration and management.		+	
The medical education organization <b>should</b> for other <i>stakeholders, including representatives of other academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations:</i>					
162	22	provide access to the results of the evaluation of the course and the educational program;		+	
163	23	collect and study feedback from them on the clinical practice of graduates;		+	
164	24	collect and study feedback from them on the educational program.		+	
			<b>Total</b>	<b>0</b>	<b>24</b>
<b>8. MANAGEMENT AND ADMINISTRATION</b>					
<b>8.1 Management</b>					
165	1	The medical education organization <b>must</b> determine the management structures and functions, including <i>their relationship with the university, if the medical education organization is part of or affiliated with the university.</i>		+	
A medical education organization <b>should</b> determine <i>structural departments in its management structures with the establishment of the responsibility of each structural department and include in their composition:</i>					
166	2	representatives of academic staff;		+	
167	3	students;		+	

168	4	<i>other stakeholders, including representatives of the ministry of education and health, the health sector and the public.</i>		+		
169	5	The medical education organization <b>should</b> ensure the <i>transparency of the management system and the decisions made, which published in bulletins, posted on the website of the university, included in the protocols for review and execution.</i>		+		
<b>8.2 Academic leadership</b>						
170	6	The medical education organization <b>must</b> clearly define the responsibility of <i>the academic leadership</i> in relation to the development and management of the educational program.		+		
171	7	The medical education organization <b>should</b> periodically evaluate the academic leadership regarding the achievement of its mission and the final learning outcomes.		+		
<b>8.3 Training budget and resource allocation</b>						
The medical education organization <b>must</b> :						
172	8	have clear terms of reference and authority to provide the educational program with resources, including a target budget for education;		+		
173	9	allocate resources necessary for the implementation of the educational program and distribute educational resources in accordance with their needs.		+		
174	10	The system of financing a medical education organization should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
The medical education organization <b>should</b> :						
175	11	provide sufficient autonomy in the distribution of resources, including adequate remuneration of teachers in order to achieve the final learning outcomes;		+		
176	12	when allocating resources, take into account scientific advances in the field of medicine and public health problems and their needs.		+		
<b>8.4 Administrative staff and management</b>						
A medical education organization <b>must</b> have an <i>appropriate administrative staff, including their number and composition in accordance with qualifications, in order to:</i>						
177	13	ensure the implementation of the educational program and related activities;		+		
178	14	ensure proper management and allocation of resources.		+		
179	15	The medical education organization <b>should</b> develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
<b>8.5 Engagement with the health sector</b>						
180	16	The medical education organization <b>should</b> have a <i>constructive interaction</i> with the health sector, with related sectors of the health of society and government,	+			



		including the <i>exchange of information, cooperation and initiatives of the organization</i> , which contributes to the provision of qualified doctors in accordance with the needs of society.				
181	17	The medical education organization <b>should</b> be given <i>official status of cooperation with partners in the health sector, which includes the conclusion of formal agreements defining the content and forms of cooperation and / or the conclusion of a joint contract and the creation of a coordinating committee, and holding joint events.</i>		+		
<b>Total</b>			<b>1</b>	<b>16</b>	<b>0</b>	<b>0</b>
<b>9. PERMANENT UPDATE</b>						
The medical organization of education <b>must</b> , as a dynamic and socially responsible institution:						
182	1	initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and functions, document and eliminate deficiencies;		+		
183	2	allocate resources for continuous improvement.	+			
The medical education organization <b>should</b> :						
184	3	base the update process on prospective studies and analyzes and on the results of their own research, evaluation and literature on medical education;		+		
185	4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in line with past experience, current activities and future prospects; guide the upgrade process to the following questions.		+		
186	5	Adaptation of the mission statement and ending results to the scientific, socio-economic and cultural development of society.		+		
187	6	Modification of graduate learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of patient care in accordance with the responsibilities that are assigned to graduates after graduation from MEO		+		
188	7	Adapting the curriculum model and methodological approaches to ensure that they are appropriate and appropriate and take into account current theories in education, adult learning methodology, active learning principles.		+		
189	8	Adjustment of the elements of the educational program and their relationship in accordance with advances in the biomedical, behavioral, social and clinical sciences, with changes in 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 exclusion of obsolete		+		

