REPORT

on the results of the work of the external expert evaluation commission
for compliance with the requirements of the NAAR standards for
international program accreditation of basic medical
and pharmaceutical education
(based on the WFME/ AMSE/ESG standards)
6B10102"Public health"
NAO "Kokshetau University named after Sh..UalikhanovStreet"
during the period from May 27 to May 29, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
To the Accreditation Center
NAAR Council

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Kokshetau, 2024

content

LIST OF SYMBOLS AND ABBREVIATIONS

AUP – administrative and management personnel
DB – basic disciplines
VK – university component
VR – educational work
SAC – State Attestation Commission
SMSE – the state mandatory standard of education
DOT – distance learning technologies
UNT – Unified national testing
ECTS-European Credit Transfer and Accumulation System
ICT – information and communication technologies
IEP – Individual curriculum
INO - Institute of Continuing Education
KV-optional component
KU-Kokshetau University named after Sh. Ualikhanov
KTO-credit training technology
QED-catalog of elective subjects
MOS-modular educational programs
MTB-material and technical base
NAS RK – National Academy of Sciences of the Republic of Kazakhstan
R & D – research work
NIRS/R & D – research work of students/undergraduates
NRK-National Qualifications Framework
NTS-Scientific and Technical Council
OK – required component
OOD – General education subjects
OP-educational program
OR-registrar's office
PD-profile disciplines
Teaching staff – faculty members
RIO-Editorial and Publishing Department
Republic of Kazakhstan – Republic of Kazakhstan
RUP – working curriculum
SDO-Distance learning system
QMS-Quality management system
SRMP – independent work of undergraduates
SRS – independent work of students
SRSP – independent work of students under the guidance of a teacher
TUP-standard curriculum
ATC – Training and support staff
UMK-educational and methodical complex
UMKD – educational and methodical complex of the discipline
UMS-educational and methodical Council
PhD – Doctor/Doctoral program in Philosophy – доктор/докторантура по философии
EUMC-an electronic educational and methodical complex
EUMCD – electronic educational and methodical complex of the discipline
HSM-Higher School of Medicine
MH RK – Ministry of Health of the Republic of Kazakhstan
MES RK- Ministry of Education and Science of the Republic of Kazakhstan

EMC-educational and methodical Council
UEHP-Unified Higher Education Platform

Introduction

In accordance with Order 93-24-OD of 01.03.2024 of the Independent Accreditation and Rating Agency, from May 27 to May 29, 2024, an external expert commission assessed the compliance of the educational program 6B10102 "Public Health" of the Higher Medical School of Kokshetau University named after Sh. Ualikhanov Republic of Kazakhstan (hereinafter-HSM KU)with the NAAR standards for international accreditation of basic medical education. and pharmaceutical education (based on the WFME/ AMSE/ESG standards).

The report of the External Expert Commission (hereinafter referred to as the EC) contains an assessment of the submitted educational program to the NAAR criteria, recommendations of the EC for further improvement of the educational program, and parameters of the educational program profile.

The composition of the EEC:

Chairman of the EEC-Gulvira Sovetbekovna Akybayeva, Ph. D. in Economics, Karaganda Region
University named after Academician E. A. Buketov (Karaganda); Off-line participation

IAAR Foreign Expert-Natalia Kulagina, Doctor of Economics, Professor, MIREA-Russian Technological University (Moscow, Russia); On-line participation;

IAAR foreign Expert-Astanov Shavkatbek Mominzhanovich, responsible for
clinical training of students, senior lecturer of the Department of Hospital Therapy, Faculty of Medicine of Zhalal Abad State University named after Bekmamat Osmonov (Zhalal Abad, Kyrgyzstan); On-line participation

IAAR expert-Kulakhmetova Mergul Sabitovna, PhD in Philology,
Associate Professor of the Department of Foreign Languages of Pavlodar Pedagogical University named after Alkey Margulan (Pavlodar); Off-line participation;

IAAR expert - Nazym Kazhimuratovna Nosieva, Candidate of Philological Sciences, Acting Associate Professor, Astana City Academy of Physical Culture and Mass Sports; On-line participation

IAAR expert - Dilnara Ikramkhanova Zakirova, PhD, Research Professor, Turan University (Almaty); Off-line participation

IAAR expert-Oshakbayeva Zhuldyz Oryntaykyzy, Candidate of Biological Sciences, Associate Professor, Kostanay Engineering and Economic University named after M. Dulatov (Kostanay); Off-line participation

IAAR expert-Musabalina Gulnar Toleugazievna, Doctor of Historical Sciences,
Professor, L. N. Gumilyov Eurasian National University (Astana) On-line
participation

IAAR expert-Karstina Svetlana Gennadyevna, Doctor of Physical and Mathematical Sciences, Professor of the Department of Physics and Nanotechnologies of NAO "Karaganda State University named after V. I. Shishkin".Academician E. A. Buketov" (Karaganda); Off-line participation

IAAR expert – Ruslan Zairovich Safarov, Candidate of Chemical Sciences, Eurasian Economic University
L. N. Gumilyov National University (Astana); Off-line participation

IAAR expert-Baymagambetova Aigerim Askharovna, PhD, Dean of the school
Public Health and Management NAO Astana Medical University (Astana); Off-line participation

IAAR expert, employer-Maxim Sutula, PhD, Leading Researcher, National Center of Biotechnology (Astana) On-line participation

IAAR expert, employer-Abdikadirova Akniet Maratovna, Head of Department
Development of human capital of the Chamber of Entrepreneurs "Atameken" Shymkent (Shymkent); On-line participation

IAAR expert, student – Nazira Zhenisovna Zholdasova, 4th year student of OP "Kazakh language and literature", NAO " Aktobe Regional University imeniK.Zhubanova" (Aktobe); On-line participation

IAAR expert, student-Adel Zhanatovna Omarova, 3rd year student of OP Finance, S. Seifullin Kazakh Agrotechnical Research University (Astana); On-line participation

IAAR expert, student-Ekaterina S. Kandratyeva, 2nd year student of OP 7M05101 Biology of the M. Kozybayev North Kazakhstan University (Petropavlovsk); On-line participation

IAAR expert, student-Yerkhankyzy Dinara, 2nd year student of OP "History", Korkyt Ata Kyzylorda University (Kyzylorda); On-line participation

IAAR expert, Umirzakova student Gulshat Armankyzy, 2nd year master's student of OP 7M01501-Mathematics of NAO " Aktobe Regional University named after K. Zhubanov "(Aktobe); On-line participation

IAAR expert, student-Kayyrbekov Nariman Ruslanuly, 1st-year master's student of OP Chemistry, Sarsen Amanzholov East Kazakhstan University (Ust-Kamenogorsk); On-line participation

IAAR expert, student-Makulbek Aygerim Serikpaykyzy 1-year master's degree in public health of the NAO " Medical University of Karaganda "(Karaganda); On-line participation

Coordinator of the IAAR EEC - Dinara Kairbekovna Bekenova, IAAR Project Manager (Astana); Off-line participation.

REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

Kokshetau University named after Sh. Ualikhanov is one of the leading regional universities in Northern Kazakhstan. Established in 1996 through the merger of the Kokshetau Pedagogical Institute named after Ch. Ch. Valikhanov, a branch of the Karaganda Polytechnic Institute and the Institute of Agriculture (Order No. 143 of the Ministry of Education and Science of the Republic of Kazakhstan dated May 23, 1996), it became known as a major educational, scientific and cultural center of the region.

The University has a license No. KZ94LAA00018491 dated 28.07.2020 for educational activities in the field of higher and postgraduate education, issued by the Committee for Control in the field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan.

Kokshetau University named after Sh. Ualikhanov trains personnel in 111 bachelor's, master's and doctoral programs.

In total, 97% of the university's educational programs are accredited by the Independent Agency for Accreditation and Rating of NAAR/IAAR, the Independent Agency for Accreditation and Examination of the Quality of Education ARQA, and the Kazakhstan Association of Elite Education KAZSEE.

The university's structure includes the Pedagogical Institute, the Sadvakasov Agrotechnical Institute, the Higher School of Business and Law, the Higher School of Medicine, as well as the scientific library, the editorial and publishing department, the laboratory of engineering NMR spectroscopy, the Institute of Continuing Education and other divisions of scientific, educational and industrial areas.

Institutes/higher schools have 19 departments that train personnel in 60 programs of higher education and 51 programs of postgraduate education.

Currently, the number of students is 7,744, including 7,344 undergraduate students, 376 graduate students, and 24 PhD students. The educational process is carried out by 551 teachers, including 410 full – time teachers, including 19 doctors of science, 80 candidates of science, and 34 doctors of philosophy (PhD)., 221 master's degree programs.

Kokshetau University named after Sh. Ualikhanov fully owns the academic resources for the implementation of educational activities. The University has 5 academic buildings, 5 student dormitories, 2 sports and recreation complexes, a student nutrition center, an educational, research and production complex "Elite", a bath and laundry complex.

The university management system is built on the vertical principle and assumes structural distinctions in the areas of activity: educational and methodological work, research work, educational work, etc.

Different levels of planning are carried out at the university. Mechanisms have been developed and university activities are being monitored in various areas.

Internal regulatory and organizational and administrative documentation allows for operational management and distribution of powers.

DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational program 6B10102 "Public health" passes the primary procedure of specialized accreditation.

DESCRIPTION OF THE EC SESSION

The activity of the Higher School of Economics was carried out in accordance with the approved Program of the visit of the external Expert Commission on Program Accreditation of Educational programs to HSM KU in the period from May 27 to May 29, 2024.

On May 24, 2024, an introductory meeting was held in a hybrid format to coordinate the work of the EEC and coordinate the distribution of powers among the commission members, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in their areas of activity, heads of structural divisions, deans of schools, heads of departments, heads of educational programs, teachers, students, employers.

27.05.2024 in the first day of the visit, meetings were held and interviews, in a hybrid format with the acting Chairman of the Board of the rector Sagyndykova of Gilgul Oralovna and with the top management of the University: member of the Board of academic Affairs – Medetov Nurlan Amirovich, doctor of physical and mathematical Sciences; Board Member for research and interaction with the region – Aigul Zhakupova Doszhanova, doctor of philological Sciences, Professor, member of the Board of internationalization and the development of infrastructure – Sagyndykova of Gilgul Oralovna, candidate of philological Sciences, the Member of the Board for socio-cultural development Kapyshev Ardak Kairzhanovich, candidate of historical Sciences, Chief of staff of the rector – Baymanova Lyazzat Seytziyevna, candidate of philological Sciences, head of the Department of academic development – Lemeshow sansyzbay the Koyshibaevich, candidate of agricultural Sciences, head of the Department of science and international cooperation, baicalin Marden Ersainovich, PhD head of the Department of postgraduate education –Kusainova Ayman Akaeva, candidate of economic Sciences, Head of the Department for youth policy – Muhamadieva Zhadyra Tanatova head of the Department for economic Affairs of Bagatell Nurlan Kadyrbekovich head of the Department of strategy, accreditation and quality management – Turdiyeva Gulnara Banovina, candidate of pedagogical Sciences, Head of the centre of planning and teaching work - Yergaliyeva Galia Manasuna the head of the office of the Registrar – Kenesarina Aidan zhumabekovna the head of the center for career and employment – Tagieva Aizhan Alikulova head of the center for international project management - Kakabaev Anuarbek Abaevich, candidate of biological Sciences, Head of Department of international cooperation – Toktarova Aynur Baurzhanovna head of the Department of digitalization of Almashev Olzhas Sazanovich, Director of the pedagogical Institute – Bekseitova Akbota Tastanbekova, candidate of historical Sciences, Director of agronomic Institute. S. Sadvakasova – Zhaparova Sayagul Beketova, candidate of technical Sciences, Director of the higher school of medicine – Muratbekova Svetlana Kabdenova, doctor of medical Sciences, Director of the higher school of business and law – Iskakov Abay Gantsevich, doctor of economic Sciences.

According to the Program of the visit, the EEC members then made a visual inspection of the University where they were visited

Main building #1:
- Laboratory of engineering profile of NMR spectroscopy.
- Training laboratories
- MOOC Center
- Video and Audio Recording Studio
- Office PASO
- Electronic Library
- The center is a simulation center (according to the OP "Public Health").

At the end of the visual inspection and conversations with the heads of these departments, an interview was held with the heads of educational programs/heads of departments and teachers of the OP in the direction of training "Public Health". During the interview with them, information was obtained about the implementation of educational, scientific and practical processes at the departments, the conditions that the university provides for their activities, about the motivation and stimulation of teaching staff, admission and career growth, financial support for teaching staff, providing the educational process with the necessary resources (material and technical, informational, etc.), interaction with administrative and administrative departments.management structures.

On 28.05.2024, on the second day of the visit, the EEC members continued a visual inspection of the University with a visit to the practical base of the multidisciplinary regional hospital accredited by the OP "Public Health" under the Health Department of the Akmola region of the Republic of Kazakhstan.

In a hybrid format (online video), the members of the EEC got acquainted with the state of the material and technical base, as well as the practical base. From conversations with the base managers, students and teachers are admitted to all departments of the hospital (the department of medical statistics, infection control, as well as departments of various profiles), as well as that the university closely cooperates with practical healthcare, participates in the development of the OP, during the internship, and already offers jobs to future graduates. A total of 39 representatives participated in face-to-face meetings (Table 1).

Table 1-Information about employees and trainees who participated in meetings with the IAAR HEC:

Category of participants	Number
of Acting rectors	1
Vice-rectors	3
Heads of structural divisions, deans of faculties, heads of departments	24
Teachers	4
Students	2
Employers	5
Total	**39**

In accordance with the accreditation procedure, an on-line survey of 60 teachers and 52 students was conducted. According to the results of the survey of teachers, it was found that they are satisfied with the content of the EP, opportunities for continuous potential development, professional development, and the ability to actively apply their own teaching methods in the educational process. All respondents said that the library has the necessary scientific and educational literature. Many respondents are satisfied with management's support for both the development of new educational programs and motivational approaches. In general, the overwhelming majority of respondents answered positively to all the questions of the questionnaire and believe that this is an actively developing university with great growth opportunities and conditions for both teachers and staff, as well as for students.

Survey of 77 students, among whom 2 students of the OP "Public Health" were interviewed (2.6%). According to the results of the survey, 100% of respondents indicated high satisfaction with relationships and responsiveness of management, availability of academic advice. 96.5% are satisfied with educational materials, 99.1% are satisfied with the availability of library resources and the quality of services, 97.4% are satisfied with classrooms, 100% are satisfied with the clarity of disciplinary procedures, 100% are satisfied with the overall quality of curricula, 98.2% are satisfied with teaching methods, 99.1% are satisfied with the quality of teaching, 99.3% are

satisfied with the scientific laboratories - 96.6%, and the speed of response to feedback from teachers on the educational process-99.1%.

26.04.2024. On the third day of the visit, a hybrid meeting of the external expert commission was held under the leadership of the Chairman of the EEC. The EEC members discussed the parameters of the specialized profile, developed recommendations, held a vote and prepared the necessary documentation to complete the commission's work. Upon completion of the work, the VEC experts met with the management and responsible persons of the university, shared their impressions and familiarized with the recommendations developed based on the results of the work carried out.

COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

6.1. Mission and Results Standard

Proof part:

The educational program on the OP "Public Health" is implemented at the University in accordance with the Charter, local regulations, strategic development plan, developed in accordance with the regulatory and strategic documents adopted in the Republic of Kazakhstan**,** the state educational standard of higher education, approved by Government Decree No. 1105 of December 11, 2023.

The mission of the university is defined in the following wording: "Inspiring with ideas, we create the future! We nurture talents capable of solving global problems using cutting-edge technologies for the development of the region and the country." Within the framework of the university's mission, the university's OP is developed, the goals of which are focused on meeting and achieving the mission. OP "6B10102-Public Health", was developed on the basis of regulatory documents, the main one is the Code of the Republic of Kazakhstan dated July 7, 2020 No. 360-VI of the Air Defense System "On Public Health and the health system", where in section 4, Chapter 25, Article 221, the program is aimed at training qualified competitive medical specialists those who possess modern innovative, practice-oriented technologies, and are focused on the implementation of the state program for the development of healthcare and science of the Republic of Kazakhstan. The mission of the OP is not specified in the university.

There is an Internal Audit Service, whose mission is to provide the necessary assistance to the Board of Directors and the Management Board in fulfilling their responsibilities to achieve the strategic goals of the University (https://share.kz/gh8z).Annual work plans of the Service are available on the University's website (https://shokan.edu.kz/ru/corporate-governance/sluzhba-vnutrennego-audita/).

The objectives of the educational program are to train highly qualified competitive healthcare professionals who have special knowledge and skills in the field of public health, management, quality and risk management in healthcare, are able to promote innovative areas of modern management and develop medical and social measures to preserve and promote public health. The mission (goals) and vision of HSM KU contribute to improving the health of the population of the Republic of Kazakhstan through high-quality training of competitive specialists and are coordinated by integrating the best world practices in education, science, and clinics and are tailored to the development of the economic needs of the labor market in the Akmola region, Kazakhstan.

Representatives of state organizations of the regional center participated in the development of the mission of the Higher School of Medicine: the Department of Health Care, the Department of Education, heads of practical health care, and the regional Akimat. At the same time, educational programs in all specialties are discussed with the heads of practical healthcare on an ongoing basis, and a protocol of discussion is drawn up based on their results.

Information about the Mission of HSM KU is available on the university's website and is accessible to all interested parties. OP is included in the Register of educational programs on the EHEA website, where you can learn more about the purpose of the educational program, the terms and results of training, the curriculum and the description of disciplines.Information is brought to the attention of interested parties at meetings of the School's Public Health Board and Academic Committee.

Analytical part:

An analysis of the documents and processes presented as evidence of compliance with the first standard indicates that at the moment the OP "Public Health" does not have a mission. There

is documented evidence of discussion of the goal of the EP with stakeholders, but not all internal and external stakeholders participated in the formulation of the mission and are informed about it, and there is no item on the submitted documents (protocols) to discuss the mission of the EP.

The EEC confirms that the university has a quality policy that reflects the relationship between research, teaching and learning. The quality policy, as well as the main directions of the university's development, are published, available and posted on the university's website. Measures to develop a culture of quality in the educational, research and educational process are reflected in the University's Development Program and included in the work plans of its structural divisions.

Стратегический планThe University's strategic plan has been updated. When studying the HSM mission, the EEC members noted that the mission demonstrates a focus and strategy on meeting the needs of the state (directly in the Akmola region, since according to stakeholders, there is a shortage of personnel in this area), society, health and science sectors, as well as potential stakeholders, but does not include global health issues, which is directly related the program of the OP "Public health".

HSM's missions include partial integration of science, education, and practice, and are implemented through the gradual and consistent development of critical and analytical thinking skills, modern research methods, and professional skills in practical work. The school management and the head of the Department of Education carry out an analysis of the target indicators of the areas of activity, monitoring and measures to improve the quality of the Department of Education on the basis of the regulation on quality management of education. The content of all documents is brought to the attention of teaching staff, students and interested persons at collegial meetings of the University, schools, departments, meetings with teaching staff and students, posting on the University's website, etc.

The presence in the structure of a research laboratory, a sanitary and hygienic laboratory, contributes to the comprehensive development and creation of favorable conditions for the implementation of OP.

The official website provides information about the OP: goals, passport, list of positions, and reflects the expected results of training in the OP "Public Health".

However, it should be noted that there is a low involvement of students in scientific research, which was also confirmed at meetings, there was no documentary evidence of the participation of stakeholders in the formulation of the mission, as well as its discussion in meetings and meetings.

Strengths/best practices- **none**
EEC *recommendations:*
1. At a meeting of collegial bodies, the heads of the EP should analyze the mission of the EP in terms of research achievements in the field of biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and health issues of the mission, and, if necessary, make changes, inform all interested parties by 01.12.2024..

2. The EP management should develop a plan (schedule) of meetings with interested parties to discuss the mission and expected results of training with mandatory completion of relevant documents by 01.09.2024.

3. The EP management should determine the expected learning outcomes that students should achieve upon completion of their training in relation to achievements at the basic level in terms of knowledge, skills and professional relationships; an appropriate basis for a future career in any field of the healthcare industry by 01.12.2024.

EEC *'s conclusions based on the following criteria:*
Strong – 0.
Satisfactory-9;
Suggest improvements – 4.
Unsatisfactory-0.

6.2. Educational Program Standard

Proof part:

Developed educational program for the specialty 6B10102 "Public Health"is focused on the final learning outcomes reflected on the official website of HSM KSU. The University implements the EP, developed in accordance with the National Qualifications Framework, SES and received approval in the EHEA Register on 27.07.2023. In the 2023-2024 academic year, the first recruitment of students for this OP was carried out.

During the visit, the EEC members note that thedevelopment and approval of educational programs at the university is carried out in accordance with the provisions of regulatory legal acts in the field of higher and postgraduate education, the University Development Program, as well as documentation developed by the university, including the QMS STU 4.03-2022 Design, development of educational services, management of educational programs, etc.- organizational processes (from 31.08.2022https://drive.google.com/file/d/1Gl3x1SBnFRLZl1CQHbT1HtEOEALsrif9/view) (https://drive.google.com/file/d/1Gl3x1SBnFRLZl1CQHbT1HtEOEALsrif9/view QMS P 4.45-2022 Academic Policy (21.12.2022, Protocol No. 4) (https://drive.google.com/file/d/1QX36DUKgdS5cznr5Z6v3aJ1wGaG2zXmG/view).

The EP defines the purpose, content and organization of the educational process and is a set of regulatory documents developed on the basis of the State Educational Standard of the Republic of Kazakhstan, taking into account the opinion of employers. When developing the EP, the University is guided by the following principles: competence-based learning; continuity and continuity of education; flexibility of the EP taking into account the current and future needs of the labor market and society; external and internal assessment of the EP; assessment of independent certification of students; the principle of equality of students regardless of gender, nationality, religion, socio-economic status, physical capabilities. At the University, all levels of education are aligned with the requirements of the Bologna Process.

The OP is based on a competency-based approach that ensures personal and professional socialization in the learning process. In 2023, the OP was developed "Public health" - with five years of training and the award of a Bachelor of Health degree in the OP "Public Health". The OP has a modular structure and is built taking into account the horizontal and vertical integration of disciplines, which is reflected in the working curricula. OP6B10102 "Public health" is designed for 300 credits of which: the cycle of basic subjects is 141 academic credits (138 academic credits are allocated to the university component and 3 elective components). The volume of the cycle of profile disciplines is 95 academic credits (75 academic credits are allocated to the university component and 20 elective component). The volume of the cycle of compulsory subjects is 56 academic credits (51 academic credits are allocated to the mandatory component and 5 elective component). The final certification is 8 academic credits.

The duration of training is 5 years and consists of 10 semesters. Persons who have completed their studies in the higher education educational program and successfully passed the final certification are awarded the degree of "Bachelor of Healthcare" under the educational program 6B10102 "Public Health" and are issued a higher education diploma with an appendix.

The OP is developed according to a modular system and includes such modules as general education disciplines", socio-political knowledge, socio-humanitarian foundations of public health, basic medical sciences, fundamentals of sanitary and epidemiological surveillance, fundamentals of health management, sanitary and epidemiological surveillance, health management, clinical component, research management.

The University applies student-centered learning, which focuses on active learning, focuses on critical and analytical study and understanding, increases student responsibility, interdependence between teachers and students, mutual respect in relations between students and

teachers, and a reflective approach to the learning process on the part of teachers and students. The focus of the university is the design of the OP as the main link of the teaching mission, it determines the organization of training and the teaching methods used.

The content, types and terms of internships for students are developed in accordance with the State Educational Standard of the Republic of Kazakhstan, RUPL of specialties and syllabuses for practice. The training load of production practices is 20 credits out of according to the OP curriculum.

HSM KU organizes a safe learning environment in the university's academic premises and production facilities on the basis of memoranda drawn up with clinical databases and based on the provisions of the academic integritypolicyand internal regulations. Before starting the internship, there is an introductory briefing at the workplace with students who arrive for practical training and industrial training.

Interested parties are informed about all changes to the OP during direct meetings, as well as through the official website, and the site contains information about the university, dean's office, and departments that implement the OP of this cluster. Social networks (Facebook, Instagram, YouTube) are also actively used.

Analytical part:

During the hybrid visit, experts conducted a detailed analysis of the accredited educational program for compliance with the requirements of the modern education market, principles and methods of organizing educational, research and educational processes aimed at meeting the interests of students and all participants in the educational process of the educational program. The content and form of the EP, decisions made by the OP management are consistent with the strategic documents of the university and regulatory documents of the Republic of Kazakhstan. The university has budget funding at its disposal and is able to attract funds from the university's commercial activities for the implementation, improvement and training of teaching staff in the framework of the EP through the Institute of Continuing Education at KSU, and it should be noted that according to the certificates submitted, the teaching staff does not have certificates of completion of training in active, interactive teaching methods, and specialized disciplines such as general surgery in the cycle "Topical issues of general Surgery" , etc., although at the same time, active,interactive teaching methods (CBL,TBL, RBL) were presented in the OP. The University has fully defined the methods of teaching and learning used in the educational process (presented in the OP and syllabuses). During interviews with teachers, more traditional methods were confirmed. During the work of the HEC commission with focus groups, no response was received on the use of teaching and learning methods based on the modern theory of adult learning. It also does not provide information on how the university implements the principles of scientific methodology, including methods of analytical and critical thinking.

The EP does not include new achievements in biomedical sciences, taking into account scientific, technological and clinical developments, as well as current and expected needs of society and the healthcare system.

The OP does not include new developments in behavioral and social sciences, medical ethics, taking into account scientific, technological and clinical developments, as well as current and expected needs of society and the health system and changing demographic and cultural conditions.

The EP does not include new achievements in clinical sciences, taking into account scientific, technological and clinical developments, as well as current and expected needs of society and the healthcare system.

Also, there is no information about scientific circles for students to motivate students ' research work.

The management of VMSH KU and OP not only declares the involvement of stakeholders in the development of educational programs and evaluation of its effectiveness, but also involves

them in their work, which is confirmed at meetings with focus groups. A lot of work is carried out with employers in order to optimize, provide high-quality employment and motivate future graduates.

In order to control the use of modern and innovative teaching methods, the department annually draws up a schedule of mutual visits to teaching staff classes at the beginning of the academic year, however, it should be noted that during the work of experts with documents, the schedule of mutual visits was not presented.

At the same time, we should note a positive trend in the survey conducted during the visit of the HEC, as 66.7% of teaching staff (40 people) rated the support of the university and its management for the development of new educational programs "very good", 33.3% (20 people) - "good".

The survey of students showed that 82.7% (43 people) were fully satisfied with the quality of educational programs in general, and 17.3% (9 people) were partially satisfied.

Strengths:

All necessary conditions (laboratories) have been created for conducting water, air, and soil analysis, which is an integral part of the implementation of the OP.

EEC *recommendations:*

1. The OP management should organize advanced training courses for teaching staff on the use of active innovative methods of teaching and learning with their subsequent introduction into the educational process by 01.06.2025.

2. Review the OP with the possibility to include the results of modern scientific research in the educational process by 01.12.2024.

3. The EP management should develop a monitoring plan for analyzing and implementing the results of international and own achievements in basic biomedical sciences in the EP by 01.09.2024.

4. The management of the OP should develop an innovation implementation plan, taking into account the introduction of technologies for modernizingmedical education, by 01.09.2024 and start implementing it in accordance with the approved plan.

EEC *'s conclusions based on the following criteria:*

Strong - 1
Satisfactory results - 22
Suggest improvements – 5
Unsatisfactory-0

6.3. Student Assessment Standard

Proof part:

The policy and procedure for evaluating students ' academic achievements at HSM KSU is carried out in accordance with the set goals of the OP, the final results of training within the current rating system and control of the educational process, in accordance with the directives and regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan, the Ministry of Health of the Republic of Kazakhstan and the internal provisions of the "Policy for Evaluating Students 'Academic Achievements".("Transfer policy from course to course", "Regulations on intermediate certification", "Regulations on final certification of students"). In order to determine the degree of students ' mastering the OP focused on achieving the final results of training and mastering competencies, current monitoring of academic performance, intermediate and final certification, and progressive testing are carried out. The educational

process of the university provides for a differentiated point-rating assessment of knowledge, reflecting the final result of training and the level of training of students.

Responsibility for the policy of evaluating students ' knowledge and skills is borne by all officials at various stages of training (teaching staff, heads of departments, PR, Department of planning and organization of the educational process, Dean's office, UMS). The general criterion for assessing knowledge is a curriculum based on state educational standards and setting the amount of knowledge, skills and abilities.

In the development of evaluation criteria and in the evaluation procedure, the main principles are: consistency, variability, awareness, accessibility. Assessment in students 'education is an effective means of developing students' activities, provided that it is systematically used, the criteria and grounds for assessment are understood, assessment is accessible, and various types of assessment are used and evaluation activities are developed.

The university has criteria for evaluating students at all stages of its activity - the point-rating system GPA, according to the standard QMS STU 5.01-2023 "Policy for evaluating academic achievements of students"

Syllabuses for disciplines/modules regulate various types of ongoing monitoring of students ' progress: oral survey, written control, homework presentations, testing, etc. Comprehensive assessment of academicachievements of University students is regulated by the "Rules of the rating system for evaluating studentperformance". Adequate assessment principles and methods are used to achieve the planned learning outcomes. For the effective development of professional knowledge by students and the formation of their practical skills, elements of dual education are introduced into the educational process in the disciplines of preventive medicine, providing for the development of topics of independent work of students with a teacher (SROP) on the basis of the territorial bodies of the Sanitary and Epidemiological Control Committee.

Analytical part:
Analyzing the data of the standard report, as well as the results of interviews of commission members with focus groups during a visit to the university, it can be noted that the assessment policy and procedures are based on Academic Policy, as well as procedures that ensure transparency, reliability and validity of methods for evaluating students ' knowledge.

