



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

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

7R01111 Infectious diseases adults, children

7R01101 Cardiology adult, children

7R01136 General surgery

7R01132 Obstetrics and gynecology adult, children

SOUTH KAZAKHSTAN MEDICAL ACADEMY

In the period from 4 to 6 May 2022.

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

*Addressed to
to the Accreditation
Council of People 's*



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Shymkent, 2022

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

GPA	Grade Point Average
ECTS	European Credit Transfer and Accumulation System
PBL	Problem-based learning
TBL	Task-based learning
Academy	Joint Stock Company "South Kazakhstan Medical Academy"
AIS	Automated information system of the Academy
AMS	Administrative and managerial staff
BD (T)	Basic disciplines (training)
LIC	Library and Information Center
HEI	Higher education institution
IUQC	Intra-university quality control
SAC	State Attestation Commission
CD and E	Civil defense and emergencies
SMSE	State mandatory standard of education
FSC	Final state certification
IC	Individual curriculum (of a resident)
CC	Component of choice
CEPR	Committee of Educational Programs of the residency
CED	Catalog of elective disciplines
QCES	Quality control of educational services
CT PC	Computer-testing, publishing center
MA	Methodological advice
IARA	Independent Accreditation and Rating Agency
RWR	Research work of the resident
NCIE	National Center for Independent Examination
SCC	Scientific and Clinical Council
EP	Educational program
IC	Interim certification
PD (T)	Profile disciplines (training)
TS	Teaching staff
WC	Working curricula
QMS	Quality management system
IWR	Independent work of a resident
IWRWT	Independent work of a resident with a teacher
SC	Standard curricula
ERWR	Educational and research work of residents
EMC	Educational and methodological center
AC	Academic Council
EMCD	Educational and methodological complex of disciplines
PSC	Practical Skills Center

(II) INTRODUCTION

In accordance with Order No. 57-22-od dated 03/15/2022 of the Independent Accreditation and Rating Agency, from May 4-6, 2022, an external expert commission assessed the compliance of educational programs 7R01111 "Infectious diseases adults, children", 7R01101 "Cardiology adult, children", 7R01136 "General surgery", 7R01132 "Obstetrics and gynecology adult, children's" of the South Kazakhstan Medical Academy to the standards of specialized accreditation of the NAAR (No. 21-15-OD dated September 28, 2015, second edition).

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

The composition of the MEC:

- 1) **Chairman of the MEC** – Prof. Konrad Juszkiwicz, Doctor of Medical Sciences, Professor, KIT Royal Tropical Institute (Netherlands). *Off-line yuacmue*
- 2) **Expert IAAR** – Kolomiets Natalia Eduardovna, Ph.D., Professor, Siberian State Medical University of the Ministry of Health of Russia (Russian Federation). On-line participation
- 3) **Expert IAAR** – Moroz Irina Nikolaevna, First Vice-Rector, MD, Professor, Belarusian State Medical University (Republic of Belarus) On-line participation
- 4) **Expert IAAR** – Tulupova Elena Sergeevna, Ph.D., Institute of Public Health and Medical Law, 1st Medical Faculty of Charles University (Czech Republic) On-line participation
- 5) **Expert IAAR** – Iliadi-Tulbure Karina Aleksandrovna, Candidate of Medical Sciences, Associate Professor of the Department of Obstetrics and Gynecology, N. Testemitanu State University of Medicine and Pharmacy (Republic of Moldova) On-line participation
- 6) **Expert IAAR** – Svetlana Leonidovna Boyko, Dean of the Faculty, Grodno State Medical University (Republic of Belarus) On-line participation
- 7) **Expert IAAR** – Kalyagin Alexey Nikolaevich, MD, Vice-Rector for Medical Work and Postgraduate Education, Head of the Department of Propaedeutics of Internal Diseases of the Irkutsk State Medical University of the Ministry of Health of Russia (Russian Federation) On-line participation
- 8) **Expert IAAR** – Mahmudzoda Khayyam Ruziboy, PhD, Abuali Ibni Sino Tajik State Medical University (Republic of Tajikistan) Off-line participation
- 9) **Expert IAAR** – Ilakha Kamal kyzy Akberova, PhD, Associate Professor, Aziz Aliyev Azerbaijan State Institute of Advanced Medical Training (Republic of Azerbaijan) On-line participation
- 10) **Expert IAAR** – Dosmagambetova Raushan Sultanovna, Doctor of Medical Sciences, Professor, Medical University of Karaganda (Republic of Kazakhstan) Off-line participation
- 11) **Expert IAAR** – Musina Ayman Ayashevna, MD, Professor, Head of the Department of Public Health and Epidemiology, Astana Medical University (Republic of Kazakhstan) Off-line participation
- 12) **Expert IAAR** – Aimakhanova Galiya Turgaevna Candidate of Medical Sciences, NAO "Kazakh National Medical University named after S.D. Asfendiyarov" (Republic of Kazakhstan) On-line participation
- 13) **Expert IAAR** – Omarkulov Bauyrzhan Kabdenovich, PhD, Associate Professor, Karaganda State Medical University (Republic of Kazakhstan) On-line participation
- 14) **Expert IAAR** – Kulzhanova Sholpan Adlgazievna, Head of the Department - Department of Infectious Diseases and Clinical Epidemiology, Astana Medical University (Republic of Kazakhstan) Off-line participation
- 15) **Expert IAAR** – Kurmangaliev Kairat Bolatovich, PhD, Associate Professor, NAO "West Kazakhstan Medical University named after Marat Ospanov" (Republic of Kazakhstan) On-line participation

- 16) **Expert IAAR** – Amrenova Kuralai Shaganovna, PhD, Associate Professor, NAO "Semey Medical University", (Republic of Kazakhstan) On-line participation
- 17) **Expert IAAR** – Kudabayeva Hatima Ilyasovna, Candidate of Medical Sciences, Associate Professor of the Department of Internal Diseases No. 1, West Kazakhstan State Medical University named after Marat Ospanov (Republic of Kazakhstan) Off-line participation
- 18) **Expert IAAR** – Narmanova Oryngul Zhaksybaevna, MD, Professor, NAO "Astana Medical University" (Republic of Kazakhstan) Off-line participation
- 19) **Expert IAAR** – Pak Laura Alekseevna, PhD, Semey Medical University (Republic of Kazakhstan) Offline participation
- 20) **Expert IAAR** – Gazalieva Meruert Arstanovna - Acting Dean of the School of Medicine, MD, Professor, doctor of the highest category, Medical University of Karaganda) Off-line participation
- 21) **Expert IAAR** – Yeseneev Olzhas Brimzhanovich, Deputy Chief Physician for Strategic Planning and Quality of Medical Services, Master of Business Administration in Healthcare, Anesthesiologist-resuscitator, "Multidisciplinary City Hospital of Petropavlovsk" (Republic of Kazakhstan) On-line participation
- 22) **Expert IAAR** – Kaskabayeva Khalida Sharipovna, PhD, Associate Professor, Head of the Department of Faculty Therapy, Semey Medical University (Republic of Kazakhstan) On-line participation
- 23) **Эксперт IAAR** – Sabyrbaeva Gulzhan Amangeldievna, PhD, NAO "Kazakh National Medical University named after S.D. Asfendiyarov" (Republic of Kazakhstan) On-line participation
- 24) **Expert IAAR** – Yerkebulan Margulanovich Asamidanov, PhD, Associate Professor of the Department of Surgical Diseases, Karaganda Medical University (Republic of Kazakhstan) On-line participation
- 25) **Expert IAAR, работодатель** – Mukashev Nazar Maratovich, Deputy Chief Physician for Strategic Development, Children's Regional Hospital Petropavlovsk (Republic of Kazakhstan) On-line participation
- 26) **Expert IAAR, работодатель** – Asset Kairatovich Izdenov, PhD, Head of the Department of Medical Education of the Department of Science and Human Resources of the Ministry of Health of the Republic of Kazakhstan (Republic of Kazakhstan) On-line participation
- 27) **Expert IAAR, студент** – Kazeyit Bekzada Dauletkozhakyzy, 3rd-year student of OP Pharmacy of Al-Farabi Kazakh National University, member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). On-line participation
- 28) **Expert IAAR, студент** – Bolatbekova Aiganym Aibolkyzy, PhD student of Public Health, Karaganda Medical University, member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). On-line participation
- 29) **Expert IAAR, студент** – Orynbasar Bibol Nurzhanuly, 2nd year student of OP General Medicine, Al-Farabi Kazakh National University, member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). On-line participation
- 30) **Expert IAAR, студент** – Ruslan Panaev, 3rd year student of the Public Health Department, Kazakh-Russian Medical University, member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). On-line participation
- 31) **Expert IAAR, студент** – Akhmetoldinova Nazykesh Kanatkyzy, a 2nd-year student of the OP Public Health of the Al-Farabi Kazakh National University, a member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). On-line participation
- 32) **Expert IAAR, студент** – Butanbek Zhansaya Maratkyzy, 3rd year student of General Medicine, member of the Alliance of Students of Kazakhstan, "Kazakh National Medical University named after S.D. Asfendiyarov" (Republic of Kazakhstan). On-line participation
- 33) **Expert IAAR, студент** – Kudaibergenov Dias Bauyrdzhanuly, 4th year student of General Medicine, member of the Alliance of Students of Kazakhstan, S.D. Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan). On-line participation