190	9	Development of assessment principles, and methods for conducting and number of examinations in accordance with changes in learning outcomes and teaching and learning methods.		+		
191	10	Adapting student recruitment policies and student selection methods to reflect changing expectations and circumstances, staffing needs, changes in the pre-university education system, and curriculum needs.		+		
192	11	Adapting the recruitment policy and the formation of the academic staff in accordance with changing needs	+			
193	12	Updating educational resources in accordance with changing needs, such as enrollment, number and profile of academic staff, educational program		+		
194	13	Improving the process of monitoring and evaluation of the educational program.		+		
195	14	Improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs, and, in the long term, to meet the interests of various stakeholder groups.		+		
		<b>Total</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>0</b>
		<b>TOTAL</b>	<b>3</b>	<b>192</b>	<b>0</b>	<b>0</b>



## **Appendix 2. PROGRAM OF THE VISIT TO THE ORGANIZATION OF EDUCATION**

*(this section should be deleted before sending to the educational organization to reconcile factual inaccuracies and before publishing the report on the site)*



SOUTH KAZAKHSTAN  
**MEDICAL  
ACADEMY**



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІН  
ТӨУЕЛСІЗ АГЕНТТІГІ» КЕМ  
НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»  
INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

**AGREED**

**Rector of the South Kazakhstan  
Medical Academy**

\_\_\_\_\_  
**Rysbekov M.M.**

\_\_\_\_\_  
**April 3, 2023**

**APPROVE**

**General Director of the Independent  
Agency for Accreditation and  
Rating**

\_\_\_\_\_  
**Zhumagulova A. B.**

\_\_\_\_\_  
**April 3, 2023**



**PROGRAM**

**VISIT OF THE EXTERNAL EXPERT COMMISSION  
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)  
TO THE SOUTH-KAZAKHSTAN MEDICAL ACADEMY (SKMA)  
(INTERNATIONAL INSTITUTIONAL ACCREDITATION)**

**Date of the visit: April 17-18, 2023 (Shymkent time)**

Date and time	EEC work with target groups	Position and Last name, first name, patronymic of target group participants	Contact Form
<i>April 16, 2023</i>			
10.00-11.00	Preliminary meeting of the EEC	<i>External IAAR experts</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )
<i>Day 1: April 17, 2023</i>			
10.00-10.30	Distribution of responsibility of experts, solution of organizational issues	<i>External IAAR experts</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )
10.30 – 11.10	Meeting with the rector	<b><i>Rector - Rysbekov Myrzabek Myrzashevich, Doctor of Medical Sciences, Professor</i></b>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352
11.10-11.20	Technical break		
11.20-12.00	Meeting with vice-rectors	1) <i>First Vice-Rector - Yessirkepov Marlen Makhmudovich, Candidate of Medical Sciences, Professor</i> 2) <i>Vice-Rector for Financial and Economic Activities – Seitzhanova Zhanna Serikzhanovna, MBA</i> 3) <i>Vice-rector for educational and methodological work - Anartayeva Maria Ulasbekovna, Doctor of Medical Sciences, Associate Professor</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352