Full semi-automation (there is an oral survey) of the assessment process and openness of methods and policies for evaluating students ' academic achievements allows avoiding conflicts of interest at the University. The achievement of final results by students is identified and recorded in an electronic journal (current, boundary control) during the intermediate and final certification. Evaluation of learning outcomes is achieved through a balance between formative and summative forms of assessment. All forms and methods of assessment, as well as the frequency of formative assessment, are spelled out in syllabuses for disciplines. The balance between formative and summative evaluations is reflected in the syllabus matrix. The Platonus AIS program provides a personal account of the student, where his / her data, individual curriculum, and history of academic achievements are placed.

Experts studied documents on the organization of knowledge and practical skills assessment. When reviewing syllabuses, experts noted that students ' assessment is provided using the most valid methods according to the final results of each discipline and each course of study. During focus group interviews, respondents (both teaching staff and students) indicated that the main method for evaluating control is a written response and testing. Among the forms and methods of feedback, preference is given to questionnaires, which are conducted mainly based on the results of completing training in disciplines, but no further work was provided based on the results of the survey.

Also, when evaluating students, combined assessment tools are not used, especially the assessment of clinical and practical skills of students studying in the OSPE and OSE format, a standardized patient, and others.

Strengths/Best practices:
No strengths were identified for this standard.

EEC *recommendations:*
1. Before the start of the new 2024-2025 academic year, develop assessment criteria for all types of control provided for in academic disciplines, with reflection in syllabuses.
2. In order to master modern teaching methods and improve the effectiveness of the procedure for evaluating learning outcomes, the OP management should carry out annual planning for the participation of teaching staff in methodological seminars on modern methods of evaluating learning outcomes until 01.03.2025.

EEC *'s conclusions based on the following criteria:*
Strong – 0
Satisfactory-8
Suggest improvements – 2
Unsatisfactory-0

6.4. The"Learners"Standard

Proof part:
The policy of selection and admission of students to the university complies with the current legislation and is implemented on the basis of a number of documents at the state and local levels based on: regulations of the KSU admissions Committee, Standard Rules for Admission to study in educational organizations implementing educational programs of higher and postgraduate education, approved by Order No. 600 of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018. The main requirement for admission to higher education programs is the result of the unified National Testing (UNT)conducted by the National Testing Center of the Ministry of Internal Affairs of the Republic of Kazakhstan. When conducting entrance exams, the Admissions Committee creates special conditions for people with disabilities (unhindered access to University buildings, conditions for visiting sanitary facilities, an individual assistant, a separate audience, and the use of remote technologies).

The implementation of the main tasks, procedure and organization of work of the admission committee of NAO "Kokshetau University named after Sh. Ualikhanov" is regulated by the relevant Regulation (https://drive.google.com/file/d/1wF386R-6KVcEtfcCLYwTKGt7d2AMkgIs/view)

The section" Apply "presents threshold points for educational programs, deadlines for accepting documents, as well as organizational aspects of the implementation of the Charity Program" Educational Grants of the Public Foundation "Kazakhstankhalkyna" (https://shokan.edu.kz/ru/undergraduate/).

In order to integrate first-year students into a new educational environment and learn the basic rules established at the university in the first week of September, an orientation week is held, the terms of which are specified in the admissions committee announcements. During the orientation week, students are introduced to the Internal Regulations, the location of academic buildings and dormitories, traditional university events, the activities of student associations and sports sections, the university's website and official accounts in social networks, the activities of a compliance officer, a call center is being created, which includes representatives of the Department of Youth Policy, the student ombudsman.

During the orientation week, students meet with advisors, representatives of student organizations of the university, get acquainted with structural divisions (library, schools/deans ' offices, laboratories, etc.), get acquainted with the information resources of the university, get credentials for authorizing access to information and educational resources of the university. The

possibilities of using the system of academic counseling of students are presented by the teaching staff, through the appointment of advisors for the formation of IEP and the formation of competence in OP, consultations on the choice of elective disciplines.

The university has a student support service. The university has an admissions committee, psychologists, Youth Policy Department, registrar office, student self-government, legal service, employment department, library, "student campus", educational process planning department, practice department, international cooperation department, academic mobility coordinator. These services are structural divisions of the university and have their own regulatory documentation when working with students. In addition, the University has a procedure for receiving consumers directly on the premises of the organization, as well as receiving the rector of the University and school principals on the corporate website.

The university has created a psychological service for students who need psychological support.

Admission to the consultation is conducted in the main building of the university,6th floor, 602 office, diagnostics of personal characteristics of the student, the level of anxiety, identification of the "risk group", as well as psychological diagnostics on request.

Analytical part:

Based on the results of interviews and visual inspection, it was found that the requirements set out in the standard "Students" are fully met. The policy of forming a contingent of students is consistent with the mission, vision, and strategic goals of the university. Enrollment in educational programs of students is set according to the material and technical capabilities of the University, taking into account the area of educational premises, the availability of teaching staff, the degree of provision of manuals and scientific literature, the possibility of providing adequate conditions for students to study and live. When interviewing students, it was found out that during meetings with the Dean's office staff and the university management, students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, academic quality assurance, and other professional, financial, and social issues. All issues raised and discussed at these meetings are resolved in a timely and appropriate manner. All interviewees spoke about the practice of academic counseling and personal support. Academic advisory work at the department consists of advising students during the entire period of study and before the exam session. The student draws up an individual curriculum for each academic year based on the standard curriculum of the OP and the catalog of elective subjects formed for selection in the "Platonus" program. For the formation of an individual curriculum of the Higher School of Medicine, advisors are appointed to help students choose the direction of study.

It should be noted that the university implements a feedback program with students and presents the results of the teacher's survey through the eyes of the student, satisfaction with the educational process, but there is no further work on the results of the survey, i.e. discussion of the results (protocol), work plan to eliminate shortcomings.

Strengths/best practices- **none**

EEC *recommendations*:
1.   To create conditions for the development of feedback with students on the assessment of the conditions for the implementation of the OP "Public Health"on an ongoing basis.

EEC *'s conclusions based on the following criteria:*
strong - 0
satisfactory-15
suggest improvements - 1
unsatisfactory-0.

6.5. Academic Staff Standard/Teachers"

Proof part:

In order to successfully implement the educational program, HSM KSU selects and recruits personnel based on the developed personnel policy of the University. The personnel policy on recruitment and selection ensures equality and accessibility to vacancies available at the university and guarantees equal opportunities and an objective assessment of the professional qualities of applicants. Priority is given to persons with higher qualifications, results of pedagogical, scientific, and professional activities. Qualification requirements for teaching staff positions related to teaching staff are approved by the rector's order.

Admission and appointment to the positions of teaching staff is made on the basis of the results of the work of the university's competition commission, in accordance with the Regulations on the competitive replacement of teaching staff positions of KSU named after Sh.Ualikhanov. Announcements about vacancies and the contest are published in the media, as well as on the university's website.

To manage the policy of ensuring equal opportunities, development and support of human resources, the university has adopted and operates a PersonnelPolicy approved by the decision of the Academic Council of the University (Protocol No. 5 of October 29, 2020) to maintain the optimal level of numerical and qualitative composition of employees, their professional and social development to ensure high quality of the educational process and training of competitive specialists, taking into account the needs of the labor market. In accordance with the Labor Code of the Republic of Kazakhstan, the university adheres to the principles of equal opportunities in the exercise of its rights and freedoms in the field of labor activity in its personnel policy.

The University management regularly analyzes the organizational structure for compliance with strategic goals and objectives, a clear division of the functions of structural divisions and the responsibilities of employees; determining and analyzing the correspondence of professional competence to ensure the quality of educational services; analyzing and accounting for the degree of staffing in official positions.

Admission and appointment to the positions of teaching staff is made on the basis of the results of the work of the university's competition commission, in accordance with the Regulations on the competitive replacement of teaching staff positions of KSU named after Sh.Ualikhanov.

At the beginning of the academic year, the staffing table of departments is approved. The balance of the academic staff of teachers of basic and specialized disciplines is observed, which contributes to the implementation of the educational program in the specialty "Public Health". Given that HSM started its activities in the 2018-2019 academic year, the number of teachers increases with each new academic year. And there are requirements for the qualification of a teacher for employment in the HSM department.

Teaching staff and university staff receive financial remuneration for anniversaries, financial support for treatment and operations. The trade union Committee of the University provides financial assistance for sanatorium treatment of employees and their children in the amount of 30% of the ticket price. As well as to stimulate the scientific activity of teaching staff, incentive allowances are established for scientific publications, for publications in international peer-reviewed journals, for the preparation and publication of textbooks, monographs, teaching aids, as well as incentives for the management and defense of a dissertation.

Analytical part:

For the implementation of the OP "Public Health" at the time of the visit (1 year of study and a contingent of students only 2 students), 10 teachers are working, all teachers are listed as full-time among them: Doctor of Medical Sciences-2, Candidate of Medical Sciences-3, PhD-1, which respectively accounts for 60% of the established teaching staff. When studying the documents from external experts, it was found that hiring and holding contests to fill vacant

positions is based on the current regulatory documents of the Republic of Kazakhstan. The main objectives of the personnel policy are the selection of highly qualified specialists; ensuring professional growth through a system of continuous professional development and professional competence; maintaining the optimal age structure of departments; providing conditions for the development of teaching materials, scientific products; responsibility and balance of the teaching staff for adequate provision of the educational program, including the proper ratio between teachers and students.

Admission and appointment to the positions of teaching staff is made on the basis of the results of the work of the university's competition commission, in accordance with the Regulations on the competitive replacement of teaching staff positions of KSU named after Sh.Ualikhanov. Job advertisements and the contest are published in the media, as well as on the university's website not found, which does not confirm the described self-report recruitment process.

According to the Individual Plan, the teacher's work consists of educational, methodical, scientific and educational work. Mechanisms and criteria for systematic evaluation of teachers ' performance have been developed to take into account their qualifications at the university. A rating assessment of teaching staff for all types of activities is carried out in accordance with the"Rules for the certification of teaching staff". According to the Charter of the University, there are mechanisms for promoting employees with equal access to promotion by degrees of qualification growth from assistant to professor and head of the department. The right to elect colleagues and be elected to all governing bodies is guaranteed, in accordance with the current criteria and procedures. Promotion mechanisms in both the scientific and educational and managerial spheres provide that each employee has the necessary conditions for work and performance of official duties. An opinion was obtained on the personnel policy in conversations with the heads and teachers of departments, which allowed experts to learn about approaches to attracting employees to teach, about the strategy and tactics of hiring, information security of the educational program, motivation, job satisfaction, material incentives, etc. The interview included such questions as "are you satisfied with the salary, how often do you improve your professional competencies and on what basis, and other questions" that allowed experts to learn about approaches to attracting employees for teaching, information security of the OP.

Forms of incentives and incentives for teaching staff are reflected in QMS P 3.06-2021 On bonuses, surcharges and financial assistance to employees. In order to motivate teaching staff to research activities, positions of research teachers have been introduced, the main part of which is the performance of scientific work. Categories of teachers were introduced using a differentiated approach to remuneration, depending on the indicators of scientific activity and English language proficiency. According to the results of the year, teaching staff is paid a bonus based on the performance of scientific publications, indicators of departments, publications in highly rated journals.

Academic mobility of teaching staff and students of VMSH KSU is carried out on the basis of the regulation on the organization of academic mobility, which regulates the requirements, grounds, procedures and conditions for academic mobility of students and teaching staff. However, the university did not provide data on academic mobility of teaching staff and students for the reporting period.

During the self-report, it was presented that HSM conducts an annual survey of staff members ' satisfaction with their work conditions, which is conducted by the quality system department, but it is worth noting that during the visit, the results of the survey, the action plan for eliminating shortcomings, and the report on work performed with the goal of improving conditions for staff members were not presented.

Strengths:
According to this standard, there are no strong points.

EEC *recommendations* – **no.**

EEC *'s conclusions based on the following criteria:*
Strong – 0
Satisfactory -8
Suggest improvements of -0
Unsatisfactory-0.

6.6. Educational Resources Standard

Proof part:
Indicators of the university's material and technical equipment for organizing the educational process are a characteristic of the institute's potential and a guarantee of its sustainability. The University carries out a set of measures to form a modern material base, information space and effectively developed communication infrastructure, as well as to introduce new forms and methods of providing educational services based on modern information technologies.

For the implementation of the OP specialty 6B10102 "Public health" in the presence of the current contingent of students, the University has a sufficient material and technical base. The infrastructure of VMSH KSU includes administrative and educational-laboratory buildings, clinical bases, laboratories, auxiliary premises, student dormitories. HSM has 3 departments that are equipped with sufficient material and technical resources. The university has a library equipped with educational and methodical materials, and there is a sufficient amount of literature in the field of OP OZ. Training sessions are held in classrooms, laboratories, computer and simulation classes. The University has an educational and scientific laboratory. The university has a sufficient material and technical base for the implementation of educational programs of accredited educational institutions.In the main building there are 9 computer rooms - 127 computers, on akana sera 2 computer rooms 28 computers.

Currently, HSM occupies the following areas: academic building No. 3, Akana-sery 1a (1270.5 m2), academic Building No. 1, 76 Abaya Street, total area-12836m2. Onko-polikinika, Akana seri str. 1, total area-150 m2, 80 seats.

The process of informing the student about the methods of teaching and assessment (UMKD, syllabuses, QED, class schedule, journal, etc.) is carried out through the Platonus AIS.designed for planning and automating the educational process in accordance with the standards of credit technology of training.

The university uses various support systems, which are presented on the website in the section "Educational Portal" (https://shokan.edu.kz/ru/e-university/):
- Platonus, which requires entering your username and password (https://platonus.kgu.kz/);
- telegram bot (https://t.me/shoqan_university_bot);
- electronic schedule (https://timetable.kgu.kz/);
- MOODL (https://moodle.shokan.edu.kz/);
-Salem Office (https://salemoffice.shokan.edu.kz/);
- tuition benefits (https://discounts.shokan.edu.kz/login?returnUrl=%2F);
- Cochrane Library (https://www.cochranelibrary.com/)$
- Survey (about:blank);
- IP Paragraph (https://prg.kz/);
- Digital library of Russian electronic textbooks (https://aknurpress.kz/login);
- Electronic library (https://www.elib.kz/ru/accounts/login/?next=https%3A//www.elib.kz/ru/search/);
- MegaPro (about:blank);
- Multimedia textbooks (https://www.mbook.kz/ru/index/);

- Test Bank (https://shokan.edu.kz/ru/testy/);
- Resource for booking audiences (https://booking.shokan.edu.kz/ru/accounts/login/?next=/ru/);
- Resource on academic mobility (https://mobility.shokan.edu.kz/).

Analytical part:

The EEC experts state that within the framework of the standard "Educational Resources", during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard was revealed. The University has a well-developed material and technical base for professional training in this field. The material and technical base includes: lecture halls, study rooms, research laboratories, a library, information technology facilities, cultural and social facilities, clinical bases–a multi-specialty hospital, SES of the city (region). Educational facilities meet the requirements of sanitary standards, health and safety, as well as fire safety. There are survey certificates for compliance with the above criteria. Before each new discipline, students are instructed, the text of which is available at the departments. Familiarization with it is confirmed by the signatures of students in the safety journal.