34) *Expert IAAR, студент* – Yeset Dinara, 3rd year student of the Public Health Department, member of the Alliance of Students of Kazakhstan, S.D. Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan). On-line participation

35) *Coordinator IAAR* – Saydullayeva Malika Akhyadovna, Project manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan). Offline participation



(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

JSC "South Kazakhstan Medical Academy" (hereinafter referred to as the Academy) is the leading medical higher educational institution of the country, which has been providing educational services in the market of Kazakhstan for more than 40 years.

The Academy trains specialists in medical, pharmaceutical and pharmaceutical engineering at the level of secondary technical vocational education (medical college), higher (bachelor's degree, internship), postgraduate education (master's degree, doctoral degree, residency); at the level of continuous professional development of healthcare personnel (advanced training and retraining of medical and pharmaceutical personnel).

The Academy has a license of the Committee for Control in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. KZ36LAA00011387, dated March 28, 2018, without time limit, for the right to carry out educational activities under technical and vocational, higher and postgraduate education programs, according to which the Academy has the right to issue state-issued educational documents; has a certificate of institutional accreditation, issued by NAOKO dated 12/24/2018, registration no.IA-A no. 0095. The certificate is valid for December 22, 2023. <https://skma.edu.kz/ru/pages/institucionalnaya-akkreditaciya>.

To implement the tasks and goals set, the Academy performs the following functions: training of qualified specialists with higher and postgraduate medical and pharmaceutical education provided for by legal acts in the field of education; training, retraining and advanced training of healthcare workers with higher professional education; organization and conduct of exploratory, fundamental, applied scientific research on health and medical education; organization of joint work with healthcare organizations on disease prevention; participation in the organization and conduct of scientific and educational events, exhibitions, seminars, conferences, trainings in the field of healthcare and medical education; development, publication and dissemination of educational, scientific and practical literature, including on electronic media; organization and improvement methodological support of the educational process; material and technical support, equipment in accordance with regulatory requirements for the organization of educational and scientific work; introduction of innovative educational technologies in the educational process; implementation of direct relations with foreign and international organizations and institutions, conclusion of cooperation agreements in the field of education and scientific activity; sending students, undergraduates, residents, doctoral students, teachers to other countries (including by way of exchange) for education, internship, research, exchange of experience and advanced training; participation in international research projects and grants.

Students and staff are provided with a high-speed Wi-Fi network covering the area of all academic buildings and dormitories of the Academy. Each student and employee has a personal account to log into the Platonus information system, employees have personal access to the corporate portal for the implementation of electronic document management. To improve the quality and speed of work, distance learning technologies have been introduced: the automated information system LMS Platonus, integrated with the national educational database, operates, the online platforms ZOOM, Cisco Webex Meetings, Big Blue Button, etc. are used. The Academy provides training in Kazakh, Russian and English at 38 departments at the pre-graduate and postgraduate levels of study, in the following specialties:

Pre-graduate education: <https://skma.edu.kz/ru/pages/fakultet-farmacii> ;
<https://skma.edu.kz/ru/pages/fakultet-mediciny> by specialties: "General Medicine", "Dentistry", "Nursing", "Public Health", "Pharmacy", "Pharmaceutical production technology", "Pediatrics".
 Postgraduate professional education: <https://skma.edu.kz/ru/pages/obrazovatelnye-programmy>
 - master's degree in 5 specialties: <https://clck.ru/UTEYZ>
 - doctoral studies in 3 specialties: <https://skma.edu.kz/ru/pages/obrazovatelnye-programmy>
 - residency in 22 specialties: (<https://skma.edu.kz/ru/pages/obrazovatelnyy-process>).

The quality of education and research at the Academy is ensured by a high level of infrastructure: 4 academic buildings with classrooms equipped with interactive equipment; a scientific library with a reading room and an electronic library hall; "South clinical & Genetic laboratory"; 2 dormitories; 32 clinical bases. The policy in the field of scientific research at the Academy is aimed at creating conditions for the provision of high-quality educational services that provide training for highly qualified pharmaceutical and medical specialists. Every year more than 100 students take part in international scientific conferences and research. So, on the initiative of the university, since 2013, the Academy, together with the Nazarbayev Foundation, has annually held an international scientific conference of young scientists and students "Prospects for the development of biology, medicine and pharmacy".

The educational program of specialty 7R01111 Infectious diseases adults, children is implemented by the Department of Infectious Diseases and Dermatovenereology. Head of the department - PhD, Professor Abuova G.N. Full-time teaching staff working at the department - 11 people, external part-timers - 17 people. The degree of the department is 27%, the average age of teaching staff is 40 years.

From 2017 to 2021, 23 residents were trained at the department in the specialty "Infectious diseases adults, children", 95.6% of whom are employed. Currently, 25 residents of the 2nd year of study are studying at the residency. There was no new set of residents in 2021.

The clinical base of the Department of Infectious Diseases and Dermatovenereology of the UCMA is the Shymkent City Infectious Diseases Hospital, designed for 360 beds.

The department provides incoming and outgoing academic mobility of teachers to universities of the Republic of Kazakhstan and neighboring countries: NAO "Semey Medical University", Bashkir State Medical University, Bukhara Medical Institute. NAO "Medical University of Astana". As part of the incoming academic mobility, teaching staff from the NAO "Medical University of Karaganda" were trained at the department.

The initiative scientific project "Improving the diagnosis, treatment and prevention of CCGL in the southern regions of Kazakhstan by assessing the real epidemiological situation and developing a specific immunoglobulin" is being implemented. In the course of the project, an international patent "A method for predicting the outcome of the Congo-Crimean hemorrhagic fever", 15 copyright certificates were obtained.

At the department, under the guidance of Professor G.N. Abuova, 3 doctoral students are studying for a PhD degree and 1 master's student.

The educational program of specialty 7R01101 Cardiology adult, children's is implemented by the Department of Therapy and Cardiology.

Head of the department, Candidate of Medical Sciences, associate professor Asanova G.K., responsible curator, doctor of the highest category Serikbaeva M.T. Full-time teaching staff involved in the work – 5 people, external part-timers - 2, settling down - 71.4%.

Resident cardiologists have been trained since 2017, during which time 10 residents have been trained. In 2021, 11 people enrolled for training.

Clinical bases for the training of resident cardiologists are medical organizations of regional significance - Shymkent Heart Center JSC, City Hospital No. 2, Asar City Children's Hospital.

In the structure of clinical bases there are departments with a different profile of cardiological benefits: cardiac surgery, interventional arrhythmology with an EFI laboratory, cardiology departments, department of anesthesiology, intensive care and intensive care, angiographic laboratories, functional diagnostics, which fully meets all the needs of resident cardiologists.

Teaching staff of the department actively cooperate with international and republican professional communities and organizations, conduct scientific research and are involved in work as experts, organizers of practical healthcare (Alipova G.Sh. - chief cardiologist of Shymkent, Kenzhekhanova R.N. - chief cardiologist of Turkestan region), Professor S.R. Abseitova - Chairman of the Board of the NGO "Kazakhstan Cardiological Society" specialists in emergency care, member of the Presidium of the Association of Cardiologists of Kazakhstan).

The educational program of specialization 7 I01136 "General Surgery" is implemented by the Department of Surgery-2 (plant.the department is Ph.D. Associate professor Abdurakhmanov Babur Anvarovich, revocable curator Tulemisov Kairat Dzhumakhmetovich – doctor of the first category, assistant of the department). The residency program has been implemented since 2018. During this period, 9 residents have been trained; 4 surgeons are expected to graduate in 2022.

Information about the teaching staff of the department implementing the OP.