12.00-12.10	Technical break		
12.10-12.50	Meeting with the heads of structural departments of the EO	<ol style="list-style-type: none"> <li>1) <i>Head. department of scientific and clinical work, doctoral studies and magistracy - Zhaksylyk Alikhan Altynkhanovich</i></li> <li>2) <i>Head. department of strategic development and international cooperation - Akhmetova Alma Abdugarimovna</i></li> <li>3) <i>Chief Accountant - Dinara Ashirkhanovna Baimbetova</i></li> <li>4) <i>Head. department of administrative and legal support - Kabishtaev Orynbasar Abdugarimovich</i></li> <li>5) <i>Head. educational and methodological center - Doltaeva Bibigul Zaydullaevna</i></li> <li>6) <i>Head of the Human Resources Department - Eleusizova Gulsara Lesovna</i></li> <li>7) <i>Head. center of practical skills (CPS) - Kalmenov Nurlan Zhumanovich</i></li> <li>8) <i>Dean of internship and employment of graduates - Kemelbekov Kanatzhau Saukhanbekovich</i></li> <li>9) <i>Head of the registrar's office - Syzdykova Saulet Akmurzaevna</i></li> <li>10) <i>Head of the Library Information Center (LIC) - Raushan Iskakovna Darbicheva</i></li> <li>11) <i>Head of the Computer-testing, publishing center (CTPC) - Uksikbaev Maksat</i></li> <li>12) <i>Head of the Department for Social Affairs and Youth Policy - Salim Yerbol Kaltursynovich</i></li> <li>13) <i>Head of Quality Assurance and QMS Department Erzhanov Nurlan Amirovich</i></li> <li>14) <i>Head. Department of DET Khalmetova Shakhnoza Abdulakimovna</i></li> <li>15) <i>Head of the student registration department - Zhipsibaeva Urzhan Konakbaevna</i></li> <li>16) <i>Director of the Department of AEP - Yunusov Samukhzhau Kasymovich</i></li> <li>17) <i>Head of office - Spataeva Gulnara Zhangubekovna</i></li> <li>18) <i>Compliance officer - Pernebaev Nurgali Alikhanovich</i></li> <li>19) <i>Commercialization office</i></li> </ol>	<p>Link  <a href="https://us02web.zoom.us/j/3892931765?pwd=TK9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=TK9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a></p> <p>Conference ID: 389 293 1765  Access code: 334352</p>
12.50-13.00	Technical break		
13.00-14.00	<b>Lunch (EEC members only)</b>		
14.00-	EEC work	<b>External IAAR experts</b>	<p>Link  <a href="https://us02web.zoom.us/j/3892931765?pwd=TK9">https://us02web.zoom.us/j/3892931765?pwd=TK9</a></p>

14.10			<a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )
14.10-16.00	Visual inspection of the EO	<i>Medicinal Plants Laboratory            Computer Test Publishing Center            SKMA Museum            Anatomical Museum            Genomic Research Laboratory            Library and Information Center            Dining room            Assembly Hall            Model of the University Hospital            Dental clinic            Practical Skills Center            Dormitory</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352
16.00-16.50	Meeting with the leaders of the EP, the leadership of the dean's office	<ol style="list-style-type: none"> <li>1) <i>Head. department of scientific and clinical work, doctoral studies and magistracy - Zhaksylyk Alikhan Altynkhanovich</i></li> <li>2) <i>Dean of the Faculty of Medicine - Sagtaganov Zhaksybek Ilisbekovich</i></li> <li>3) <i>Dean of the Faculty of Pharmacy - Umurzakhova Galiya Zhanburbaevna</i></li> <li>4) <i>Head of the residency department - Bektenova Gulmira Erseitovna</i></li> <li>5) <i>Dean of the International Faculty - Tolbasieva Arailym Aibatillaevna</i></li> <li>6) <i>Dean of internship and employment of graduates - Kemelbekov Kanatzhan Saukhanbekovich</i></li> <li>7) <i>Dean of the Faculty of Continuous Professional Development - Kenesova Kulzhamilya Zhumanovna</i></li> </ol>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352
16.50-17.00	Technical break		
17.00-17.50	Meeting with the leaders of the EP, heads of departments	<i>Heads of departments, Appendix No. 1</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352