Foreign: In 2022, a contract was signed and access to the Cochrane Library electronic database of evidence-based medicine was obtained. In 2024, this contract was extended for 3 years.

When passing the exam through the Platonus AIS, the student has the opportunity to view test tasks that they have answered incorrectly and discuss them with the teacher through their personal account.

Thus, accredited health centers have a practical basis for developing students ' practical skills in accordance with the goals and objectives of the Public Health Center.

At the same time, it should be noted that during the visit of the EEC, the commission members were not able to verify the readiness of the OP management and teaching staff to use research activities and scientific achievements in the field of medicine, pharmacy as the basis for the educational program, and a policy was not implemented that helps strengthen the relationship between research and education.

Also during the visit of the HEC, the management of the OP presented documents on purchases in recent years in order to improve the material and technical base of the OP, but it is worth noting that many of the purchased funds are more suitable for the implementation of the General Medicine program.

Strengths:
According to this standard, there are no strong points.

EEC *recommendations:*

1. The university management should involve the teaching staff of the accredited program in training seminars on the formation and development of applications for GP and PCF, as well as monitor scientific achievements in the field of medicine and pharmacy as the basis for the educational program until 01.06.2025.

2.On the basis политикиof the quality assurance policy, the EP management should determine the criteria and indicators of the EP Development Plansaimed at strengthening the relationship between scientific research and medical education by 01.09.2024.

EEC *'s conclusions based on the following criteria:*
Strong – 0
Satisfactory results – 12
Suggest improvements – 2

Unsatisfactory-0

Proof part:

Monitoring of the quality of the OP is carried out: by the terms of implementation of the OP development plan; by the quality of students 'knowledge; by employers' feedback; by reviews of students and graduates of the OP based on the quality manual. Internal mechanisms: internal audit, survey of students, stakeholders, internal control of departments, current and final certification of students.

The University manages educational programs through systematization and formalization of current procedures within the internal quality assurance system. This system includes QMS RK 01-2020 Quality Manual (dated 29.10.2020), Quality Policy(https://shokan.edu.kz/documents/1412/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0_%D0%9A%D0%A3_2023_%D0%B3%D0%BE%D0%B4.pdf), annual Quality Goals (https://shokan.edu.kz/documents/1413/%D0%A6%D0%B5%D0%BB%D0%B8_%D0%BD%D0%B0_2023-2024.pdf), as well as a description of the processes in a series of internal university documents developed in the context of the quality management system (https://shokan.edu.kz/ru/documents/). The quality policy of Sh. Ualikhanov KU is built in accordance with the strategic directions of the university's development, reflecting the relationship between scientific research, teaching and learning. The University has developed an internal quality assurance system (QMS P 1.01-2020 Regulations on the internal quality assurance system (approved by US 30.11.2020), which reflects common approaches, key principles and basic mechanisms for quality assurance and the development of a culture of continuous quality improvement (https://drive.google.com/file/d/1Nx4NGwdqQXVGnmiK43QknhxAJ8fhBW1f/view).

The monitoring system is a continuous multi-level process that covers the assessment of all areas that affect the quality of OP. The OP monitoring mechanism includes several stages: planning, data collection, analysis/conclusions, necessary improvements, and subsequent monitoring of changes. The decision on the management of the educational program is assigned to the school councils, the quality of the OP is provided by the participants in its implementation: the Dean of the School, the Head of the OP, module coordinators responsible for the discipline, teachers. Based on the results of monitoring and evaluation of the EP, the head of the EP with the participation of all interested parties, in particular employers, students, teaching staff implementing the EP, develops a Plan for the development of the EP, which is a document defining measures for improving and developing the EP. The draft development plan is reviewed and approved at a meeting of the School Board. The Development Plan includes activities that form the strategic development of the OP, as well as activities planned as part of the implementation of the elimination of comments/recommendations of the accreditation body (if there is an accreditation certificate). Based on the analysis of the results of monitoring and evaluating the quality of the OP or other objective reasons, it is allowed to update the OP and make adjustments to the development plan of the OP. The updated version of the OP is implemented no earlier than the next academic year.

To determine the level of student satisfaction, the Department of Academic Affairs and the Internal Audit Service organize and conduct a survey of students every academic period. The following types of monitoring and questionnaires are conducted annually:
- survey of students, teaching staff, and employers;
- monitoring of graduates ' employment;
- monitoring of the structure and content of the OP by employers based on the expertise of modules, MOPS, QED;

- survey of students ' satisfaction with the organization of education at the University and improvement of the educational process; on the quality of work of the dean's office and faculty; on the organization and production practice, on the prevention and counteraction of corruption at the university;
- monitoring of the University's activities over the past academic year in the form of a report;
- with the help of the Platonus AIS, monitoring is carried out: the characteristics of the contingent; the educational process, etc.

Monitoring of the workload, academic performance and results of assessing the quality of training of students and graduates is carried out, which is confirmed by the minutes of meetings of the HEC, minutes of meetings of departments.

Analytical part:

HEC experts note that within the framework of the standard "Evaluation of the educational program", during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard was revealed. There are supporting documents such as: the strategic development plan of the OP, the work plan of the department, the work plan of the internal audit service, but it should be noted that the work performed was not reflected on the feed site news and further confirmation of completed events with protocols.

Assessment of students ' satisfaction will be carried out within the framework of annual planning and implementation of processes for receiving feedback from students, teaching staff, COC, university administration, employers-on the content of the EP, organization of the educational process, quality of training and evaluation, support from the faculty and dean's office, identification of difficulties, problems in the learning process and areas for improvement; receiving suggestions and recommendations from the OP's stakeholders; developing a corrective action plan.

The survey is updated due to changes in the state mandatory standards of higher education, the introduction of new directions and elective courses.

The EP is updated in accordance with employers ' requests, which is reflected in the catalog of elective subjects for the corresponding academic year, is considered by the Academic Council of KSU named after Sh. Ualikhanov, the head of the OP presented minutes of discussion of the OP with employers and recommendations that were included in the UP.

The university management has demonstrated its openness and accessibility for students, teaching staff, and employers: there is access to the management of any level of management on personal issues, meetings with the rector and vice-rectors are held on a systematic basis, which was confirmed during interviews with teachers and teaching staff.

However, during the visit, it was revealed that despite the organization and conduct of questionnaires among various focus groups, there was no confirmation of the analysis of the response to feedback from teachers and students, as well as the response of management through discussion of results at various meetings of collegial bodies, decision-making based on satisfaction monitoring. It should be noted that despite the positive responses of students during meetings with students and teachers, there was no confirmation of the analysis of students ' academic performance in accordance with the mission and expected learning outcomes.

Strengths/best practices

According to this standard, there are no strong points

EEC *recommendations***:**

1. The management of the OP should develop a program for monitoring the processes and results of the implementation of the OP, including all aspects of the OP, depending on the specifics of the OP (medical direction), by 01.09.2024.

2. The OP management should analyze the results of feedback for improving the educational program, with subsequent documentation by 01.09.2024.

EEC *'s conclusions based on the following criteria:*
strong 0
satisfactory-6
suggest improvements - 3
unsatisfactory-0

6.8. Management and Administration Standardадминистрирование»

Proof part:

HSM with OP OZ, OM is an educational and administrative division of KSU that implements educational and professional programs of higher professional education, as well as manages educational and educational, and medical and diagnostic activities of departments.

HSM carries out educational activities in accordance with the obtained license and, throughout the entire period of its validity, complies with the qualification requirementsfor educational activities and the list of documents confirming compliance with them, approved by Order No. 4 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated January 5, 2024 " On Approval of Qualification Requirements for Educational Activities organizations that provide higher and / or postgraduate education, and a list of documents confirming compliance with them"

Management of all processes and activities of the University is carried out in accordance with the Mission of the university and the corporate governance developed on its basis.

In accordance with the Charter of Kokshetau University named after Sh.Ualikhanov's management bodies are:

1) The sole shareholder is the Ministry of Health of the Republic of Kazakhstan;

2) Corporate governance body-the Board of Directors;

3) the collective executive body -the Management Board;

4) the body exercising control over financial and economic activities - the Internal Audit Service of the Board of Directors;

5) other bodies in accordance with the legislation of the Republic of Kazakhstan and (or) the Charter.

Administrative divisions that provide training and research, as well as distribute and manage all resources, include the Department of Academic Work, Schools, the Institute of Life Sciences, and departments. The activities of each administrative division of the university and their employees are determined by the relevant Regulations and job descriptions.

The Academic Council (Academic Council) is a collegial body whose tasks are: review, make proposals and approve documents on educational, research, and clinical activities of the university, create the necessary conditions for students and faculty of the university, define the concept of the development program for scientific, educational, and clinical activities of the university (Regulation on the Senate of 23.03.2023). The Senate consists of: Teaching staff - 62%, AUP-18%, students-20%.

The Academic Committee is a collegial advisory body under the Senate, whose purpose is to provide expert assessment and advisory support to strategic issues of the academic activities of NAO MUK.

The School Board is a collegial representative body that coordinates the School's activities. The composition of the Council is approved by the Dean's order. The School Board consists of: dean, deputy deans, head of the Department of Education, teaching staff-60%, employers-20% and students-20%. Employers are representatives of regional health departments, medical organizations, scientific organizations, public and professional associations (associations), as well as representatives of the university's own clinics. The main functions of the School Council are:

review and approve strategic directions for the development of the school, including the opening of new ones. Organizational management of the School is carried out by DAR, DUCH, schools and departments, and the Institute of Life Sciences. The Department of Academic Work organizes, plans, monitors, controls, analyzes the educational process, calculates the amount of academic load in the disciplines of the Higher Professional Education; registers academic achievements, students; develops an academic calendar, coordinates RUPS, draws up schedules, organizes sessions, and distributes the classroom fund (Regulation on DAR of 28.10.22, approved by the Management Board).

Direct management of the implementation of the OP is provided by the School (Regulations on the School, approved by the Government of the Russian Federation). By the Executive Board of 11.01.21). The tasks of the School are: development and implementation of educational programs; organization, planning, provision and control of the educational process, clinical activities within the framework of mastering practical skills by students; planning of annual and long-term plans for research work, provision and control of scientific research of students; development of measures for the development of international relations for the development and implementation of joint educational programs, academic mobility of students and teaching staff, international projects; organization and control of educational and social work, planning, organization and control of work on the distribution, employment of graduates.

Analytical part

The University independently carries out financial and economic activities, its financial autonomy correlates with the principles of responsibility to society for the quality of all professional training activities within the framework of the OP, research and service provision, with effective management of funds and state property. When interviewing AUP and heads of departments, members of the Higher School of Economics noted that the University clearly defines the responsibility of academic management in relation to the development and management of the educational program. When talking to focus groups, interviewers responded that the University periodically evaluates academic leadership regarding the achievement of its mission and final learning outcomes.

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

The official websitedoes not provide information about the OP and its achievements, as well as the site does not reflect data on possible employment of graduates and their demand.

In the course of an online survey of teaching staff, 75% of teaching staff (45 people) were fully satisfied with their participation in managerial decision-making, and 25% (15 people) were partially satisfied.

76.7% (46 people) are fully satisfied with the support of suggestions and comments from the teaching staff, and 23.3% (14 people) are partially satisfied.

At the same time, 26.7% of teaching staff (16 people) answered "very well", 63.8% (41 people) - "good", 5% (3 people) - "relatively bad" to the question "How does the management and administration of the university perceive criticism in their address?".

An online survey of students showed:
- -76.9% of students (40 people) are fully satisfied with the content and information content of the website of the educational organization in general and faculties in particular, 19.2% (10 people) are partially satisfied, 1.9% (1 person) are partially dissatisfied and unsatisfied;
- 78.8% of students (41 people) are fully satisfied with the speed of responding to feedback

from teachers regarding the educational process, 17.3% (9 people) are partially satisfied, and 3.8% (2 people) are partially dissatisfied.

- 80.8% of students (42 people) are fully satisfied with informing students about courses, educational programs and academic degrees obtained, 13.5% (people) are partially satisfied, 3.8% (2 people) are partially dissatisfied, and 1.9% (1 person) are not satisfied.

Strengths/best practices - none

EEC *recommendations*

1. Managers of the University should ensure that information about the University and its achievements is regularly updated on the official website of the University on an ongoing basis.

2. Ensure that information on employment and demand for graduates is posted on the official website on an ongoing basis.

EEC *'s conclusions based on the following criteria*:

Strong - 0

Satisfactory results - 11

Suggest improvement – 2

Unsatisfactory-0

OVERVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD

Standard 1. Mission and results
No strengths were identified for this standard.

Standard 2. Educational program
2.5.7.Modern laboratories for the analysis of water, air and soil, as well as a modern bacteriological laboratory, have been created for the implementation of the OP.

Standard 3. Student assessment
No strengths were identified for this standard.

Standard 4. Students
No strengths were identified for this standard.

Standard 5. Academic staff/teachers
No strengths were identified for this standard.

Standard 6. Educational resources
No strengths were identified for this standard.

Standard 7. Evaluation of the educational program
No strengths were identified for this standard.

Standard 8. Management and Administration
No strengths were identified for this standard.

Standard 9. Constant updating
No strengths were identified for this standard.

OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

Standard 1. Mission and results

1. At a meeting of collegial bodies, the heads of the EP should analyze the mission of the EP in terms of research achievements in the field of biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and health issues of the mission, and, if necessary, make changes, inform all interested parties by 01.12.2024..

2. The EP management should develop a plan (schedule) of meetings with interested parties to discuss the mission and expected results of training with mandatory completion of relevant documents by 01.09.2024.

3. The EP management should determine the expected learning outcomes that students should achieve upon completion of their training in relation to achievements at the basic level in terms of knowledge, skills and professional relationships; an appropriate basis for a future career in any field of the healthcare industry by 01.12.2024.

Standard 2. Educational program

1. The OP management should organize advanced training courses for teaching staff on the use of active innovative methods of teaching and learning with their subsequent introduction into the educational process by 01.06.2025.

2. Review the OP with the possibility to include the results of modern scientific research in the educational process by 01.12.2024.

3. The EP management should develop a monitoring plan for analyzing and implementing the results of international and own achievements in basic biomedical sciences in the EP by 01.09.2024.

4. The management of the OP should develop an innovation implementation plan, taking into account the introductionof technologies for modernizingmedicaleducation, by 01.09.2024 and start implementing it in accordance with the approved plan.

Standard 3. Student assessment

1. Before the start of the new 2024-2025 academic year, develop assessment criteria for all types of control provided for in academic disciplines, with reflection in syllabuses.

2. In order to master modern teaching methods and improve the effectiveness of the procedure for evaluating learning outcomes, the OP management should carry out annual planning for the participation of teaching staff in methodological seminars on modern methods of evaluating learning outcomes until 01.03.2025.

Standard 4. Students

1.   On an ongoing basis, the OP management should create conditions for developing feedback with students on the assessment of the conditions and organization of the educational process.

Standard 5. Academic staff/teachers

There are no FEC recommendations for this standard.