1 Abdurakhmanov B.A.	head of the department
2 Eighty-one D.S.	Professor Department
3 Rysbekov T.T.	Acting associate professor
4 Baymedetov R.E.	A. Associate professor
5 Tulemisov K.J.	assistant
6 Sultanov E.E.	assistant
7 Aymanambetov M.B.	assistant

The degree of the department is 71.4%. 11 clinical mentors are involved in the educational process. The teaching staff is formed based on the needs for the effective implementation of educational programs, as well as on the basis of the total academic load. Since the training of personnel in the residency is carried out in a clinical specialty, the qualification level of the teaching staff requires the presence of the first or highest medical qualification category, the presence of a doctor's degree and a candidate of medical sciences.

The staff of the department, residents participate in the programs "Academic mobility of teaching staff and students" and "Visiting professor".

Educational program of specialty 7R01132 "Obstetrics and gynecology adult, children" implements the Department of Obstetrics and Gynecology. The head of the PhD department, associate Professor Kulbaeva S.N. 5 residents study at the department.

The clinical bases of the department are: Regional Perinatal Center No. 1, 2, City Perinatal Center, city maternity hospital, Department of emergency Gynecology of SHGKB No. 1, gynecological department of OKB, IVF-Med clinic. Scientific priorities of the department: obstetric bleeding, miscarriage, infertile marriages. Сведения о ППС кафедры, реализующей ОП.

Currently, the department employs: 1 professor, 3 associate professors, 2 assistants, 1 laboratory assistant.

1. Kalbaeva Saltanat Nalibekkin – head, department, Syul, Ass.professor. An obstetrician-gynecologist of the highest category, an unfamiliar expert.
2. Tleudzhan Renata Tleudzhanovna – Acting Associate Professor
3. Zadina Gulzhan Zhumabekovna - associate professor
4. Sagyndykova Aida Abdimanapovna- Acting Associate Professor
5. Aytberdieva Gulmira Urumbekovna - assistant
6. Dzhunusova Raushan Kulbaevna-assistant
7. Salimbayeva Balzhan Tazabekovna - assistant
8. Mamyrbekova Saule Utebekovna - assistant
9. Tazhibayeva Madina Sabirovna - assistant

All curators are full-time employees of the department, and mentors are from practical healthcare.

The staff of the department, residents participate in the programs "Academic mobility of teaching staff and students" and "Visiting Professor" in accordance with the principles of the Bologna process.

The research work of the department is carried out according to the plan of research work of the Department of Obstetrics and Gynecology, approved at the cathedral meeting on 08/26/10. The topic of research of the department "The state of reproductive health of women in the Southern region of Kazakhstan and the definition of ways of optimization", which is a fragment of the general institute program, was approved by the problem commission of surgical disciplines and the academic Council in November 2001.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialized accreditation OP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and gynecology adult, children according to IAAR standards is held for the first time.

(V) DESCRIPTION OF THE MEC VISIT

The work in the EG was carried out on the basis of the approved Program of the visit of the expert commission on specialized accreditation of educational programs to the SCMA in the period from 4 to 6 May 2022.

In order to coordinate the work of the EEC on 03.05.2022, an introductory meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and an 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 areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 102 representatives took part in meetings on accredited specialties (Table 1).

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

Category of participants	Quantity
Rector	1
Vice-Rectors and the Head of the Rector's Office	6
Heads of structural divisions	36
Deans of faculties	2
Heads of departments in the cluster	4
Cluster Teachers	15
Students in the cluster	13
Graduates by cluster	12
Employers by cluster	13
Total	102

During the tour, the members of the MEC got acquainted with the state of the material and technical base, visited the computer-testing and publishing center, the scientific clinical and diagnostic laboratory, the "South clinical Genetik laboratory", the Layout of the "University Clinic", the Registrar's Office, the Library and Information Center, the Educational laboratories of the Pharm Technology Department, production, Practical Skills Center).

At the meeting of MEC IAAR with the target groups of the UCMA, the mechanisms for implementing the university's policy were clarified and the individual data presented in the university self-assessment report were specified.

Table 2. Information about the practical classes attended

7R01111 Infectious diseases adults, children	2nd year of study group RIAK - 05-20	Lesson topic: Infectious diseases in the polyclinic. Teacher Beisetaeva B.E. Practical lesson on the topic: "Examination of a patient with infectious exanthema at the prehospital stage. Criteria for preliminary diagnosis. Clinical course of measles, rubella, chickenpox in adults. Features of the prodromal period, toxic syndrome".
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7R01101 Cardiology adult, Children	3 year of study	Lesson topic: Interventional Cardiology
7R01136 General Surgery	1 year of study	Lesson topic: Purulent surgery. Teacher: Tulemivos K.J. The topic of the practical lesson: "Abscess of the Douglas space. Clinic, diagnosis, treatment".
7R01132 Obstetrics and gynecology adult, children	3 year of study	Topic of the lesson: Gynecology in the hospital

Table 3. During the work, the members of the VEC visited the following internship bases:

7R01111 Infectious diseases adults, children	Infectious Diseases Hospital, Shymkent, Zhibek Zholy str., b/n, 3rd floor.
7R01101 Cardiology adult, Children	City Hospital No. 2. Shymkent, 92 S.Zhandosova str.,
7R01136 General Surgery	Regional Clinical Hospital. Shymkent, Maily kozha str., 4
7R01132 Obstetrics and gynecology adult, children	City maternity hospital, Shymkent, 60 Aldiyarova Street, L building

In accordance with the accreditation procedure, 104 teachers, 69 students, including junior and senior students, were interviewed.

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

As part of the planned program, recommendations for improving the accredited educational programs of the UCMA, developed by the VEC based on the results of the examination, were presented at a meeting with the management on 05/06/2022.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

Standard 6.1. "Mission and final learning outcomes"

The evidentiary part

The implementation of educational programs 7R01111 "Infectious diseases adults, children", 7R01101 "Cardiology adult, children", 7R01136 "General surgery", 7R01132 "Obstetrics and gynecology adult, children" in JSC "South Kazakhstan Medical Academy" (SCMA) is carried out in accordance with the mission, vision, goals and objectives of the Academy. <https://skma.edu.kz/ru/pages/missiya-videnie-cennosti-i-eticheskie-principy>.

The mission of SCMA is to train highly qualified, competitive medical and pharmaceutical specialists for the Southern region and the country as a whole based on the achievements of modern science and practice, ready to adapt to rapidly changing conditions in the medical and pharmaceutical industry by continuously improving competence and developing creative initiative.

The mission was developed taking into account the analysis of the current situation in the healthcare sector of the Republic of Kazakhstan, as well as the prospects for the development of the Academy. The priority strategic direction of the Academy is to become a center of advanced knowledge and experience by creating a University clinic. The missions of the educational programs are brought to the attention of all interested parties by posting on the Academy's website.

The formation of the mission of educational programs is influenced by the opinion of all interested parties - the heads of the AUP Academy, the teaching staff, residents, graduates, employers, health and education authorities, the opinion of the public expressed in social networks, during a conversation during the provision of medical services.

The Academy has implemented corporate governance based on the principles of collegiality and openness of decisions, separation of management bodies and their responsibilities, financial transparency.

An open source of information about the university, accessible to a wide range of the public, is the official website of the university, where objective up-to-date information about all types of activities of the educational organization is concentrated, allowing all interested parties to find the necessary operational information for themselves. During the work of the VEC during the online interviews with graduates, focus groups of resident students, employers, all interviewees confirmed their knowledge of the mission and the final results of the residency educational programs.

Interested parties in the implementation of the EP are graduates of the residency, university staff, health and education authorities, healthcare organizations, employers of all forms of ownership, professional associations, the public.

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

Satisfaction of the resident doctor's need to achieve learning outcomes is achieved by training at clinical bases with access to patients and participation in conducting therapeutic activities under the guidance of a mentor, which is prescribed in the list of privileges agreed with the clinical base. The departments of the profile discipline have a sufficient number of teachers in accordance with the needs of the program, mission, successful implementation of the educational program for residency.

The degree of satisfaction of students with the educational process at the university is determined during sociological monitoring. Monitoring is organized and carried out in accordance with the established requirements. Surveys and questionnaires are conducted among residents and graduates in order to identify their opinions on the quality of professional activity of teachers, on the quality of management activities and other important issues of the educational process.

Employers, annually contacting residents in the workplace during the students' practical

training under the guidance of clinical mentors, formulate requirements for the training of future specialists, actively make proposals in the process of adjusting work curricula in the specialty, taking into account the needs of practical healthcare. This information is accumulated by questioning interested parties and further analysis of the information received. This was confirmed by the experts of the VEC during interviews with employers.