<b>17.50-18.00</b>	Technical break		
<b>18.00-18.50</b>	Meeting with teaching staff EP	<i>List of teaching staff, Appendix No. 2</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )
<b>18.00-18.50</b>	Questioning of teaching staff (in parallel)	<i>Appendix No. 2 Full name, e-mail</i>	The link is sent to the e-mail of the teacher personally
<b>18.50-19.20</b>	EEC work. Discussion of the results of the first day	<i>External IAAR experts</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )
<b>Day 2: April 18, 2023</b>			
<b>9.00-9.30</b>	EEC work	<i>External IAAR experts</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )
<b>9.30-12.00</b>	Visiting the practice bases of the EP	<i>Organizations, Appendix No. 3</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352
<b>12.00-12.10</b>	Technical break		



<b>12.10-13.00</b>	Meeting with EP students (in parallel)	<i>Students, Appendix No. 4</i>	<p>Link  <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a></p> <p>Conference ID: 389 293 1765  Access code: 334352 (<i>only for EEC</i>)</p>
<b>12.10-13.00</b>	Questionnaire of students (in parallel)	<i>Appendix No. 4 Full name, e-mail</i>	The link is sent to the e-mail of the student personally
<b>13.00-14.00</b>	<b><i>Lunch (EEC members only)</i></b>		
<b>14.00-15.00</b>	Working with documents of departments and attending classes of teaching staff according to the schedule	<i>Class schedule, appendix No. 5</i>	<p>Link  <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a></p> <p>Conference ID: 389 293 1765  Access code: 334352</p>
<b>15.00-15.40</b>	Meeting with EP employers	<i>Employers, Appendix No. 6</i>	<p>Link  <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a></p> <p>Conference ID: 389 293 1765  Access code: 334352</p>
<b>15.40-15.50</b>	Technical break		
<b>15.50-16.30</b>	Meeting with graduates of the EP	<i>Graduates, Appendix No. 7</i>	<p>Link  <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a></p> <p>Conference ID: 389 293 1765  Access code: 334352</p>

<b>16.30-17.30</b>	The work of the EEC, discussion of the results of the second day and parameters, development and discussion of recommendations (recording in progress)	<i>External IAAR experts</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )
<b>17.30-18.00</b>	Preparation by the chairman of information on the results of an external evaluation	<i>Chairman of the EEC</i>	Chairman's individual work
<b>18.00-18.15</b>	The work of the EEC discussion, decision-making by voting (recorded)	<i>External IAAR experts</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )
<b>18.15-18.20</b>	Technical break		
<b>18.20-19.00</b>	Final meeting of the EEC with the leadership of the university	<i>University management</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )
<b>19.00-19.30</b>	Work of the EEC, Discussion of the results of the quality assessment	<i>External IAAR experts</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765 Access code: 334352 ( <i>only for EEC</i> )

## Appendix 3. RESULTS OF THE TEACHING STAFF QUESTIONNAIRE

Total number of profiles: 43

1. Your department/faculty?

Faculty of Medicine	55,8%
Faculty of Dental Medicine	2,3%
Faculty of Pharmacy	18,6%
Other	
Residency	9,3%
Pediatrics	7%
Department of Pathology and Histology	2,3%
Social health insurance and public health	4,6%

2. Your Position

Assistant	13,9%
Associate Professor	30,2%
Senior Teacher	16,3%
Teacher	34,9%
Other	4,7%

3. Academic degree, academic title

Honoured Worker	0,0%
Doctor of Science	0,0%
Candidate of Science	30,2%
Master	37,2%
PhD	4,7%
Professor	0,0%
Associate Professor	4,7%
None	25,6%

4. Work experience at this HEI

Over 5 years	74,3%
1 year-5years	25,6%
Other	0,0%

	Very good	Good	Relatively bad	Badly	Very bad
To what extent does the content of the educational program meet your needs?	65,1%	32,6%	0	0	2,3%
Does the university provide an opportunity for continuous development of faculty	53,5%	44,2%	0	0	2,3%