Standard 6. Educational resources

1. The university management should involve the teaching staff of the accredited program in training seminars on the formation and development of applications for GP and PCF, as well as monitor scientific achievements in the field of medicine and pharmacy as the basis for the educational program until 01.06.2025.

2.On the basis политикиof the quality assurance policy, the EP management should determine the criteria and indicators of the EP Development Plansaimed at strengthening the relationship between scientific research and medical education by 01.09.2024.

Standard 7. Evaluation of the educational program

1. The management of the OP should develop a program for monitoring the processes and results of the implementation of the OP, including all aspects of the OP, depending on the specifics of the OP (medical direction), by 01.09.2024.

2. The OP management should analyze the results of feedback for improving the educational program, with subsequent documentation by 01.09.2024.

Standard 8. Management and Administration

1. Managers of the University should ensure that information about the University and its achievements is regularly updated on the official website of the University on an ongoing basis.

2. Ensure that information on employment and demand for graduates is posted on the official website on an ongoing basis.
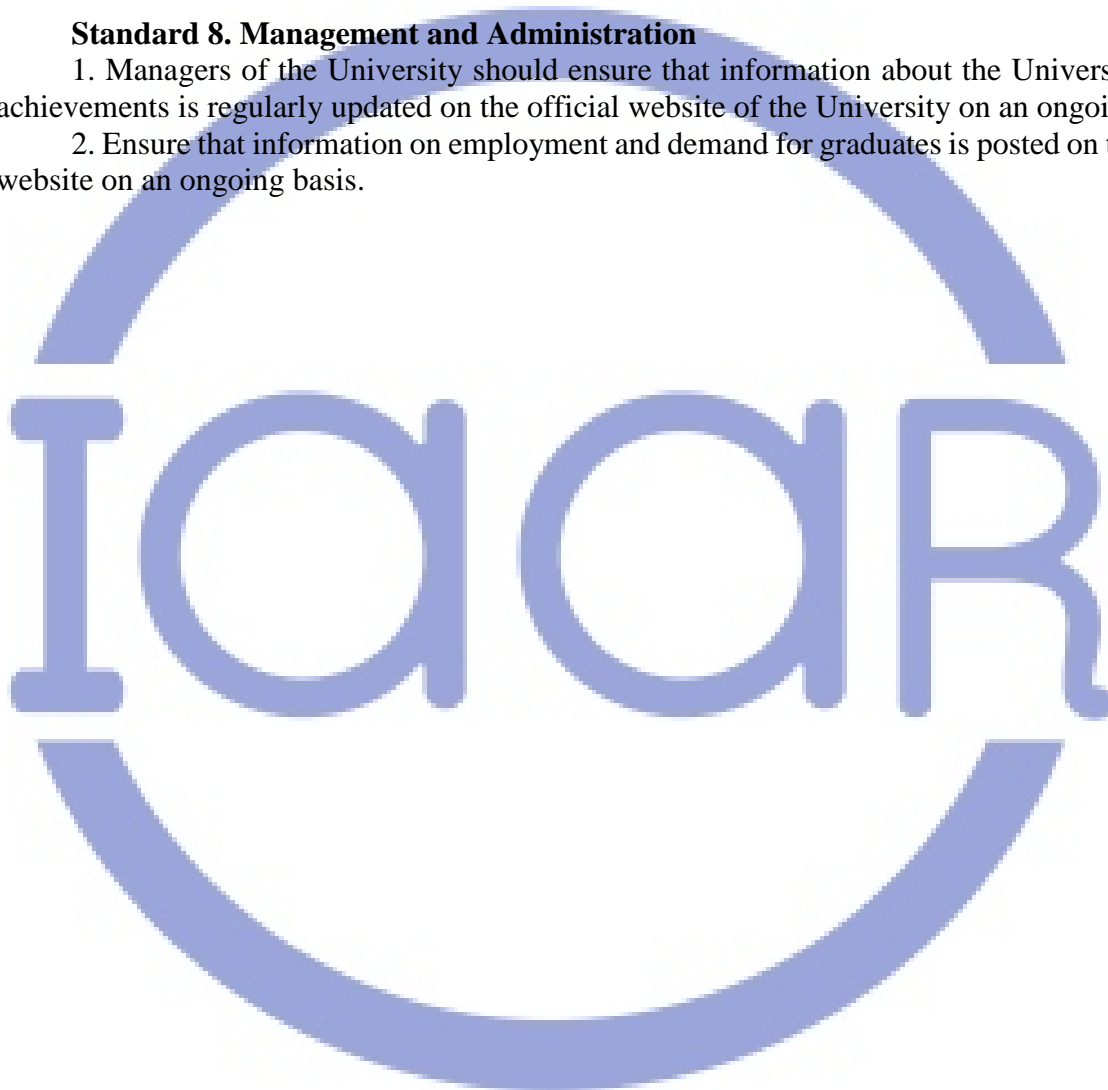
OVERVIEW RECOMMENDATIONS FOR THE DEVELOPMENT OF AN EDUCATIONAL ORGANIZATION

No recommendations available

RECOMMENDATION TO THE ACCREDITATION COUNCIL

The external expert commission made a unanimous decision to recommend the Accreditation Council to accredit the educational program 6B10102 "Public Health" of the NAO " Kokshetau University named after Sh.Ualikhanov" for a period of 3 (three) years.

Appendix 1. Evaluation table "OP profile parameters"

# N/	NoA # N	/ A # Crete.	EVALUATION CRITERIA	NGO Position			
				Strong	Satisfactory	Implies improvement	Unsatisfactory
Standard 1 "MISSION AND RESULTS"							
1.1 Mission definition							
An educational organization should:							
11	11	1.1.1.	define the mission of the EP and bring it to the attention of stakeholders and the health sector		+		
22	22	1.1.2.	the mission reflects the goals and educational strategy that will allow you to prepare a competent specialist at the level of higher education in the field of health with an appropriate basis for further career in any field of health, including all types of practice, administrative medicine and research + 33 33 1.1.3.ensure that the OP's mission includes research achievements in the biomedical, clinical, pharmaceutical, behavioral, and social sciences, aspects of global health, and aspects of global health that are relevant to the health sector; capable of fulfilling the role and functions of a specialist in accordance with the established requirements of the health sector; trained for postgraduate education and committed to lifelong		learning+		
33	33	1.1.3.	ensure that the OP's mission includes research achievements in the biomedical, clinical, pharmaceutical, behavioral, and social sciences, aspects of global health and reflects the main international health issues.			+	
1.2 Institutional autonomy and academic freedom							
An educational organization should:							
44	44	1.2.1.	have institutional autonomy to develop and implement a quality assurance policy for which the administration and teachers are responsible, especially with regard to the development of the educational program and the allocation of resources necessary for the implementation of the educational program		+		
55	55	1.2.2.	Provide academic freedom for employees and students to implement the educational program and use the results of new research to improve the study of specific disciplines / issues without expanding the OP		+		
1.3 Learning outcomes							
The educational organization should:							
66	66	1.3.1.	determine the expected learning outcomes that students should achieve upon completion of training in relation to achievements at the basic level in skills and professional relationships; an appropriate foundation for future careers in any field of the health sector; future roles in the health sector; subsequent postgraduate training; lifelong learning commitments; community health needs, health system needs and other aspects of social responsibility			+	
77	77	1.3.2.	ensure that students behave appropriately towards fellow students, teachers, medical staff, patients and their relatives		+		
88	98	1.3.3.	publish the expected results of training OP		+		
99	99	1.3.4.	identify and coordinate the relationship of learning outcomes required upon completion with those required in post-graduate training		+		
110	10	1.3.5.	provide for students to participate in research in the relevant health field		+		
11	11	1.3.6.	pay attention to expected learning outcomes related to global health			+	
1.4 Participation in the formulation of mission and learning outcomes							
The educational organization should:							

12	12	1.4.1.	ensure *that key stakeholders participate* in the formulation of mission and expected learning outcomes	+		
13	13	1.4.2.	ensure that the stated mission and expected learning outcomes are based on the views/suggestions *of other stakeholders.*		+	
Total				**9**	**4**	

Standard 2. EDUCATIONAL PROGRAM

2.1 Educational program model and teaching methods

The educational organization should:

14	1	2.1.1.	define the OP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, and the qualifications assigned.	+		
15	2	2.1.2.	use *teaching and learning* methods that encourage, train and support learners to take responsibility for the learning process		+	
16	3	2.1.3.	ensure that the EP is implemented in accordance with the principles of equality.	+		
17	4	2.1.4.	develop students ' lifelong learning abilities	+		

2.2. Scientific method

The educational organization should:

| 18 | 5 | 2.2.1. | throughout the entire training program, instill in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in health care and evidence-based medicine | + | | |
| 19 | 6 | 2.2.2. | provide for the possibility to include in the OP the results of modern scientific research | | + | |

2.3 Basic biomedical sciences

The educational organization should:

| 20 | 7 | 2.3.1. | define and include in the EP achievements of basic biomedical sciences to form students ' understanding of scientific knowledge, concepts and methods that are the basis for acquiring and applying clinical scientific knowledge in practice | | + | |
| 21 | 8 | 2.3.2. | provide mechanisms for reviewing and updating the EP taking into account the achievements of achievements in biomedical sciences reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system | | + | |

2.4. Behavioral and social sciences, medical / Pharmaceutical ethics and Jurisprudence

The educational organization should:

| 22 | 9 | 2.4.1. | identify and include in the OP achievements of behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence | + | | |
| 23 | 10 | 2.4.2. | provide mechanisms for reviewing and updating the OP taking into account achievements, taking into account achievements of behavioral and social sciences medical / pharmaceutical ethics and jurisprudence, including current scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system; changing demographic and cultural context | + | | |

2.5. Clinical / Pharmaceutical Sciences and Skills

The educational organization should:

24	11	2.5.1.	identify and include in the OP achievements in clinical / pharmaceutical sciences to ensure that students have acquired sufficient knowledge, clinical and professional skills at the end of training to take appropriate responsibility in subsequent professional activities;	+		
25	12	2.5.2.	to ensure that students spend a good part of a program scheduled contacts with patients, consumers of services in the appropriate clinical/production environment and experience of health promotion and disease prevention	+		
26	13	2.5.3.	to determine the amount of time spent learning the basic maths core subjects	+		
27	14	2.5.4.	to organize training with appropriate attention to the safety of the learning environment and patients, including the observation of actions performed by students in clinical/production bases	+		
28	15	2.5.5.	it should be possible to change the OP, given the advances in scientific, technological, medical and pharmaceutical developments, current and projected needs of the society and the healthcare system	+		

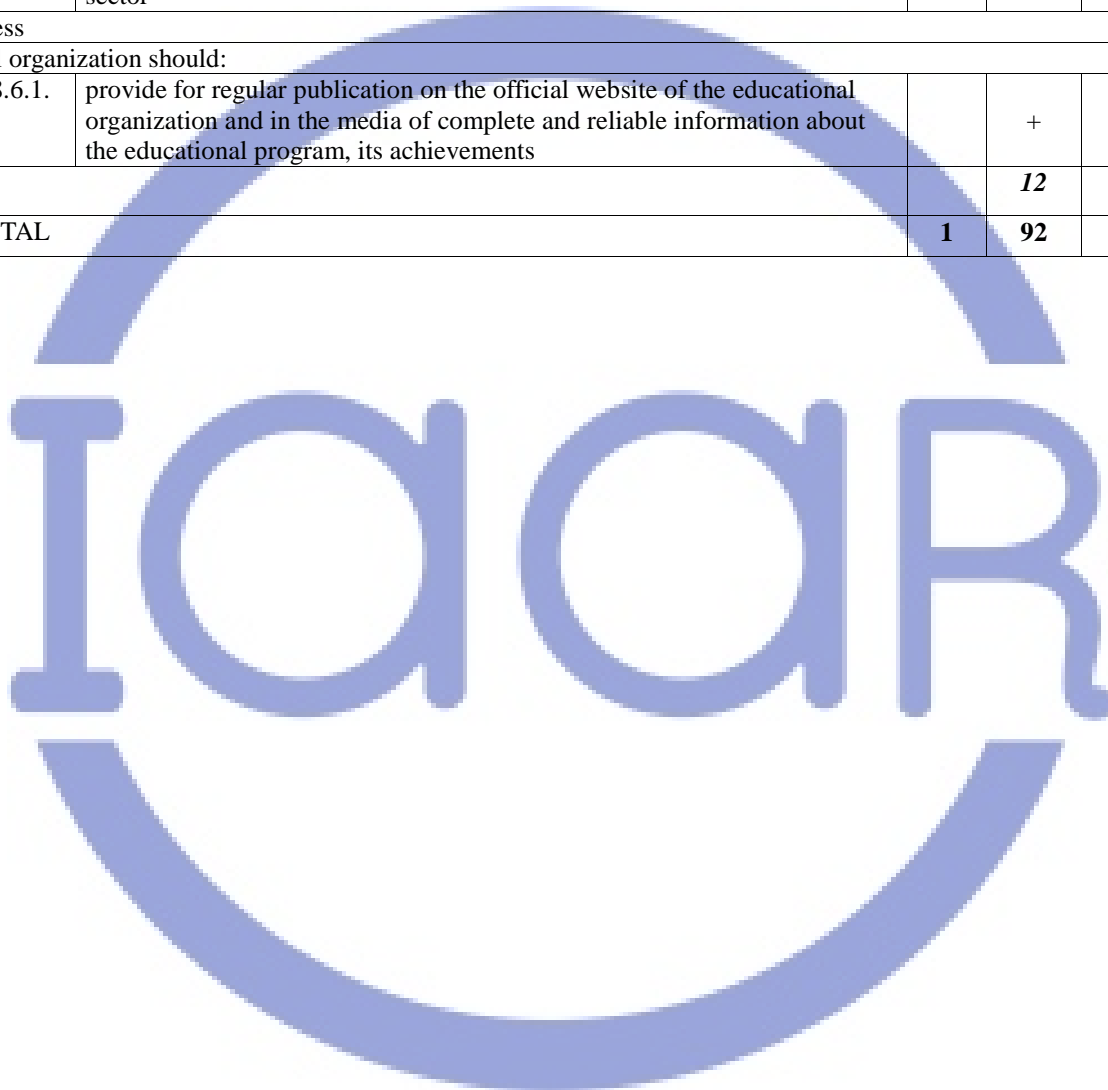| 29	16	2.5.6.	to ensure that each student has an early contact with real patients, consumers of services, including a gradual involved in the provision of services, which includes responsibility - in terms of examination and/or treatment of a patient under observation in the appropriate clinical setting; - the procedures of surveillance in terms of survey and/or inspection of the object under observation, which is at the respective production bases (centers sanepidemstantsii, territorial departments of sanitary-epidemiological control, including transport, organizations, disinfection and health care facilities); - in terms of advising the patient on the rational use of medicines held in the relevant production conditions		+		
30	17	2.5.7.	to structure the various components of clinical training, hygiene monitoring environmental factors and production environments and other productive skills in accordance with the specific stage of the training program.	+			
2.6. Structure of the educational program, content and duration							
The educational organization should:							
31	18	2.6.1.	describe the contents, scope and sequence of disciplines/modules, including compliance with the appropriate balance between basic biomedical,behavioral, social and clinical/specialized disciplines.		+		
32	19	2.6.2.	provide for horizontal integration of related sciences and disciplines;		+		
33	20	2.6.3.	provide for vertical integration of clinical/specialized sciences with basic biomedical and behavioral and social sciences		+		
34	21	2.6.4.	provide the possibility of elective content (electives) and determine the balance between the mandatory and elective part of the OP		+		
35	22	2.6.5.	determine the relationship with complementary medicine, which includes non-traditional, traditional or alternative practices, occupational medicine, which includes aspects of the impact of the environment and man-made production loads, and the social situation on public health.		+		
2.7. Program Management							
The educational organization should:							
36	23	2.7.1.	define procedures for the development, approval and revision of the EP		+		
37	24	2.7.2.	define a committee under the direction of academic leadership responsible for planning and implementing the EP to ensure that expected learning outcomes are achieved		+		
38	25	2.7.3.	ensure representation of teachers, students, representatives from other stakeholders, including representatives from clinical, production facilities, health professionals involved in the training process in the 00 committee responsible for the OP.		+		
39	26	2.7.4.	provide for the possibility to plan and implement innovations in the OP through the committee responsible for the OP			+	
2.8. Relationship with medical / pharmaceutical practice and the healthcare system							
The educational organization should:							
40	27	2.8.1.	ensure continuity between the OP and the subsequent stages of professional training or practical activities that the student will start after graduation		+		
41	28	2.8.2	take into account the specifics of the conditions in which the graduate will work and modify the OP accordingly		+		
Total				1	22	5	
Standard 3. STUDENT ASSESSMENT POLICY							
3.1 Assessment methods							
The educational organization should:							
42	1	3.1.1.	define and approve the principles, methods and practices used for evaluating students, including the number of exams, criteria for determining passing scores, grades and the number of allowed retakes;		+		
43	2	3.1.2.	ensure that: assessment procedures cover knowledge, skills, attitudes and professional behavior		+		
44	3	3.1.3.	use a wide range of assessment methods and formats depending on their "utility assessment", including a combination of validity, reliability, impact		+		