The mission of the EP is described in accordance with the available resources, opportunities according to the requirements of the market (labor) with its own understanding of social responsibility, with the discussion of the mission and goals of the EP at all levels of advisory councils / commissions of the university with approval by the advisory council of the University in accordance with the legislation and the NPA, with the systematic collection, accumulation and analysis of information about the activities of departments, implementing educational residency programs with an assessment of strengths and weaknesses (SWOT analysis) to determine the policy and direction of strategic and tactical plans.

Residency training is carried out full-time, the duration of training is 2-3 years, depending on the specialty.

The postgraduate educational residency program in the specialties implemented at the university is based on regulatory documents, the State Budget of the Republic of Kazakhstan - 2020 (Order of the Minister of Health of the Republic of Kazakhstan dated February 21, 2020 No. KR DSM-12/2020.), standard specialty programs approved by the Ministry of Health of the Republic of Kazakhstan. Autonomy in the preparation of an educational program is achieved through a component of choice.

The results of training of residents in the specialties of the residency are formed at the level of the entire educational program, at the level of a module, a separate discipline.

The need for residency graduates is confirmed by the receipt of applications for specialists from medical and preventive institutions in Shymkent, Turkestan and other regions.

Analytical part

According to the "Mission and final Results" standard, we would like to note that the success of the implementation of residency educational programs is determined mainly on the basis of a systematic, purposeful and effective implementation of the development plan of the OP.

The EP is constantly being developed and adjusted taking into account the needs of interested persons and students. When developing the EP, they comply with the national development priorities and the development strategy of the SKMA.

The implementation of the residency educational programs is carried out in close cooperation of the university with interested parties. The mission of the EP residency is freely available on the university's website to inform the public and the healthcare sector widely.

In order to develop broader and special competencies of residents, it is necessary to actively introduce innovations and new learning technologies into the residents' learning process.

Strengths/Best practice on EP 7R01111 Infectious Diseases Adults, Children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

There are no strengths.

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. The heads of the EP are recommended to actively introduce innovations in the process of training residents, contributing to the development of broader and special competencies (term – from 2022-2023 academic year).

Conclusions of the MEC according to the criteria:

According to the standard educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children have the following positions:

- *strong* – 0
- *satisfactory* – 18
- *assumes improvements*- 1
- *unsatisfactory* – 0

Standard 6.2. "Educational program"

The evidentiary part

Educational residency programs of specialties 7R01111 "Infectious diseases adults, children", 7R01101 "Cardiology adult, children", 7R01136 "General Surgery", 7R01132 "Obstetrics and Gynecology adult, children" in JSC "South Kazakhstan Medical Academy" (SCMA) is implemented in accordance with the State Standard 2020, the orders of the Ministry of Education and Science of the Republic of Kazakhstan, Instructional letters approved by the Ministry of Health of the Republic of Kazakhstan, regulatory documents of JSC "SKMA" and developed taking into account the modular technology of training. They define the PC of the resident graduate and the final learning outcomes.

In the organization of education, when forming and updating educational programs, the opinion of students and the interests of employers are taken into account. In accordance with the standard training programs, WC and working training programs have been developed. The basis for the compilation of the WC is the SES, the opinion of teachers and employers is taken into account. TPS include a list of mandatory disciplines with an indication of the number of hours, and the disciplines of the component of choice.

The training of residents is carried out taking into account the principles of continuity of basic medical education. Successful mastering by students of the residency of the final results of training in the internship are crucial for the subsequent achievement of the final results of the residency.

The breadth of training of residents within the framework of educational programs is due to the presence of disciplines of a mandatory component and a component of choice. The component of choice, which is determined by the university independently, takes into account the expectations of employers and the needs of the labor market.

Doctors of practical healthcare are actively involved in the implementation of EP as clinical mentors. Thanks to the development of the institute of mentoring, the Academy's close ties with practical healthcare, medical educational organizations actively use practice-oriented training, ensuring the personal participation of residency students in the provision of medical care and responsibility for patient care.

In the medical organization of education, much attention is paid to the research work of teaching staff and students who have the opportunity to conduct joint scientific research, the results of which are presented at scientific conferences and publications.

For the successful implementation of research by students of the residency, the medical organization of education needs to introduce into educational programs the scientific foundations and methodology of medical research, including clinical studies necessary for in-depth study of research standards, organization of scientific research, evidence-based medicine, information technology, data processing and analysis, publication of results.

The main clinical bases of the Academy are multidisciplinary hospitals and polyclinics in Shymkent and Turkestan region, equipped with modern equipment, which allows improving the quality of training of residents.

The quality of training of specialists and their professional competencies is confirmed by the characteristics and feedback from the heads of the Ministry of Defense.

Individual assistance and advice to students on the issues of the educational process are traced, and conditions are created for the effective development of the EP. The educational process takes into account the individual characteristics of students, provides support in the implementation of the educational process and maintains a monitoring system for their achievements.

Students can get advice from teachers, as well as write to the rector's blog, which is posted on the Academy's website.

However, in order for residents to acquire clinical and practical skills and the ability to apply them in independent medical activity, it is necessary to widely use active forms and methods of teaching in the educational process.

In the EP residency specialty 7R01136 "General Surgery", the list of educational literature should include sources of evidence-based medicine (guidelines, protocols, algorithms) in order to familiarize residents with modern domestic and international clinical approaches in the diagnosis and treatment of surgical diseases. It is also necessary to systematically update the catalog of elective disciplines to meet the needs of residents in the narrow and more detailed knowledge they need for professional growth.

Analytical part

The standard "Educational Program" has been developed in accordance with the mission, goals and expected results of resident students. The implementation of the EP can be ensured by sufficient material and technical base, human resources, active cooperation with medical healthcare organizations. According to the standard, it can be noted that the qualitative and quantitative composition of teachers for the implementation of the EP, a high level of professional development of teachers and feedback from the heads of practical bases on a sufficient level of training of specialists.

The use of active forms and methods of training will allow residents to acquire clinical and practical skills and the ability to apply them in independent medical activity.

The analysis of the list of educational literature of the EP residency specialty 7R01136 "General Surgery" indicates the need to supplement it with modern domestic and international sources of evidence-based medicine (manuals, protocols, algorithms). In addition, in order to meet the needs of residents of this specialty in the narrow and more detailed knowledge they need for professional growth, it is recommended to update the catalog of elective disciplines on a systematic basis.

For the successful implementation of research by students of the residency, the medical organization of education needs to introduce into educational programs the scientific foundations and methodology of medical research, including clinical studies necessary for in-depth study of research standards, organization of scientific research, evidence-based medicine, information technology, data processing and analysis, publication of results.

Strengths/Best practice on OP 7R01111 Infectious Diseases Adults, Children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. Doctors of practical healthcare are actively involved in the implementation of EP as clinical mentors.
2. Additional Strengths/Best practice on OP 7R01111 Infectious Diseases adults, children:
3. The presence of strong clinical bases that ensure that students are trained in various clinical settings, which allows them to contact a sufficient number of patients with various infectious diseases, including particularly dangerous infections, with whom they will work in the future.

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children: The heads of the OP are recommended to use active forms and methods of training in the educational process in order for residents to acquire clinical and practical skills and the ability to apply them in independent medical activity. Term: from 2022-2023 academic year.

4. The heads of the EP are recommended to provide in the training program for residents training in the scientific foundations and methodology of medical research, including clinical research and clinical epidemiology. Term: from 2022-2023 academic year.

Additional recommendations for OP 7R01136 General Surgery:

1. The head of the EP is recommended to include evidence-based medicine sources (manuals, protocols, algorithms) in the list of educational literature in order to familiarize residents with modern clinical approaches. Term: from 2022-2023 academic year.

2. The head of the EP is recommended to update the catalog of elective disciplines on a systematic basis to meet the needs of residents in narrow and more detailed knowledge they need for professional growth. Term: from 2022-2023 academic year.

Conclusions of the MEC according to the criteria:

According to the standard educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children have the following positions:

strong – 2

satisfactory – 19

suggests improvements - 4

unsatisfactory – 0

Standard 6.3. "Assessment of residents"

The evidentiary part

To regulate and regulate the issues of admission, the educational process of residents, conducting current and final controls during the implementation of the residency program 7R01111 Infectious diseases adults, children; 7R01101 Cardiology adult, children; 7R01136 General Surgery and 7R01132 Obstetrics and gynecology adult, children, a number of documents have been developed and applied at the Academy – "Regulations on residency", "Academic policy", "Rules of Final certification", etc.