potential?					
To what extent can teachers use their own strategies?	51,2%	44,2%			
How do you assess the opportunities provided by the university for the career growth of teachers?	58,4%	41,6%	2,3%	0	2,3%
How do you assess the degree of academic freedom of the teaching staff?	50,0%	45,2%	2,3%	0	2,3%
To what extent can teachers use their own strategies?	48,8%	52,1%	0	0	0
To what extent can teachers use their own methods?	62,8%	37,2%	0	0	0
To what extent can teachers use their own innovations in the learning process?	62,8%	37,2%	0	0	0
How do you assess the organization of healthcare and disease prevention at the university?	62,8%	34,9%	2,3%	0	0
What attention does the university administration pay to the content of the educational program?	72,1%	27,9%	0	0	0
How do you assess the sufficiency and availability of the necessary scientific and educational literature in the library?	72,1%	27,9%	0	0	0
Assess the openness and accessibility of management for students	51,2%	46,5%	0	2,3%	0
Assess the openness and accessibility of management for teaching staff	48,8%	48,8%	2,3%	0	0
What is the level of encouragement and involvement of young professionals in the educational process?	58,1%	37,2%	4,7%		0
Assess the opportunities for professional and personal growth created for each teacher and staff member.	51,2%	48,8%	0	0	0
Assess the adequacy of the university management's recognition of the potential and abilities of teachers.	46,5%	53,5%	0	0	0
How did academic mobility organize?	51,2%	46,5%	2,3%	0	0

How did the professional development of teaching staff organize?	58,1%	39,5%	2,3%	0	0
Assess how the university and its management support the research work of the teaching staff.	69,8%	30,2%	0	0	0
Assess how the university and its management support the development of new educational programs / academic disciplines / teaching methods.	74,4%	25,6%	0	0	0
Assess the faculty's ability to combine teaching with research	58,1%	37,2%	4,7%	0	0
Evaluate the ability of the teaching staff to combine teaching with practical activities.	60,5%	32,6%	7%	0	0
Assess whether the knowledge acquired by students at the university meets the requirements of the modern labor market.	44,2%	53,5%	2,3%	0	0
How do the management and administration of the university perceive criticism?	23,3%	69,8%	7%	0	0
Assess how your workload matches your expectations and abilities.	30,2%	65,1%	2,3%	2,3%	0
Assess the focus of educational programs / curricula on providing students with situational analysis and forecasting skills.	44,2%	55,8%	0	0	0
Assess how the content and quality of the implementation of the educational program meet the expectations of the labor market and the employer.	41,9%	58,1%	0	0	0

### 31. Why do you work in this particular HEI?

There are 39 answers in total:

The best university

This is my calling

Convenient work schedule

I like the method of teaching and healing

I like working with interns

Good scientific base and career growth

Promising career growth satisfies

Career prospects and development

I really like our university

SKMA is a ranking university, focused on staff growth

Good university! Responsive leaders!

Because I like it here, more than 40 years of experience in this university like my profession

There is an opportunity for career growth, professional advancement, to be in demand in the field of healthcare.

In this university, professional growth, career growth, the possibility of being in demand in healthcare are possible.

Graduate of this university

Because I love my job

Because the conditions for development and creative initiative are created

Because I like my team, my profession

The university provides great opportunities for career growth

Because it is the best university in Kazakhstan

I have been associated with this university for a long time.

I am comfortable

Reputable university

Work from the opening of the university

The university has good equipment, motivates and trains teachers, a comfortable atmosphere, access to databases, the possibility of a trinity: practice, clinic, science. Opportunity to travel abroad, doctoral studies.

Meets my requirements

Excellent university moving to this city.

I enjoy teaching medical students as I am a pediatrician myself. Very good, promising university.

Like

I like

University provides opportunities for career growth

I like the team, the conditions of the university.

Like

Matches my wishes

I love my job, our head, our department, disciplines I teach.

I have the opportunity for professional growth

	Often	Frequently	Sometimes	Very rarely	Never
How often do you have workshops and lectures with practitioners in your course?	20,9%	58,1%	18,6%	2,3%	0
How often are teachers invited from outside (local and foreign) to participate in the teaching process?	14%	53,5%	30,2%	2,3%	0

How often do you encounter the following problems in your work?