			on learning, acceptability and effectiveness of the assessment methods and format				
45	4	3.1.4.	provide for the possibility of providing process expertise and assessment methods by external experts			+	
46	5	3.1.5.	demonstrate readiness to ensure that assessment methods and results avoid conflicts of interest and use a system of appeal against student assessment results		+		
47	6	3.1.6.	provide for the possibility of ensuring an open assessment procedure and its results, informing students about the assessment criteria and procedures			used+	
48	7	3.1.7.	provide for the possibility of documenting assessment of the reliability and validity of assessment methods, as well as involvement of external examiners		+		
3.2. Relationship between assessment and learning							
The educational organization should:							
49	8	3.2.1.	use principles, methods and practices of assessment that are comparable to the planned goals and methods of teaching and learning, guarantee the achievement of planned learning outcomes, promote the learning of students, ensure an appropriate balance of formative and final assessment for the direction of learning and decision-making on academic performance		+		
50	9	3.2.2.	provide for the possibility of adjusting the number and nature of exams to encourage both knowledge acquisition and integrated learning		+		
51	10	3.2.3.	provide timely, concrete, constructive and fair feedback to students on the assessment results		+		
Total					**8**	**2**	
Standard 4. STUDENTS							
4.1. Admission and Selection Policy							
An educational organization should:							
52	1	4.1.1.	have an admission policy and practice that is based on the principles of objectivity and includes a clear statement of the student selection process		+		
53	2	4.1.2.	have a policy and implement the practice of admitting persons with disabilities		+		
54	3	4.1.3.	have a policy and implement the practice of transferring students from other educational organizations, including foreign		ones+		
55	4	4.1.4.	establish a link between the selection and mission of the educational organization, the educational program and the desired quality of graduates; periodically review the admission policy		+		
56	5	4.1.5.	demonstrate readiness to use the system of appeal of decisions on admission of students		+		
4.2. Student recruitment							
The educational organization should:							
57	6	4.2.1.	determine the number of students accepted in accordance with the educational organization's capabilities at all stages of the educational program		+		
58	7	4.2.2.	demonstrate readiness to regulate the number and number of students accepted, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector in order to meet 4.2.3.provide for the possibility of periodically reviewing the number and nature of students accepted in consultation with other interested parties and regulating them in order to meet the health needs of the population and society as a whole		+		
59	8	4.2.3.	provide for the possibility of periodically reviewing the number and nature of students accepted in consultation with other interested parties and regulating them in order to meet the health needs of the population and society as a whole		+		
4.3 Student counseling and support							
The educational organization should:							
60	9	4.3.1.	demonstrate the ability to use the student academic counseling system		+		
61	10	4.3.2.	demonstrate readiness to offer students a support program aimed at social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counseling and support		+		

62	11	4.3.3.	demonstrate readiness to use the feedback system with students to assess the conditions and organization of the educational process			+	
63	12	4.3.4.	demonstrate readiness to provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript)		+		
64	13	4.3.5.	provide an opportunity to take into account the needs of different groups of students and provide an opportunity for the formation of an individual educational trajectory		+		
65	14	4.3.6.	demonstrate a willingness to provide academic counseling that is based on monitoring student performance and includes issues of professional orientation and career planning		+		
4.4. Student representation							
The educational organization should:							
66	15	4.4.1.	have a policy and implement practices for student representation and proper participation in mission definition, development, management and evaluation of the educational program and other matters related to students		+		
67	16	4.4.2.	provide for the possibility of encouraging and providing assistance and support to student activities and student organizations		+		
Total					**15**	**1**	
Standard 5. ACADEMIC STAFF/TEACHERS							
Recruitment and Selection Policy							
The education organization should develop and implement a recruitment and selection policy that:							
68	1	5.1.1.	defines their category, responsibilities, and the balance of academic staff/teachers in basic biomedical sciences, behavioral and social sciences, and medical / pharmaceutical sciences for the adequate implementation of the OP, including the appropriate ratio between medical, non-medical, pharmaceutical teachers, full-time or part-time teachers, and the balance between academic and non-academic staff		+		
69	2	5.1.2.	takes into account the criteria of scientific, educational and clinical achievements, including the ratio between teaching, research and "service" functions		+		
70	3	5.1.3.	determines and monitors the responsibilities of academic staff/teachers in basic biomedical sciences, behavioral and social sciences and clinical, hygiene, pharmaceutical sciences.		+		
71	4	5.1.4.	provides for the possibility to take into account such criteria and features as attitude to the mission and economic opportunities of the educational organization, as well as significant features of the region in the personnel selection and recruitment policy		+		
5.2. Performance and Staff Development Policy							
An educational organization should develop and implement a performance and staff development policy that aims to:							
72	5	5.2.1.	maintain a balance of opportunities between teaching, research, and "service" functions, and ensure that worthy academic performance is recognized with appropriate emphasis on teaching, research, and professional qualifications		+		
73	6	5.2.2.	provision of sufficient knowledge by individual employees of the entire educational program, as well as training and professional development of teachers, their development and assessment		+		
74	7	5.2.3.	the ability to take into account the ratio of "teacher-student" depending on various components of the educational program		+		
75	8	5.2.4.	career growth of staff		+		
Total					**8**		
Standard 6. EDUCATIONAL RESOURCES							
6.1. Material and technical base							
The educational organization must:							
76	1	6.1.1.	demonstrate readiness to provide sufficient material and technical base to ensure adequate implementation of the educational program, as well as create a safe learning environment for staff, students, patients and their relatives		+		

77	2	6.1.2.	demonstrate readiness to improve the learning environment by regularly updating and expanding the material and technical base. base for compliance with changes in educational practice		+		
6.2. Resources for practical training							
The educational organization should:							
78	3	6.2.1.	demonstrate a willingness to provide the necessary resources to provide students with appropriate clinical / practical experience, including: quality and categories of patients/consumers of services, number and categories of clinical / production facilities; monitoring the practice of students		+		
79	4	6.2.2.	demonstrate readiness to evaluate, adapt and improve the conditions of clinical / practical training to meet the needs of the population		+		
6.3. Information technologies							
An educational organization should:							
80	5	6.3.1.	develop and implement policies aimed at the effective and ethical use and evaluation of relevant information and communication technologies		+		
81	6	6.3.2.	provide for access to websites or other electronic media		+		
82	7	6.3.3.	provide for teachers and students to access relevant patient data and health information systems using existing and relevant new technologies. information and communication technologies for self-study, access to information, patient databases, and work with healthcare information systems		+		
6.4. Research and scientific achievements							
The educational organization should:							
83	8	6.4.1.	demonstrate readiness to use research activities and scientific achievements in the field of medicine and pharmacy as the basis for the educational program			+	
84	9	6.4.2.	formulate and implement policies that promote the strengthening of the relationship between research and education; provide information on the research base and priority areas in research areas of educational organizations			+	
85	10	6.4.3.	ensure that the relationship between research and education is taken into account in teaching, encourages and prepares students to participate in and participate in scientific research in the field of health		+		
6.5. Expertise in the field of education							
The educational organization should:							
86	11	6.5.1.	have a policy and implement in practice access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, teachers-psychologists, sociologists at the university, interuniversity and international levels; develop and implement an expertise policy in the development, implementation and evaluation of educational training and assessment methods		+		
87	12	6.5.2.	demonstrate willingness to provide evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting the interests of staff in conducting research in education		+		
6.6. Exchange in the field of education							
The educational organization should:							
88	13	6.6.1.	have a policy and implement practices of national and international cooperation with other educational organizations, including staff and student mobility, as well as transfer of educational credits		+		
89	14	6.6.2.	demonstrate readiness to facilitate the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources resources for this purpose		+		
Total					**12**	**2**	

Standard 7. EVALUATION OF THE EDUCATIONAL PROGRAM

Mechanisms for monitoring and evaluating the program

The educational organization should:

№	№	Code	Description				
90	1	7.1.1.	have regulated procedures for monitoring, periodically evaluating the educational program and learning outcomes, progress and academic performance of students	+			
91	2	7.1.2.	develop and demonstrate readiness to apply an educational program evaluation mechanism that reviews the program, its main components, student performance, identifies and solves problems, and ensures that the relevant evaluation results affect the OP	+			
92	3	7.1.3.	demonstrate readiness to periodically evaluate the program by comprehensively reviewing the educational process, educational program components, expected learning outcomes, and social responsibility	+			
Teacher and student feedback							
The educational organization should:							
93	4	7.2.1.	provide for systematic conduct, analysis and response to feedback from teachers and students		+		
94	5	7.2.2.	demonstrate readiness to use the results of feedback to improve the educational program		+		
Educational achievements of students							
The educational organization should:							
95	6	7.3.1.	demonstrate readiness to analyze students 'academic performance in accordance with the mission and expected results of training, the training program and the availability of resources		+		
96	7	7.3.2.	demonstrate readiness to analyze students' academic performance taking into account the conditions of their previous training, the level of training at university admission; use the results of the analysis to interact with the structural the department responsible for selecting students, developing the educational program, advising students	+			
Involving interested parties							
, the educational organization should:							
97	8	7.4.1.	demonstrate readiness to involve the main interested parties in monitoring and evaluating the educational program	+			
98	9	7.4.2.	demonstrate readiness to provide interested parties with access to the results of the program evaluation, collect and study feedback from them about the educational program	+			
			Total	*6*	*3*		
Standard 8. MANAGEMENT AND ADMINISTRATION							
Management							
An educational organization should:							
99	1	8.1.1.	define structural divisions and their functions, including relationships within the university	+			
100	2	8.1.2.	define committees and responsibilities in the management structure, reflecting the representation of key and other stakeholders, ensuring transparency of the work of management bodies and their decisions	+			
Academic leadership							
An educational organization should:							
101	3	8.2.1.	describe the responsibilities of academic leadership in defining and managing the educational program	+			
102	4	8.2.2.	demonstrate a willingness to periodically evaluate academic leadership in relation to the achievement of its mission and expected learning outcomes	+			
Training budget and resource allocation							
An educational organization should:							
103	5	8.3.1.	have a clear distribution of responsibility and authority for providing resources for the educational program, including the target training budget	+			
104	6	8.3.2.	demonstrate readiness to allocate resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs	+			
105	7	8.3.3.	provide for the ability to allocate resources independently, including the remuneration of teachers who properly achieve the planned learning outcomes; take into account scientific achievements in the field of health and public health problems and their needs when allocating resources.	+			
Administrative staff and management							
An educational organization should:							

106	8	8.4.1.	demonstrate readiness to have administrative and professional personnel to implement the educational program and related activities, ensure proper management and allocation of resources		+		
107	9	8.4.2.	demonstrate readiness to ensure the participation of all departments of the educational organization in the processes and procedures of the internal quality assurance system		+		
Interaction with the healthcare Sectorthe							
educational organization should:							
108	10	8.5.1.	demonstrate its readiness to engage constructively with the healthcare system and public and government sectors related to health, including foreign		ones +		
109	11	8.5.2.	demonstrate its readiness to formalize cooperation, including the involvement of employees and students, with partners in the healthcare sector		+		
Public awareness							
An educational organization should:							
110	12	8.6.1.	provide for regular publication on the official website of the educational organization and in the media of complete and reliable information about the educational program, its achievements		+		
Total					*12*		
TOTAL IN TOTAL				1	92	17	

Appendix 2. PROGRAM OF A VISIT TO AN EDUCATIONAL ORGANIZATION

APPROVED
Chairman of the Management Board-Rector
of Kokshetau State University named after Sh. Ualikhanov"

_____Moscow, Russia. Syrlybayev
"...... "May 2024ode

APPROVED
General Director of the Independent Agency for
Accreditation and Rating"

_____ A. Zhumagulova
"...." May 2024 odeode

PROGRAM
VISIT OF THE IAAR EXTERNAL EXPERT COMMISSION
IN NAO "KOKSHETAU UNIVERSITY NAMED AFTER SH. UALIKHANOV"
(SPECIALIZED AND PRIMARY SPECIALIZED ACCREDITATION)

Date of the visit: May 27-29 2024, 20-24

Cluster	Educational programs
Cluster 1 (specialized accreditation)	6B02302 Translation (English, German/Chinese) 8D02301 Philology: Kazakh Philology
Cluster 2 (specialized accreditation)	6B04106 Banking and Financial Management 6B04105 Accounting and Economic Analysis
Cluster 3 (specialized accreditation)	6B05102 Biotechnology by industry 7M01504 Biology 7M08102 Soil Science and Agrochemistry
Cluster 4 (specialized accreditation)	8D02201 History 7M02201 History and Socio-religious sciences
Cluster 5 (primary accreditation)accreditation)	8D01501 Methodology of scientific research in mathematical education
Cluster 6 (primary accreditation)	7M05203 Waste management 7M05303 Chemistry of biologically active compounds