The evaluation policy, forms and methods of conducting current, milestone and final control for each cluster, forms, methods and evaluation criteria for transferring from course to course are determined by the responsible department of specialties, stated in educational programs, reflected in syllabuses. The syllabuses present "Criteria for assessing practical skills", "Assessment 360", "Criteria for evaluating CFE". At the same time, these documents do not reflect the forms, methods and criteria that are used to assess the professionalism of residents – professional behavior and professional attitude. The criteria for evaluating written exams and solving situational problems are also not reflected.

To assess the boundary control, test questions and written solutions to situational problems are used. Testing is carried out in the testing center, computers are equipped with a proctoring system. Written works are carried out in the form of solving situational problems. At the same time, there is no evidence of the procedure for independent evaluation of written papers (by several examiners).

During the meeting with the teaching staff, it was found that NCIE is used to assess practical skills, mainly in the simulation center. However, the syllabuses for this form of assessment do not present the developed checklists. There are practically no methods of assessing communication skills, attitudes, behavior and professionalism, in particular, the "Standardized Patient" method.

The quality of the developed control and measuring instruments (MI) is ensured by internal control by the Quality Assurance Commission. At the same time, external reviews of the CIS are not presented, the Academic Policy of the university does not reflect the frequency and volume of updating of the CIS.

The survey of employers revealed weak involvement of healthcare practitioners in the examination of residents at all stages of training, the lack of involvement of external examiners at the stages of summative assessment (except for IGA). There is no system for training clinical mentors in examination methods and pedagogical competencies and technologies, which limits the possibility of involving them as examiners.

Analytical part

The documents submitted for examination, the results of interviews with students, teaching

staff do not allow us to fully demonstrate the Academy's policy regarding ensuring the effectiveness of forms and methods of assessing residents in achieving the necessary competencies.

During the meeting with the faculty members of the MEC, it was found that, although the Academy has established an internal commission to ensure the quality of the educational process, the university does not fully use the methods of examination, psychometric assessment of CIS for their relevance, representativeness, objectivity to improve the quality of assessment. In addition, it will be additionally necessary to introduce procedures for reviewing CIS, their validation and correction after psychometric analysis.

The members of the MEC noted the use of a simple written survey on tickets and the solution of situational tasks instead of examination methods adequate to the declared results and the level of training – the application of knowledge and the implementation of practical skills. When using situational tasks, there is no specific criterion assessment for each clinical situation (the method of a modified question – essay or short case).

Interviewing teaching staff and students showed that there is no adaptation of the assessment system to learning styles using innovative and active teaching methods in the form of a variety of assessment methods to enable students to fully reveal their academic achievements and the degree of mastering the necessary knowledge and skills, clinical thinking. In the course of the evaluation, the deviations of the CIS tasks that violate the criteria and methods of testology are not monitored.

Strengths/Best practice on OP 7R01111 Infectious Diseases Adults, Children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

There are no strengths.

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. It is recommended that the heads of the OP include, at the level of summative assessment of the results of training of residents, an approach based on competencies and an assessment of practical skills using a wide range of techniques. Dates: from 2022-2023 academic year.

2. The heads of the OP are recommended to introduce psychometric analysis and external review of the CIS on an ongoing basis. Dates: from 2022-2023 academic year.

Conclusions of the MEC according to the criteria:

According to the standard educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and gynecology adult, children have the following positions:

- strong – 0**
- satisfactory – 8**
- suggest improvements -2**
- unsatisfactory – 0**

[Standard 6.4. "Residents"](#)

The evidentiary part

The Academy's activities are aimed at integrating academic, scientific and clinical activities in order to provide high-quality and modern medical care to the population and training

professional personnel. The residency programs 7R01111 Infectious diseases adults, children; 7R01101 Cardiology adult, children; 7R01136 General Surgery and 7R01132 Obstetrics and Gynecology adult, children assume a clinical focus of training and in-depth specialized training in the relevant specialty. Residency programs at the Academy have been implemented since 2008. During this period, 473 residents were trained in 22 specialties. Currently, in accordance with the State License no. KZ36LAA00011387 dated 28.03.2018, training is carried out in Kazakh, Russian and English at the pre-graduate and postgraduate levels of study according to the 22nd educational residency programs. (<https://skma.edu.kz/ru/pages/obrazovatelnyy-process>).

The conditions for the admission of residents are described in detail in the "Rules for admission to the residency", based on regulatory legal acts. The criteria for applicants entering the residency are determined by the requirements of the SES and the Admission Rules. The resident counseling service is represented by the admissions Committee, the residency department (head of the department, 2 methodologists, a specialist), employees of the registrar's office, the library, curators, clinical mentors, the planning and economic department, the head of legal and passport and visa work. Admission of citizens to the residency is carried out on a competitive basis based on the results of entrance exams. Applicants to the residency pass the entrance exam in the specialty. <https://skma.edu.kz/ru/pages/abiturientu>. When applying for residency, the applicant's personal achievements, the results of research work, etc. are also taken into account.

In 2021, the Academy received 179 residency students in 22 specialties in accordance with Order No. 588 "On admission to the residency" dated 28.08.2021. Of these, 94 are under a grant, 53 are at their own expense, and 32 are from medical organizations. Admission of foreigners to the residency is carried out on a fee basis.

According to the order of the Ministry of Education and Science of the Republic of Kazakhstan "On approval of Standard Rules for the activities of educational organizations of appropriate types", a student is transferred or restored after expulsion if they have fully completed the first academic period of the program being mastered according to an individual curriculum. The transfer of a resident from one specialty to another, from one form of study to another is carried out for training on the basis of a paid and state educational order.

In accordance with the Law of the Republic of Kazakhstan dated 27.07.2007 "On Education" (with amendments and additions as of 07.07.2020), the development of a professional residency training program is a prerequisite for admission to clinical practice of citizens who have received higher medical education in clinical specialties, the list of which is approved by the authorized body in the field of healthcare. The list of clinical specialties of training in residency is approved by the State Educational Institution. The curator is appointed from among the teaching staff of the department. The resident is assigned a clinical mentor in the medical organization where the resident is trained. Its function is to direct the resident to master the practical skills and competencies necessary for the resident in the process of his training.

When studying at the Academy, the rights of residents regulated in the Constitution of the Republic of Kazakhstan, the "Law on Education of the Republic of Kazakhstan" (as of 01.01.2022), the Law of the Republic of Kazakhstan dated 11.10.2011 No. 483-IV "On Religious activities and Religious Associations", the Law of the Republic of Kazakhstan dated 11.07.1997 No. 151-I "On Languages in the Republic Kazakhstan" (with amendments and additions as of December 26, 2019).

Residents of the Academy made a huge contribution to the fight against the COVID-19 pandemic. 180 residents provided assistance to medical organizations in the country. They worked in quarantine and provision centers in Shymkent and Turkestan region. In the Academy, in the academic buildings, trust boxes are posted to provide them with the opportunity for anonymous feedback. It turns out that support for the protection of residents' health. A social program is being implemented to support students and teaching staff. For psychological support and psychosocial counseling of residents in case of a professional crisis, the Academy operates a "helpline". Systematic work is being carried out to implement the anti-corruption program (monitoring, transparency).

Residents receive information about support services for students from information on stands at departments, in the residency department and through the Academy's website, where the rector's blog functions, an internal information forum and information about the National Helpline for Children and Youth is provided.

Analytical part

As the materials of the report and the results of the commission's work with additional materials and focus groups during the interview show, the Academy's policy of admission and selection of residents is open, transparent and accessible to all interested parties [https://skma.edu.kz /](https://skma.edu.kz/). The Academy establishes a relationship between the selection of residents and the mission of the Academy, the EP and the desired quality of graduates. Selection and admission to the residency is carried out on the basis of the current regulatory documents that are freely available on the Academy's website. The main criterion for passing the competition is the amount of competitive points, as well as for individual achievements.

The management of the Academy provides residents with all conditions for successful study and work (a monthly scholarship, a dormitory, a library fund with free Internet and all clinical bases). Residents have the opportunity to independently determine an individual learning trajectory. Skills of self-improvement and competence support are instilled in residents through the organization of participation in scientific forums and conferences. To ensure the active participation of residents in the qualitative implementation of the EP, residents are given the opportunity to participate in the evaluation of the training program. After passing each discipline, a questionnaire is conducted, an analysis of satisfaction with teaching methods is carried out, the reasons for unsatisfactory and satisfactory grades are identified.