	Frequently	Sometimes	Never
Lack of classrooms	2,3%	39,5%	58,1%
Unbalanced study load by semesters	0	51,2%	48,8%
Unavailability of required books in the library	0	25,6%	74,4%
Overcrowding of study groups (too many students in the group)	4,7%	39,5%	55,8%
Inconvenient schedule	2,3%	27,9%	69,8%
Uncomfortable conditions in the classrooms	2,3%	30,2%	67,4%
No internet access	2,3%	41,9%	55,8%
Students' lack of interest in learning	2,3%	51,2%	46,5%

Untimely receipt of information about events	2,3%	25,6%	72,1%
Lack of technical facilities in classrooms	0	20,9%	79,1%

## 34.11 Other problems (if available). Please indicate which)

There are 29 answers in total:

No

No problem

No problem

No

-

Cabinets are missing

Starting at 8.00, problematic for teachers and interns

Missing

Problems solved...

Low pay

Lack of preferential vouchers and bases for summer holidays

Low salary, lack of preferential vacation vouchers and recreation centers

Problems solved in the course of work

No problem

35. 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	Partially satisfied	Not satisfied	Difficult to answer
Relationships with direct management	88,4%	11,6%	0	0
Relationships with colleagues in the department	88,4%	9,3%	2,3%	0
Participation in management decision making	62,8%	30,2 %	4,7%	2,3%
Relations with students	93%	7%	0	0
Recognition of your successes and achievements by the administration	74,4%	20,9%	2,3%	2,3%
University administration activities	83,7%	11,6%	2,3%	2,3%
Terms of pay	51,2%	37,2%	9,3%	2,3%
Convenience of work, services available at the university	67,4%	27,9%	4,7%	0
Occupational health and safety	79,1%	18,6%	2,3%	0
Management of changes in the activities of the university	72,1%	20,9%	0	7%
Providing benefits: rest, sanatorium treatment, etc.	37,2%	37,2%	18,6%	7 %

Food system, medical and other services	46,5%	46,5%	0	7%
There are many different sides and aspects in the life of the university, which in one way or another affect every teacher and employee. how satisfied are you	62,8%	32,6%	2,3%	2,3%

## Appendix 4. RESULTS OF STUDENT QUESTIONNAIRE

Total number of profiles: 66

### 1. Your department/faculty?

General medicine	71,4%
Dentistry	19,3%
Pharmacy	9,3%

### 2. Your gender

Male	30,3%
Female	69,7%

### 3. How satisfied are you with: 3.1 Relations with the dean's office

Completely satisfied	81,8%
Partially Satisfied	16,7%
Partially dissatisfied	1,5%
Not satisfied	
Difficult to answer	

### 4. 3.2 The level of accessibility of the dean's office

Completely satisfied	81,8 %
Partially Satisfied	16,7%
Partially dissatisfied	1,5%
Not satisfied	
Difficult to answer	
I find it hard to say something good	
Very often the dean's office spreads in their group that "there will be no reception at the dean's office today." Judge for yourself	



Absolutely satisfied with the dean's office, but not with parking spaces next to it	
It is almost impossible for students on the 2nd Wednesday to get into the dean's office formally	
Didn't often apply to the dean's office	

## 5. The level of accessibility and responsiveness of the university management

Completely satisfied	77,3 %
Partially Satisfied	19,7%
Partially dissatisfied	3%
Not satisfied	
Difficult to answer	

## 6. Availability of academic counseling to you

Completely satisfied	74,2%
Partially Satisfied	25,8%
Partially dissatisfied	
Not satisfied	
Difficult to answer	

## 7. Support with educational materials in the learning process

Completely satisfied	78,8%
Partially Satisfied	18,2 %
Partially dissatisfied	1,5%
Not satisfied	1,5%
Difficult to answer	

## 8. Availability of counseling on personal problems

Completely satisfied	77,3%
Partially Satisfied	22,7 %
Partially dissatisfied	
Not satisfied	
Difficult to answer	