Cluster 7 (primary accreditation)		6B10102 Public Health	

Date and time	HEC work with target groups	Position and Surname, first name, patronymic of target group participants	Contact form
May 24 , 2024			
16.00-17.00 (Astana time)	A preliminary meeting of the WEC *(discussion of key issues and the program of the visit)*	*External experts of the IAAR*	to connect to the conference Zoom https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969
On schedule during the day,	the Arrival of members of the External expert Commission		
18.00	Dinner	*External experts of the IAAR*	
		1st Day: may 27, 204 years	
09.00-09.30	Allocation of responsibilities experts, the organizational issues	*External experts of the IAAR*	to connect to the conference Zoom https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969 conference room, the main building, 2nd floor
09.30-10.00	meeting with the Chairman of the Board - Rector,	*Chairman of the Board – Rector – Marat Syrlybaev Kadirli*	to connect to the conference Zoom https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969 Academic Council Hall, main building, floor 2

10.00-10.15	Technical break		
10.15-11.00	meeting with the Members of the management Board - Vice-Rectors	*Hlen of the Board of academic Affairs – Medetov Nurlan Amirovich, doctor of physical and mathematical Sciences;* *Hlinen of the Board for research and interaction with the region – Aigul Zhakupova Doszhanova, doctor of philological Sciences, Professor* *Hlinen Board on internationalization and development of the infrastructure* *of the Sagyndykova Gilgul Oralovna, candidate of philological Sciences* *, the Member of the Board for socio-cultural development Kapyshev Ardak Kairzhanovich, candidate of historical Sciences*	to join the Zoom conference https://us02web.zoom.us/j/4641732969 The conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
11.00-11.10	Technical break		
11.10-11.50	Meeting with heads of structural divisions	*chief of staff of the rector Baymanova Lyazzat Seytziyevna, candidate of philological Sciences* *, head of the Department of academic development - Lemeshow sansyzbay the Koyshibaevich, candidate of agricultural Sciences* *, head of the Department of science and international cooperation, baicalin Marden Ersainovich, PhD* *head of the Department of postgraduate education – Kusainova Ayman Akaeva, candidate of economic Sciences* *, head of the Department of youth policy - Muhamadieva Zhadyra Tanatova* *head of the Department for economic Affairs of Bagatell Nurlan Kadyrbekovich* *head of the Department of strategy, accreditation and quality management – Turdiyeva Gulnara Banovina, candidate of pedagogical Sciences,* *head of the centre of planning and teaching work - Yergaliyeva Galia Manasuna* *the head of the office of the Registrar – Kenesarina Aidan zhumabekovna the*	to connect to the conference Zoom https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor

		head of the center for career and employment - Tagieva Aizhan Alikulova *head of the center for international project management - Kakabaev Anuarbek Abaevich, candidate of biological Sciences* *Head of Department of international cooperation – Toktarova Aynur Baurzhanovna* *head of the Department of digitalization of Almashev Olzhas Sazanovich*	
11.50-12.00	Exchange of opinions of members of the external expert Commission of	*the IAAR External expert*	to connect to the conference Zoom https://us02web.zoom.us/j/46417329 69 the conference ID: 464 173 2969
12.00-12.40	meeting with the Directors of the institutes /schools of higher education accredited OP	*Director of the pedagogical Institute – Bekseitova Akbota Tastanbekova, candidate of historical Sciences,* *Director of agronomic Institute. S. Sadvakasova – Zhaparova Sayagul Beketova, candidate of technical Sciences,* *Director of the higher school of medicine – Muratbekova Svetlana Kabdenova, doctor of medical Sciences,* *Director of the higher school of business and law – Iskakov Abay Gantsevich, doctor of economic Sciences*	to join the Zoom conference https://us02web.zoom.us/j/46417329 69 the conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
12.40-13.00	Work WEC	*External experts of the IAAR*	to connect to the conference Zoom https://us02web.zoom.us/j/46417329 69 the conference ID: 464 173 2969 conference room, main building, 2nd floor
13.00-14.00	Lunch		
14.00-14.15	Work WEC	*External experts of the IAAR*	to connect to the conference Zoom https://us02web.zoom.us/j/46417329 69 The conference ID: 464 173 2969

			conference room, main building, 2nd floor
14.15-15.00	Meeting with heads of departments and heads of OP	*Head of the Department of English language and teaching methodology –* *Theme Dinara Sarsenbaevna, candidate of philological Sciences,* *Head of the Department of Kazakh language and literature of Malgazhdarov Kasiet Kakenovich, candidate of philological Sciences,* *Head of Department of business and services –* *Utegenova Zhuldyz Sayranovna, candidate of economic Sciences* *, Head of the Department of chemistry and biotechnology –* *Nurmukhanbetov Nurgul Nurkanovna, candidate of chemical Sciences* *, Head of Department of biology and teaching methods –* *Durakbasa Shynar Nurlanbekova, candidate of biological Sciences,* *Head of the Department of agriculture and bioresources –* *the Shegenami Serikbai Tashibaev, candidate of agricultural Sciences,* *Head of the Department of history, geography and the social Sciences and Humanities –* *Utegenov Marat Zinatovich, candidate of historical Sciences,* *Head of Department of mathematics, physics and Informatics –* *Costagliola Alma Akanova, candidate of pedagogical Sciences,* *Head of the Department of mining, construction and environment – Hatina Natalia* *Head of the Department of morphology, physiology and General pathology of Jungalow Baurjan Bayanovich, PhD*	join a conference Zoom https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
15.00-15.10	Technical break		conference room, main building, 2nd floor

15.10-16.00	Meeting with PPP OP	Clusters 1, 4, 5 *(Appendix No. 1) (the session hall zoom 1)*	to connect to the conference Zoom https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969 Hall of the Academic Council, the main building, floor 2
		Clusters 3, 6 *(Annex No. 1) (the session hall zoom 2)*	to connect to the conference Zoom https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969 AUD. No. 207
		Cluster 7 *(Appendix No. 1) (the session hall zoom 3)*	to connect to the conference Zoom https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969 conference room, main building, 2nd floor,
		Cluster 2 *(Appendix No. 1) (the session hall zoom 4)*	to connect to the conference Zoom https://us02web.zoom.us/j/4641732969 the conference ID: 464 173 2969 AUD. No. 106
16.00-17.00	Survey of teaching staff(in parallel)	*(Appendix No. 2)*	The link is sent to the teacher's e-mail address in person
16.00-16.10	Exchange of views of members of the external expert commission		Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
16.10-17.00	Meeting with students of OP	Clusters 1, 4, 5 *(Appendix #3) (zoom session hall 1)*	Connect to the Zoom conference

			https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Academic Council Hall, Main building, 2nd floor
		Clusters 3, 6 *(Annex # 3) (zoom session hall 2)*	Connect to Zoom conference https://us02web.zoom.us/j/46417329 69 https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Room. # 207
		Cluster 7 *(App #3) (zoom Session Hall 3)*	Connect to Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
		Cluster 2 *(Annex #3) (zoom session hall 4)*	Connect to Zoom conference https://us02web.zoom.us/j/46417329 69 https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Room. No. 106
17.00-18.00	Survey of OP students (in parallel)	*(Appendix no. 4)*	The link is sent to the student's e-mail personally
17.00-17.50	Visual inspection of the OP and the material and technical and educational laboratory base	*(Appendix No. 9)*	*On the route*
17.50-18.00	EEC work discussion of the results of the first day	*IAAR External experts*	Connect to the Zoom conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor

18.00-19.00	Dinner	*IAAR External Experts*	
Day 2: May 28, 2024			
09.00-09.30	HEC work IAAR	*External experts*	Connect to the conference Zoom https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
09.30-11.30	Selective visit to OP practice bases	*IAAR external experts according to the itinerary (Appendix No. 7)*	
11.30-13.00	Working with department documents and attending faculty classes according to the schedule	*(Appendix No. 8)*	
13.00-14.00	Lunch		
14.00-14.20	Exchange of views of members of the external expert commission	*IAAR external experts*	Join the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
14.20-15.10	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	Clusters 1, 4, 5 *(Appendix # 6) (zoom Session Hall 1)*	Connect to Zoom Conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 Academic Council Hall, Main building, 2nd floor

		Clusters 3, 6 *(Annex #6) (zoom session hall 2)*	Connect to Zoom conference https://us02web.zoom.us/j/46417329 69 https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Aud. # 207
		Cluster 7 *(App #6) (zoom Session Hall 3)*	Connect to Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
		Cluster 2 *(Annex # 6) (zoom session hall 4)*	Connect to Zoom conference https://us02web.zoom.us/j/46417329 69 https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Room. No. 106
15.10-15.30	Technical break		
15.30-16.10	Meeting with OP graduates (hybrid)	Clusters 1, 4, 5 *(Appendix # 5) (zoom Session Hall 1)*	Connect to Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Academic Council Hall, Main building, 2nd floor
		Clusters 3, 6 *(Annex #5) (zoom session hall 2)*	Connect to Zoom conference https://us02web.zoom.us/j/46417329 69 https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Aud. # 207

		Cluster 7 *(App #5) (zoom Session Hall 3)*	Connect to Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
		Cluster 2 *(Annex #5) (zoom session hall 4)*	Connect to Zoom conference https://us02web.zoom.us/j/46417329 69 https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Room. No. 106
16.10-16.30	Technical break		
16.30-19.00	Work of the HEC, discussion of the results of the second day and profile parameters *(recorded)*	*IAAR External Experts*	Join Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
19.00-20.00	Dinner	*IAAR External Experts*	
Day 3: May 29, 2024			
09.00-11.30	Work of the HEC: development and discussion of recommendations IAAR	*external experts*	Connect to the Zoom conference https://us02web.zoom.us/j/46417329 69 https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
11.30-11.40	Technical break		

11.40-12.30	Work of the HEC: development and discussion of recommendations (*recorded*)	*IAAR External Experts*	Join Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
12.30-13.00	Work	*of the HEC External experts IAAR*	Connect to the Zoom conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
13.00-14.00	Lunch		Canteen of the University
14.00-16.00	Work of the HEC: discussion, decision-making by voting (*recorded*)	*IAAR External Experts*	Join Zoom Conference https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
16.00-16.30	Work of the HEC, Discussion of quality assessment results	*External IAAR experts*	Connect to the Zoom conference https://us02web.zoom.us/j/46417329 69 https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Conference hall, main building, 2nd floor
16.30-17.00	Final meeting of the WEC		Connect to the Zoom conference with the university management https://us02web.zoom.us/j/46417329 69

			https://us02web.zoom.us/j/46417329 69 Conference ID: 464 173 2969 Academic Council Hall, main building, 2nd floor
18.00-19.00	Dinner		

Appendix 3. RESULTS OF THE TEACHER SURVEY

Teaching staff questionnaire

1. Total number of questionnaires: 60

2. Position, %

Professor	6 (10%)
Associate Professor / Associate Professor	8(13.3%)
Senior teacher	26(43.3%)
Teacher	12 (20%)
Head of Department Department	1(1.7%)
Lecturer's Assistant	1(1.7%)
Lecturer	1(1.7%)
R&D Doctor, Professor assistant	1(1.7%)
Assistant Professor	1(1.7%)
Assistant lecturer	1(1.7%)
Other	2 (3.4%)

3. Academic degree, academic title

Honored Worker	0(0%)
Doctor of Science	1(1.7%)
Candidate of Science	10(16.7%)
Master	's degree 34(56.7%)
PhD	12(20%)
Professor	0(0%)
Associate Professor / Associate Professor	5(8.3%)
No	3(5%)
Completed doctoral	studies 1(1.7%)
Other	

4. Work experience at this university

Less than 1 year	4(6.7%)
1 year – 5 years	10 (16.7%)
Over 5 years	46(76.7%)
Other	

№	Questions	Very good	Good	Relatively bad	Bad	Very bad	Not answered
1	To what extent does the content of the educational program meet your scientific and	43(71,7%)	17(28,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

	professional interests and needs?						
2	How do you assess the opportunities provided by the University for the professional development of teaching	staff 38(63,3%)	22(36,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
3	How do you assess the opportunities provided by the University for career growth of teaching	staff 33 (55%)	27(45%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
4	How do you assess the degree of academic freedom of teaching	staff 38(63,3%)	22(36,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	To what extent can teachers use their own						
5	• Learning Strategies	39(65%)	21(35%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
6	• Teaching methods	42(70%)	18(30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
7	• Educational innovations	41(68,3%)	18(30%)	1(1,7%)	0 (0%)	0 (0%)	0 (0%)
8	How do you assess the work on the organization of medical care and disease prevention at the university?	34(56,7%)	23(38,3%)	3(5%)	0 (0%)	0 (0%)	0 (0%)
9	What attention is paid by the management of the educational institution to the content of the educational program?	42(70%)	18(30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
10	How do you assess the adequacy and availability of the necessary scientific and educational literature in the library?	28(46,7%)	29(48,3%)	3(5%)	0 (0%)	0 (0%)	0 (0%)
11	Evaluate the level of created conditions that take into account the needs of different groups of students?	25(41,7%)	35(58,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Evaluate theopenness and accessibility of the manual						
to 12	• Students	39(65%)	20(33,3%)	1(1,7%)	0 (0%)	0 (0%)	0 (0%)

13	• for teachers	37(61,7%)	23(38,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
14	Evaluate the involvement of teaching staff in the management and strategic decision-making process	20(33.3%)	37(61,7%)	3(5%)	0 (0%)	0 (0%)	0 (0%)
15	How is the innovative activity of teaching staff encouraged?	32(53,3%)	27(45%)	1(1,7%)	0 (0%)	0 (0%)	0 (0%)
16	Evaluate the level of feedback between the staff and the management	team 32(53,3%)	25(41,7%)	3(5%)	0 (0%)	0 (0%)	0 (0%)
17	What is the level of encouragement and involvement of young professionals in the educational process?	33(55%)	26(43,3%)	1(1,7%)	0 (0%)	0 (0%)	0 (0%)
18	Evaluate the opportunities created for professional and personal growth for each teacher and employee	28(46,7%)	31(51,7%)	1(1,7%)	0 (0%)	0 (0%)	0 (0%)
19	Assess the adequacy of the university management's recognition of the potential and abilities of teachers	26(43,3%)	32(53,3%)	2(3,3%)	0 (0%)	0 (0%)	0 (0%)
	How is job						
20	• on academic mobility	delivered? 29(48,3%)	30(50%)	1(1,7%)	0 (0%)	0 (0%)	0 (0%)
21	• On advanced training of teaching	staff 38(63,3%)	22(36,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Evaluate the support of the university and its management			0 (0%)	0 (0%)	0 (0%)	0 (0%)
22	• Research initiatives of teaching staff	39(65%)	21(35%)	0 (0%)	0 (0%)	0 (0%)	0 (023
23	• Development of new educational programs/disciplines/teaching methods	40(66,7%)	20(33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Assess the level of teaching staff's ability to combine teaching						
24	• with scientific research	23(38,3%)	33(55%)	4(6,7%)	0 (0%)	0 (0%)	0 (0%)

25	• with practical activities	19(31,7%)	40(66,7%)	1(1,7%)	0 (0%)	0 (0%)	0 (0%)
26	Evaluate how students ' knowledge obtained at the university corresponds to the realities of the modern labor market requirements	34(56,7%)	26(43,3%)	0 (0%)	0 (0%)	0 (0%)	0 (027
27	How does the management and administration of the university perceive criticism in their address?	16(26,7%)	41(63,8%)	3(5%)	0 (0%)	0 (0%)	0 (0%)
28	Evaluate how much your training load meets your expectations and capabilities?	18(30%)	41(68,3%)	1(1,7%)	0 (0%)	0 (0%)	0 (0%)
29	Evaluate the focus of educational programs/training programs on developing students ' skills and abilities to analyze the situation and make forecasts?	29(48,3%)	30(50%)	1(1,7%)	0 (0%)	0 (0%)	0 (0%)
30	Evaluate the extent to which the educational program meets the expectations of the labor market and employers in terms of its content and quality of implementation	35(58,3%)	25(41,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Why do you work at this particular university?