During the entire period of study, the resident forms a portfolio that corresponds to the final goals of the program and contains uniform reliable and valid criteria for evaluating the student's activities, tasks that require daily independent work from the resident, and is the basis for evaluation.

The Academy has a Youth Policy Department that deals with issues of educational work and social support for students, student self-government has been developed as an independent structural unit of the Academy. By analogy, taking into account the increasing contingent of residency students, the opening of new EP, it would be possible to organize a collegial self-government body of residents to represent their interests in determining the prospects and opportunities for their professional development.

During meetings with students, the members of the MEC were convinced that residents have the opportunity to express their opinions and wishes regarding ensuring academic quality, solving their professional and social issues. The rector's blog is functioning. The Residency Department provides psychological counseling and career counseling.

The results of the survey of residents revealed high satisfaction rates in terms of the attitude and accessibility of the dean's office (92.9%), the relationship between student and teacher (86.9%), the accessibility and responsiveness of the Academy's management (88.9%), the overall quality of curricula 89.9%, teaching methods (90.9%) and the quality of teaching (96%). The majority of respondents expressed their full agreement on the criteria of a clearly presented course program (88.9%), relevant material reflecting modern achievements of medical science and practice (90.9%). Effective teaching methods were noted in 89.9% of teachers.

Strengths/best practice on OP 7R01111 Infectious Diseases adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children:

No strengths.

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. *The management of the Academy is recommended to create a collegial self-governing body of residents to represent their interests in determining the prospects and opportunities for their professional development. Term: from 2022-2023 academic year.*

Conclusions of the VEC according to the criteria:

According to the standard educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children have the following positions:

- strong – 0
- satisfactory – 27
- suggest improvements -1
- unsatisfactory – 0

Standard 6.5. "Teachers"

The evidentiary part

The policy of recruitment and admission of teachers and mentors of residents of the OP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children is carried out in accordance with the mission of the OP and is regulated by documents: "Personnel policy of the Academy"; "KPI of scientific and pedagogical personnel, "Qualification requirements for the positions of the teaching staff of the Academy".

According to the qualification requirements, a teaching staff working with residents must have:

- certificate of a specialist and be an active specialist in accordance with the specification of the OP;
- academic degree in the profile "Medicine", (and) academic title;
- research work experience and work experience in the specialty of at least 5 years;
- scientific publications in peer-reviewed publications;
- experience in the development of training programs.

Clinical mentors who are attracted to teach residents from practical healthcare are subject to such requirements as: basic education, medical qualification category and extensive work experience in the specialty. Most mentors have the highest category, are deputy chief physicians, heads of departments and leading specialists.

Admission of teachers is carried out by competition for the vacant position, in accordance with the "Rules of competitive replacement of positions of teaching staff and researchers P 044/453-2019, approved by the Rector of JSC "YUKMA" dated January 05, 2019 <https://skma.edu.kz/ru/pages/otdel-kadrovoy-sluzhby> .

The teaching load of the Academy's teachers, on average, is 550 hours, which provides an opportunity to develop scientific, methodological, and educational competencies. Scientific work is an integral part of the activities of the Faculty of the University and a necessary condition for the training of residents in an accredited specialty.

To check the professional competence of the teaching staff, to analyze and evaluate the results of their educational, methodological, scientific and educational activities, the Academy carries out intra-university quality control of training specialists and the educational process (VVCC) (Regulations on Intra-university quality control of specialists' training and educational process (VVCC) P 044/417- 2018, developed and approved in September 2018).

Table 4. Information about the teaching staff of accredited OP

№	Educational program	Number of PPS	Full time teaching staff	Settling down
1	Infectious diseases adults, children	28	11	27%

2	Cardiology adult, children	7	5	71,4%
3	General surgery	7	5	71,4%
4	Obstetrics and gynecology adult, children	9	7	77,8%

The main document defining the plan and performance of all types of work of the teacher for the academic year is the individual work plans. The work plan of the teaching staff includes: educational, methodological, organizational, research, clinical work, elements of trilingualism (a sample of an individual teacher's work plan is presented on the Academy's website, along with other regulatory and methodological materials).

Professional development is one of the strategic directions of the Academy's development program. In the Regulations on advanced training of scientific and pedagogical workers and administrative and managerial personnel (P 044/464-2020), published on the Academy's website <https://skma.edu.kz/>, the standards and forms of advanced training of teaching staff are given.

According to the results of a survey of 709 teachers, the majority of respondents (95.1%) find adequate recognition of the potential and abilities of teaching staff, 93.6% of respondents positively assess the opportunity for continuous development and involvement in the process of making managerial and strategic decisions; 93.4% positively assess the work on improving the qualifications of teaching staff.

Analytical part

The Academy has an objective and transparent personnel policy. Information about the admission rules, qualification requirements and conditions of the competition is posted on the Academy's website and is available to all interested parties. The personnel potential of accredited OP corresponds to the strategy of the university, qualification requirements, level and specifics of educational programs.

Teachers who train residents of OP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children have high scientific potential, methodological work experience, are experts in healthcare and medical education. Teaching staff of peer-reviewed educational programs take an active part in the work of scientific societies, conferences, master classes for practical doctors, which motivates students and ensures freedom of clinical activity.

Leading specialists of clinics are involved in the work as mentors. At the same time, during meetings with the administration of the Academy and teachers, it was found out that the process of pedagogical training of mentors is limited to the instructions before starting work.

The main part of the surveyed teaching staff showed satisfaction with working conditions, relationships with colleagues, management, students.

Professional development of teachers, participation in academic mobility is presented in the self-reports of peer-reviewed EP; however, during the interview, a wish was expressed to activate these processes. As evidence, documented information on improving pedagogical qualifications, certificates, a list of joint scientific publications with residents in journals with a high impact factor were presented.

In addition to the above, the Academy has a clearly written "Plan for advanced training of teaching staff and researchers in the specialty"JSC "SKMA".

Strengths/best practice on OP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children:

No strengths identified.

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. EP managers are recommended to include training of clinical mentors in pedagogical skills in the employee development program. Term: from 2022-2023 academic year.

Conclusions of the VEC according to the criteria:

According to the standard educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children have the following positions:

- strong – 0;**
- satisfactory – 4;**
- suggest improvements -1;**
- unsatisfactory – 0.**

Standard 6.6. "Educational resources"

The evidentiary part

The Academy for educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children has a sufficient number of clinical bases to provide the necessary amount of clinical training and production practices: all the largest clinics of Shymkent and South Kazakhstan region (g. Turkestan), a large number of clinics at the PHC level – more than a dozen urban medical centers (polyclinic type for outpatient opening), specialized clinics (infectious diseases hospital, city maternity hospital). Contracts have been signed with 32 clinical bases in the region. The clinics are equipped with modern diagnostic and therapeutic equipment.

The Academy can sufficiently ensure the proper level of mastering practical skills thanks to simulation technologies and a good set of special medical simulators. The University can provide admission of boundary controls and exams using simulators in the OCE format.

In 2021, by combining the Genomic Research Laboratory and the Clinical Diagnostic Laboratory of the Academy, the laboratory "South clinical & Genetic laboratory" was created. The laboratory conditions comply with international standards and are designed for scientific and clinical research. The laboratory has a number of specialized departments: PCR, cytogenetics, biochemistry, hematology and ELISA. Conducting research work by residents in the laboratory allows them to consolidate their theoretical knowledge, practical skills and use them for further solving urgent health problems. The research of residents is included in the educational process and is performed outside of school hours in the form of SRP and SRP.

At the same time, during the meetings with the residents, the members of the VEC noted the lack of systematic training of residents on the scientific foundations and methodology of scientific research in the chosen field of medicine.

Scientific publications of the staff of the departments are mainly carried out on priority health issues. At the same time, during the interview with the teaching staff, the weak involvement of the staff of the departments in research on the development of new educational methods, the introduction of innovative teaching methods into the educational process was revealed. According to the results of the survey of teaching staff, almost 8% of respondents are dissatisfied with the support of the Academy of innovative activity of teachers.

Information and library services for residents and teaching staff of the Academy are provided by the library and information center, where a significant fund of educational, methodical, scientific and reference literature, periodicals on all cycles of the studied disciplines is collected. The structure of the Library and Information Center has 2 subscriptions, 3 book depositories, 7 reading rooms, and a media library. The fund of scientific literature is 155169 copies, including 45519 copies in the state language, and is represented by abstracts, monographs, dissertations, reference literature and periodicals on the profile of each educational program. In order to meet the needs of users in educational, scientific and information requests, the UCMA Library has signed contracts for access to electronic databases.