	Completely satisfied	Partially Satisfied	Partially dissatisfied	Not satisfied	very bad)
Financial and administrative services of the educational institution	60,6%	31,8%	3%	4,5%	0
Access to Health Services for Students	63,6%	31,8%	4,5%	0	0
The quality of the student health service	63,6 %	28,8%	7,6%	0	0
The level of availability of library resources	69,7 %	24,2%	6,1%	0	0
The quality of services provided in libraries and reading rooms	63,6%	30,3%	4,5%	1,5%	0
Satisfaction with the existing educational resources of the university	63,6%	28,8%	6,1%	0	1,5%
Availability of computer classes and Internet resources	65,2%	25,8%	9,1%	0	0
The usefulness of the website of educational organizations in general and faculties in particular	80,3%	18,2%	1,5%	0	0
Study rooms, auditoriums for large groups	65,2%	24,2 %	9,1%	1,5%	0
Lounges for students (if any)	42,4 %	30,3%	15,2%	6,1%	6,1%
Clarity of procedure for taking disciplinary action	65,2%	28,8%	3%	3%	0
The overall quality of study programs	71,2%	21,2 %	6,1 %	1,5%	0
Teaching methods in general	74,2%	18,2%	6,1%	1,5%	0
Quick response to feedback from teachers regarding the educational process	74,2%	22,7%	1,5%	1,5%	0
The quality of teaching	74,2%	22,7%	1,5%	1,5%	0
Academic load / requirements for the student	59,1%	33,3%	4,5%	3%	0
Conducted tests and exams	74,2%	21,2%	4,5%	0	0
Available computer classes	68,2%	27,3%	4,5%	0	0
Available scientific laboratories	65,2 %	24,2%	10,6%	0	0

Relationship between student and teacher	74,2%	22,7%	3%	0	0
Objectivity and fairness of teachers	71,2%	24,2%	3%	1,5%	0
Providing students with a hostel	80,5%	14 %	5,5%	0	0
The course program was clearly presented	71,2%	27,3%	1,5%	0	0
Course content is well structured	69,7%	25,8%	4,5%	0	0
Key terms adequately explained	72,7%	25,8%	1,5%	0	0
The material taught is up to date.	69,7%	27,3%	3%	0	0
The teacher uses effective teaching methods	72,7%	24,2%	1,5%	0	1,5%
The teacher owns the material being taught	78,8%	18,2%	3%	0	0
The lecturer's presentation is clear	77,3%	21,2%	1,5%	0	0
The teacher presents the material in an interesting way	69,7%	28,8%	1,5%	0	0
The teacher satisfies my requirements for personal development and professional development	69,7%	25,8%	4,5%	0	0
The teacher stimulates the activity of students	71,2%	25,8%	1,5%	1,5%	0
The teacher stimulates the creative thinking of students	66,7%	25,8%	4,5%	1,5%	1,5%
Appearance and manners of the teacher are adequate	74,2%	21,2%	3%	0	1,5%
The teacher has a positive attitude towards students	74,2%	21,2%	4,5%	0	0
Continuous assessment (seminars, tests, questionnaires, etc.) reflects the content of the course	74,2%	22,7%	3%	0	0
Evaluation criteria used by the instructor are clear	72,7%	24,2%	3%	0	0
The teacher objectively evaluates the achievements	71,2%	25,8%	3%	0	0

of students					
The teacher speaks a professional language	71,2%	28,8%	0	0	0
Facilities and equipment for students are safe, comfortable and modern	71,2%	22,7%	6,1%	0	0
The library is well stocked and has a fairly good collection of books.	68,2%	25,8%	3%	3%	0

31. Other problems regarding the quality of teaching number of answers: 22

No

No

We're doing great 🍀

We need more exchange programs

Missing

Sagyndykov Zhanarys Shamshiuly

:

Everything satisfies, you only need the inner desire and ambition of the student everything suits me

The Academy satisfies us completely. In principle, there are no problems with teaching.

Sagyndykov Zhanarys

There are no problems with the quality of teaching.

No problem the best university

no problems

Not available