Everything suits you
Good team and students
Team, like to teach
It is possible to combine teaching activities with scientific research
Degree rewards
Good working conditions, a hearing management, the opportunity to improve their skills
The university provides good opportunities for professional growth and development
Себебі ,өңірдегі бәсекеге қабілетті мамандарды даярлайтын оқу орны
I believe that this university corresponds to my career development
I like working with students
The university in this region and city is the leading and best.
Allows you to realize opportunities in the area of my interests
I like the atmosphere, the team, working with students
Salary, participation in projects, team

My favorite university, Alma Mater

I am a graduate of the university and from the moment of graduation to this day I work at the department

Patriot of this university is the best university in our region

Professional approach, adequate and responsible management

I grew up in Kokshetau, studied there, and live here

I was educated at this university and worked for over 50 years

By invitation

This university has all the conditions for pedagogical development.

Patriot of this university

Because this is my home university, my home department, I want to be as useful as possible for students

By place of residence

I graduated from this University and want to support it

Scientific focus of the university

Opportunity for professional development,

As a university graduate, I want to work together with professionals in my field, grow and develop under the guidance of highly qualified specialists

Маман дайындау үшін

I studied at this university in a bachelor's degree, master's degree. I like the atmosphere in the department. Great features

Солтүстік өңірде ең сапалы білім беретін білім ордасы

Good working conditions

Солтүстік өңірдегі бетке ұстар ЖОО

Strong teachers,high university rating

Мен бұл жоғары оқу орнына министрлік жолдамасымен келгем.

The working conditions satisfy me

The best university was in the former Soviet Union

Because there are all the conditions that suit us

Оқу орнын өте жақсыткөремін! Түлегімін!барлық жағдай жасалған!

I like to combine research work with teaching. It is possible to plan your free time.

Career opportunities

Like

I am satisfied with the working conditions

The University provides good opportunities for both students and teachers. It is a pleasure to work in a circle of intelligent people who are professionals.

Бұл оқу орнында шындық адалдық бар. Ұстаздың өзін-өзі жетілдірді не жағдай жасалған.

Кәсіби дамуыма барынша жағдай жасалған

I graduated from this university in 2004-2008, was the winner of competitions from my student years, Shokan zhuldyz-2007, graduated from the master's program in 2008-2010 in the same place, became the Curator of the year -2017, Deputy Dean for BP from 2010-2015. Graduated from the target doctoral program. Support at the university was provided from the very beginning, at any stage.

I studied here, a good team

This is my alma mater

I wanted to start a teaching career

This is the best university in the region

Әлеуеті жақсы

32. How often are master classes andclasses with the participation of practitioners held as part of your course?

very often	often	sometimes	very rarely	never
15(25%)	39(65%)	6(10%)	0 (0%)	0 (0%)

33. How often do external со стороны teachers (domestic and foreign) participate in the learning process?

very often	often	sometimes	very rarely	never
18(30%)	34(56,7%)	8(13,3%)	0 (0%)	0 (0%)

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

Questions	Are Often	Sometimes	Never	Answered
Lack of classrooms	2(3,3%)	17(28,3%)	41(68,3%)	
Unbalanced academic load by semester	4(6,7%)	16(26,7%)	40(66,7%)	
Unavailability of necessary literature in the library	1(1,7%)	32(53,3%)	27(45%)	
Overcrowding of study groups (too many students in the group)	2(3,3%)	14(23,3%)	44(73,3%)	
Inconvenient schedule		17(28,3%)	43(71,7%)	
Inappropriate classroom conditions		21(35%)	39(65%)	
Lack of Internet access/weak Internet	connection 3(5%)	36(60%)	21(35%)	
Students ' lack of interest in learning		29(48,3%)	31(51,7%)	
Late receipt of information about events	1(1,7%)	17(28,3%)	42(70%)	
Lack of technical training tools in classrooms	1(1.7%)	33(55%)	26(43,3%)	
Other problems	Barlyk zhagdaylar zhasalgan There are no obvious problems in the dynamics Sometimes problems with the Internet and those. Providing salary increases Low salaries Above are listed Repairs to the audience of Masele jok small details that can be solved in the current order There were no situations that could not be solved			

35. In the life of a university, there are many different aspects and aspects that affect each teacher and employee in one way or another. Rate how satisfied you are with:

Questions	Fully satisfied , (1)	Partially satisfied (2)	Not satisfied (3)	Not sure (4)
The attitude of the university's management towards you	47(78,3%)	12(20%)	0 (0%)	1(1,7%)
Relationships with direct management	51(85%)	7(11,7%)	1(1,7%)	1(1,7%)
Relations with colleagues in the department	58(96,7%)	2(3,3%)	0 (0%)	0 (0%)
Degree of participation in management decision	-making 45(75%)	15(25%)	0 (0%)	0 (0%)
Student relations	60(100%)	0 (0%)	0 (0%)	0 (0%)
Recognition of your success and achievements by the administration	51(85%)	8(13,3%)	1(1,7%)	0 (0%)
Support for your suggestions and comments	46(76,7%)	14(23,3%)	0 (0%)	0 (0%)
Activities of the university administration	47(78,3%)	13(21,7%)	0 (0%)	0 (0%)
Payment terms and conditions	25(41,7%)	28(46,7%)	7(11,7%)	0 (0%)
Working conditions, list and quality of services provided at the university	47(78,3%)	13(21,7%)	0 (0%)	0 (0%)
Occupational health and safety	48(80%)	12(20%)	0 (0%)	0 (0%)
Managing changes in the university	's activities 41(68,3%)	19(31,7%)	0 (0%)	0 (0%)
Providing a social package: recreation, sanatorium treatment, etc	. 34(56,7%)	13(21,7%)	7(11,7%)	6(10%)
Organization and quality of nutrition at the university	33(55%)	23(38,3%)	2(3,3%)	2(3,3%)
Organization and quality of medical care	41(68,3%)	15(25%)	1(1,7%)	3(5%)

Appendix 4. RESULTS OF THE STUDENT SURVEY

Application form for students

Total number of questionnaires: 52

Gender:

Male	36(69.2%)
Female	16(36.8%)

Rate how satisfied you are with:

Questions	Fully satisfied	Partially satisfied	Partially	dissatisfied Not satisfied	I can't answer
1. Relations with the dean's office (school, faculty, department)	45(86,5%)	7(13,5%)	0 (0%)	0 (0%)	0 (0%)
2. The level of accessibility of the dean's office (school, faculty, department)	42(80,8%)	10(19,2%)	0 (0%)	0 (0%)	0 (0%)
3. The level of accessibility and responsiveness of the management (university, school, faculty, department)	44(84,6%)	7(13,5%)	1(1,9%)	0 (0%)	0 (0%)
4. Access to academic counseling	43(82,7%)	8(15,4%)	1(1,9%)	0 (0%)	0 (0%)
5. Support of educational materials in the learning process	39(75%)	12(23,1%)	1(1,9%)	0 (0%)	0 (0%)
6. Availability of advice on personal issues	42(80,8%)	7(13,5%)	2(3,8%)	1(1,9%)	0 (0%)
7. Student-teacher relations	42(80,8%)	10(19,2%)	0 (0%)	0 (0%)	0 (0%)
8. Activities of financial and administrative services of the educational institution	36(69,2%)	15(28,8%)	1(1,9%)	0 (0%)	0 (0%)
9. Access to health services	41(78,8%)	10(19,2%)	1(1,9%)	0 (0%)	0 (0%)
10. Quality of medical care at the university	33(63,5%)	16(30,8%)	1(1,9%)	1(1,9%)	1(1,9%)

11. Level of availability of library resources	42(80,8%)	8(15,4%)	2(3,8%)	0 (0%)	0 (0%)
12. The quality of services provided in libraries and reading rooms	38(73,1%)	12(23,1%)	2(3,8%)	0 (0%)	0 (0%)
13. Existing educational resources of the university	42(80,8%)	8(15,4%)	1(1,9%)	1(1,9%)	0 (0%)
14. Availability of computer classes	33(63,5%)	11(21,2%)	5(9,6%)	3(5,8%)	0 (0%)
15. Availability and quality of Internet resources	20(57,7%)	11(21,2%)	9(17,3%)	2(3,8%)	0 (0%)
16. Content and information content of the website of educational organizations in general and faculties (schools) in particular	40(76,9%)	10(19,2%)	1(1,9%)	1(1,9%)	0 (0%)
17. Study rooms and auditoriums for large groups	36(69,2%)	12(23,1%)	2(3,8%)	2(3,8%)	0 (0%)
18. Rest rooms for students (if available)	23(44,2%)	11(21,2%)	4(7,7%)	8(15,4%)	6(11,5%)
19. Clarity of disciplinary action procedures	40(76,9%)	10(19,2%)	0	1(1,9%)	1(1,9%)
20. The overall quality of the educational program	43(82,7%)	9(17,3%)	0 (0%)	0 (0%)	0 (0%)
21. Quality of educational programs in the OP	43(82,7%)	9(17,3%)	0 (0%)	0 (0%)	0 (0%)
22. Teaching methods in general	43(82,7%)	9(17,3%)	0 (0%)	0 (0%)	0 (0%)
23. Quick response to teachers ' feedback on the learning process	41(78,8%)	9(17,3%)	2(3,8%)	0 (0%)	0 (0%)
24. The quality of teaching in general	42(80,8%)	9(17,3%)	1(1,9%)	0 (0%)	0 (0%)
25. Academic load/requirements for the student	41(78,8%)	9(17,3%)	0 (0%)	2(3,8%)	0 (0%)
26. Teaching staff requirements for the student	42(80,8%)	9(17,3%)	0 (0%)	1(1,9%)	0 (0%)

27. Information support and explanation of the admission rules and strategy of the educational program (specialty) before entering the university	38(73,1%).	13(25%)	1(1,9%)	0(0%)	0(0%)
28. Informing the requirements for successfully completing a given educational program (specialty)	43(82,7%)	8(15,4%)	1(1,9%)	0(0%)	0(0%)
29. The quality of exam materials (tests and exam questions, etc.)	38(73,1%)	11(21,2%)	0(0%)	2(3,8%)	1(1,9%)
30. Objective assessment of knowledge, skills, and other academic achievements	39(75%)	12(23,1%)	0(0%)	1(1,9%)	0(0%)
31. Available computer classes	33(63,5%)	13(25%)	3(5,8%)	3(5,8%)	0(0%)
• Existing scientific laboratories	30(57,7%)	15(28,8%)	3(5,8%)	1(1,9%)	3(5,8%)
• The objectivity and fairness of teachers	40(76,9%)	8(15,4%)	3(5,8%)	1(1,9%)	0(0%)
• Informing students about courses, educational programs, and the academic degree	they receive 42(80,8%)	7(13,5%)	2(3,8%)	1(1,9%)	0(0%)
• Providing students with a hostel	29(55,8%)	14(26,9%)	3(5,8%)	2(3,8%)	4(7,7%)

Rate how much you agree with:

Approval	Full agreement	Agree	Partially agree	Disagree	Completely disagree	Did not respond
• The course program was clearly presented	39(75%)	9(17,3%)	4(7,7%)	0(0%)	0(0%)	
• The course content is well structured	40(76,9%)	9(17,3%)	3(5,8%)	0(0%)	0(0%)	
• Key terms are sufficiently explained	40(76,9%)	10(19,2%)	2(3,8%)	0(0%)	0(0%)	
• The material proposed by the teacher is relevant and reflects the latest achievements in science and practice	39(75%)	8(15,4%)	4(7,7%)	1(1,9%)	0	

• The teacher uses effective teaching methods	38(73,1%)	9(17,3%)	5(9,6%)	0(0%)	0(0%)	
• The teacher owns the taught material	39(75%)	11(21,2%)	2(3,8%)	0(0%)	0(0%)	
• The teacher's presentation is clear	41(78,8%)	8(15,4%)	3(5,8%)	0(0%)	0(0%)	
• The teacher presents the material in an interesting way	37(71,2%)	8(15,4%)	6(11,5%)	1(1,9%)	0(0%)	
• Objective assessment of knowledge, skills, and other academic achievements	35(67,3%)	13(25%)	4(7,7%)	0(0%)	0(0%)	
• Timely assessment of students ' academic achievements	35(67,3%)	14(26,9%)	3(5,8%)	0(0%)	0(0%)	
• The teacher meets your requirements and expectations for professional and personal development	37(71,2%)	9(17,3%)	6(11,5%)	0(0%)	0(0%)	
• The teacher encourages students ' activity	37(71,2%)	13(25%)	2(3,8%)	0(0%)	0(0%)	
• The teacher encourages students ' creative thinking	33(63,2%)	14(26,9%)	4(7,7%)	1(1,9%)	0(0%)	
• The appearance and manners of the teacher are adequate	39(75%)	10(19,2%)	3(5,8%)	0(0%)	0(0%)	
• The teacher shows a positive attitude towards students	34(65,4%)	14(26,9%)	4(7,7%)	0(0%)	0(0%)	
• The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	37(71,2%)	11(21,2%)	3(5,8%)	1(1,9%)	0(0%)	
• The assessment criteria used by the teacher are clear and accessible	37(71,2%)	11(21,2%)	4(7,7%)	0(0%)	0(0%)	
• The teacher evaluates students ' achievements objectively	32(61,5%)	16(30,8%)	4(7,7%)	0(0%)	0(0%)	
• The teacher speaks a professional language	35(67,3%)	15(28,8%)	2(3,8%)	0(0%)	0(0%)	
• The organization of education provides sufficient opportunities for sports and other leisure activities	31(5	16(30,8%)	5(9,6%)	0(0%)	0(0%)	

	9,6%)					
• Facilities and equipment for students are safe, comfortable and up-to-date	30(57,7%)	13(25%)	9(17,3%)	0(0%)	0(0%)	
• The library is well-equipped and has sufficient fund of scientific, educational and methodical literature	33(63,2%)	17(32,7%)	1(1,9%)	1(1,9%)	0(0%)	
• Equal opportunities for mastering the OP and personal development are provided to all students	34(65,4%)	15(28,8%)	3(5,8%)	0(0%)	0(0%)	

Other concerns about the quality of teaching:

Барлығына көңілім толықтай толады

Мәселелер жоқ

Additional places to relax with fellow students or complete group projects. More lighting in the hallway

A Chinese teacher must follow the chain of command

Everything's fine

Water Coolers