The University has extensive international relations with other educational organizations to provide academic mobility programs (agreements in the active phase with 34 educational organizations of the far and near abroad, the Republic of Kazakhstan).

At the same time, during the meetings of the VEC with students, proposals were made to send residents to training courses and cycles to leading scientific centers of the country and abroad.

The Department of Infectious Diseases and Dermatovenerology actively cooperates with national medical universities (NAO "Medical University of Karaganda", NAO "Semey Medical University", NAO "Astana Medical University"), foreign medical universities (Bashkir State Medical University, Bukhara Medical Institute) in order to facilitate the exchange and mutual recognition of elements of education. Teachers of other universities give lectures and conduct practical classes with residents within the framework of the Visiting Professor program. Academic mobility of teachers to universities of the Republic of Kazakhstan and neighboring countries is also actively carried out. Residents of Semey Medical University, Astana Medical University are trained at the Department of Infectious Diseases of the UCMA on academic mobility.

Analytical part

The educational process at clinical departments is provided with sufficient clinical bases in terms of quantity and specialization.

During the visit to the clinical bases, the members of the MEC were convinced that the departments of the university were given full access to all opportunities for carrying out both medical and diagnostic and educational activities at the clinical bases. The relations of the clinical base and departments are very close, there are many doctors involved in the educational process both on the basis of part-time work as clinical mentors and work with residents on a trust-free basis. The study rooms of the departments are conveniently located and in close proximity to the departments, but the principle of patient safety is strictly observed. During the interview with the heads of clinics, employers, representatives of the city health department, constructive interaction between the departments of the university and practical health care on clinical, educational and research issues is traced.

The Academy has enough resources to provide an educational environment: academic buildings, laboratories, equipment, access to electronic resources and IT support, a simulation center. This can contribute to the development of employees' interests in conducting research in medical education, which will allow them to find more effective models and approaches to training, respond in a timely manner to the changing needs of the healthcare system.

Residents are provided with living conditions, food, access to medical care.

The scientific resources of the Academy, in particular, the modern laboratory "South clinical & Genetic laboratory", which allows conducting scientific research on its basis in accordance with international standards, should be used to teach residents the basics of scientific research and methodologies, to involve residents more actively in scientific projects implemented at the university.

The Academy has sufficient financial resources for the development of material and technical support of the educational process, a significant amount is spent annually for these purposes. There is a strategic development plan that provides for the continuous development of

the material and technical equipment of the educational process based on the best experience of foreign universities.

The university uses AIS Platonus, online ZOOM platforms, Cisco Webex Meetings, Big Blue Button, MOODLE. The SED "Documentolog" is functioning.

The Academy has signed memoranda with universities in other countries and implements academic mobility programs. These agreements should be actively used for a systematic approach in sending residents to training cycles and internships in leading scientific centers of the country and abroad in order to acquire scientific and practical experience in the chosen specialty.

Strengths/Best practice on OP 7R01111 Infectious Diseases Adults, Children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. Productive interaction of the Academy with the practical healthcare sector in the context of ensuring the availability of resources of multidisciplinary clinical bases in the training of residents.

2. Availability of a strong clinical base for training residents with a sufficient number of patients, relevant patients and information about patients with various problems to achieve training goals, including the use of both inpatient and outpatient care, duty.

Additional Strengths/Best practice on OP 7R01111 Infectious Diseases adults, children:

1. Relations with relevant national and international bodies to facilitate the exchange and mutual recognition of learning elements.

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. The heads of the EP are recommended to ensure that residents are trained in the scientific foundations and methodology of scientific research in the chosen field of medicine. Term: from 2022-2023 academic year.

2. The head of the EP is recommended to introduce the practice of conducting regular research in medical education, which will allow finding more effective models and approaches to training, responding in a timely manner to the changing needs of the healthcare system. Term: from 2022-2023 academic year.

3. The management of the Academy is recommended to consider the possibility of sending residents for training cycles and internships in leading scientific centers of the country and abroad, including academic mobility programs. Term: from 2022-2023 academic year.

Conclusions of the VEC according to the criteria:

According to the standard educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children have the following positions:

strong – 2

satisfactory – 16

suggest improvements -3

unsatisfactory – 0

[Standard 6.7. "Evaluation of educational programs"](#)

The evidentiary part

According to OP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children's, the Academy constantly monitors educational programs, including the process of organization, implementation and evaluation. The process of continuous monitoring and evaluation of the quality of the EP is carried out with the participation of stakeholders and, therefore, clearly follows

the mission of the programs and the required final results of the training of residents

The process of approval and quality control of the EP is presented in the following documents, which are freely available on the Academy's website:

- "Academic Policy of JSC "YUKMA"" AP 044/101-2020;
- "Policy in the field of internal quality assurance of educational programs in JSC "YUKMA"" P 044/112-2019;
- "Regulations on the procedure and procedures for the development of educational programs" P 044/451-2019.

Quality control of the EP is implemented through external and internal quality assurance policies and quality assessment.

External quality assessment is carried out during the accreditation procedure of programs, their introduction into the Register of educational programs of higher and postgraduate education, discussion with partner universities, when concluding agreements on academic mobility. The appendix to the self-reports on EP 7R01101 Cardiology adult, children presents agreements on joint activities with the KazNII of Cardiology and Internal Diseases of Almaty, with the Tashkent Medical Academy (TMA). According to other OP, the Academy's website provides information about partner universities of the Academy in Uzbekistan (Samarkand Medical Institute, Bukhara State Medical Institute, Andijan State Medical Institute), Russia (Sechenov University, Moscow; Bashkir State Medical University, Ufa;), etc.

Internal monitoring of the OP is carried out by a system of stakeholders: profiling and related departments, the Educational Program Committee, the QMS department, the VVCC, the residency department, the Dean's Office of Internship and employment (general monitoring of the quality of educational programs through a survey of stakeholders: employers, professional associations and residents).

The organization of methodological work is monitored; the formation, discussion, approval of the QED; the quality of the educational process, the use of active teaching methods.

Independent monitoring of data on the implementation and achievement of the final results of training is carried out at the graduation of residents by the National Center for Independent Examination (NCNE) and by a survey of employers. The Academy holds round tables with employers every year, whose opinion is taken into account when forming the educational program and the final results of training residents. When interviewing employers, there was a deep interest in the formation of a competent and thinking specialist, which is largely determined by the mentoring position of many employers.

The self-reports on EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children contain feedback data from residents indicating a positive assessment of training at the Academy.

The analysis of the survey results of 98 residents revealed a high degree of satisfaction with the level of accessibility of management (88.9%), existing educational resources (92.9%), the overall quality of curricula (89.9%) and teaching methods in general (90.9%).

The Academy, in accordance with the responsibilities assigned to the recruitment of employees for the material and technical support of the educational process, monitors the material and technical equipment for compliance with the requirements and compliance of the clinical base with the needs of the qualitative implementation of the program.

The analytical part.

At the Academy, the quality monitoring system of educational programs is carried out on a systematic basis, in accordance with its mission. All stages of approval, monitoring and evaluation of educational programs are reflected in documents that are freely available on the corporate website.

The evaluation process is implemented methodically, starting from the planning stages: when approving the program, reviewing it and approving it at different stages of the methodological ladder (cathedral meeting, CPC meeting, Methodological Council, Faculty

Council). During the implementation of programs, a constant analysis of their effectiveness is carried out, starting from intra-departmental control and ending with the university level when discussing the results of an independent examination. Evaluation of the effectiveness of educational programs at the external level is carried out: taking into account the opinions of employers, independent experts in the accreditation of programs, when including OP in the Register of educational programs of higher and postgraduate education of the Ministry of Education and Science of the Republic of Kazakhstan, as well as recommendations of partner universities when coordinating academic mobility of teachers and residents, drawing up a visiting professor plan and joint scientific activities.

Based on the results of the analysis of feedback from employers and students, a catalog of elective disciplines is being formed, the list of final results is supplemented with those components that are the most important and specific in the preparation of residents of this region.

The process of assessing the implementation and evaluation of the EP is transparent and accessible to all interested parties, which was demonstrated during meetings with the university management, heads of structural divisions, heads of departments, teaching staff, residents, employers and graduates.

Strengths/best practice on OP 7R01111 Infectious Diseases Adults, Children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, Children:

No strengths

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

There are no recommendations.

Conclusions of the VEC according to the criteria:

According to the standard educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and gynecology adult, children have the following positions:

- strong - 0;***
- satisfactory – 13;***
- assumes improvement – 0;***
- unsatisfactory – 0.***

Standard 6.8. "Management and administration"

The evidentiary part

Training in the residency program 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children is conducted in accordance with national regulations in the field of medical education.

During meetings with academic leaders of the Academy: rector, vice-rectors, heads of structural divisions, deans, heads of departments, members of the MEC demonstrated collegiality, openness and transparency in management methods.

The organizational and managerial structure of the Academy ensures the implementation of strategic goals and the fulfillment of the missions of the EP by constantly monitoring the work of the EP.

The governing bodies of the Academy are the Supervisory Board and the Rector's Office.

The main structural unit responsible for the implementation of accredited OP is the Residency department. On the Academy's website page in the Residency tab <https://ukma.kz/ru/obrazovatelnyj-protsess/otdel-rezidentury/rezidentura> information is provided on the educational programs of the residency: information for applicants, class schedule, academic

calendar, catalog of elective disciplines, etc.

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

Issues of planning and implementation of residency programs are discussed at meetings of the Scientific and Clinical Council (NCS) and the Educational and Methodological Council.

Ensuring the implementation of residency programs consists of the salary fund of residency teachers, providing students with educational resources, strengthening the program through invited foreign teachers, academic mobility programs and the opportunity for residents to participate in international and national conferences, seminars.

In order to ensure the organization of the Academy's activities and the training of personnel to the needs of the labor market, a quality management system has been functioning at the Academy since 2005. In June 2011, according to the results of the audit, the Academy's activities were assessed as meeting the requirements of ISO 9001 with the issuance of an international certificate.

Transparency of OP management is carried out through discussion of educational and methodological documentation on residency programs at meetings of the CPC, which are approved by the Vice-rector for Scientific and Clinical Work after receiving the analytical part.

SCMA has its own management system that contributes to the achievement of its mission and goals, maintains institutional efficiency and integrity, creates and is constantly updated to ensure effective operation in conditions of changing circumstances and needs. The SCMA management system engages all stakeholders, including the healthcare sector, in continuous improvement and reflects the responsibility of the academic leadership. The implementation of residency programs is carried out within the framework of the current legislation of the Republic of Kazakhstan in the field of postgraduate medical education. The members of the commission, after analyzing the submitted documents and talking with the participants of the focus groups, concluded that the SCMA is undergoing a process of constant updating of the OP, which is based on research and analysis, on the results of their own experience, studying the literature on medical education and the needs of the labor market. SCMA initiates procedures for regular review and revision of the content, results/competencies, assessment and learning environment. The Regulations on Residency, the Regulations on the rating system for Assessing Students' Academic Performance, and Documented Procedures are updated annually. Updated regulatory documents are posted on the SKMA website.

In order to continuously improve the updating of educational resources in accordance with the changing needs of the medical organization of education, it is planned to: further develop international cooperation and partnership with foreign universities and centers; develop joint EP by foreign partner universities, develop interdisciplinary and inter-university ties within the framework of the development of EP. Educational programs are regularly studied and evaluated through feedback from residents, teaching staff and stakeholders, as well as an analysis of residents' achievements (portfolio assessment). The distribution of the academic load is carried out taking into account the qualifications of teachers and clinical mentors.

The growing competition in the professional environment, the degree of satisfaction of employers with the quality of training of residents has an impact on the formation of the goals of the EP. Feedback concerning the issues of evaluation and improvement of EP in the SCMA is mainly presented in the form of a questionnaire. During the survey, the teaching staff appreciated the high opportunity provided by the SCMA for professional development and advanced training, the possibility of specialization in universities with which contracts and memoranda have been concluded. The possibilities and prospects of teaching staff for personal growth in all spheres of activity were noted. SCMA residents take part in international and national conferences, have scientific publications in leading journals. An important area of work of the departments is the formation of stable partnerships with independent experts invited to the exams from practical

healthcare. In order to provide high-tech medical care and implement the results of its own research and achieve world practice, SCMA is expanding the material and technical base of the university, aimed at creating its own university clinic.

SKMA has an independent internal audit of the quality management system, which provides information on the improvement and improvement of educational management, justification of the need to make changes to the quality management system of education.

Strengths/best practice on OP 7R01111 Infectious Diseases Adults, Children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, Children:

No strengths

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

There are no recommendations.

Conclusions of the VEC according to the criteria:

According to the standard educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children have the following positions:

- strong - 0;***
- satisfactory - 13;***
- assumes improvement - 0;***
- unsatisfactory - 0.***

Standard 6.9. "Continuous improvement"

The evidentiary part

The Academy has its own management system that contributes to the achievement of mission and goals, maintains institutional efficiency and integrity, creates and is constantly updated to ensure effective performance in changing circumstances and needs.

The Academy's management system engages all stakeholders, including the healthcare sector, in continuous improvement and reflects the responsibility of the academic leadership. The growing competition in the professional environment, the degree of satisfaction of employers with the quality of training of residents has an impact on the formation of the goals of the EP. Due to changes in the educational environment of the world space, the requirements for the design and content of the residency specialties 7R01111 Infectious diseases adults, children; 7R01101 Cardiology adult, children are periodically revised; 7R01136 General surgery; 7R01132 Obstetrics and Gynecology adult, children. The Regulations on Residency, the Regulations on the rating system for Assessing Student Performance, and other documented procedures are updated annually.

In order to inform the staff of the Academy, updated regulatory documents are posted on the corporate website of the university.

In general, the use of feedback contributes to a better understanding of the current needs of students and teachers and is systematic in making changes to the EP. The new developments in science, newly written and published clinical guidelines, clinical protocols, scientific publications are reflected in the updated sections of the EP. Clinical protocols are reflected in the thematic plan of syllabuses (work programs). Increasing the scientific and practical potential of teaching staff, their passing advanced training courses, strengthening the material base also contribute to the continuous improvement of the educational process at the departments implementing the EP.

In order to continuously improve the updating of educational resources in accordance with

the changing needs of the medical organization of education, it is planned to further develop international cooperation and partnership with foreign universities and centers; develop joint educational programs with foreign partner universities, develop interdisciplinary, inter-university and international relations within the framework of the development of EP.

Analytical part

The members of the commission, after analyzing the submitted documents and talking with the participants of the focus groups, concluded that the Academy is undergoing a process of constant updating of the EP, which is based on research and analysis, on the results of their own experience, studying the literature on medical education and the needs of the labor market. The Academy initiates procedures for regular review and revision of the content, results/competencies, assessment and learning environment. A feature of the analysis of the formation of competencies of residents at the university is the assessment of the portfolio. The heads of the EP adjust the elements of the EP and their interrelation in accordance with the achievements in the field of biomedical, clinical sciences and the state of health /structure of morbidity of the population and socio-economic conditions.

In order to continuously improve and improve the regular monitoring and evaluation of EP, EP evaluation indicators are being improved, joint work with residents to improve understanding of the meaning of competencies and passing specialized (program) accreditation of EP in other specialties. EP is regularly studied and evaluated through feedback from students, faculty and stakeholders, including employers, as well as an analysis of the achievements of residents.

The members of the commission note that the feedback concerning the issues of evaluation and improvement of the OP at the University is mainly presented in the form of a questionnaire. During the survey of teaching staff, there are high opportunities provided by the Academy for professional development and advanced training, opportunities for specialization in universities with which contracts and memoranda have been concluded. The possibilities and prospects of teaching staff, good conditions for the personal growth of a specialist in all fields of activity were noted. Academic staff and residents take part in international and national conferences on medical education, have scientific publications in leading journals. An important area of work of the departments is the formation of stable partnerships with independent experts invited to the exams from practical healthcare.

In order to provide high-tech medical care and implement the results of its own research and achieve world practice, the Academy expands the material and technical base of the university by creating its own university clinic.

Strengths/best practice on OP 7R01111 Infectious Diseases adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology adult, children:

No strengths.

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

There are no recommendations.

Conclusions of the VEC according to the criteria: According to the standard educational programs 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and gynecology adult, children have the following positions:

- strong – 0
- satisfactory – 14
- suggest improvements – 0
- unsatisfactory – 0

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

Standard 1 "Mission and final results" according to EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children:

According to this standard, no strengths have been identified.

Standard 2 "Educational program" on EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children:

1. Doctors of practical healthcare are actively involved in the implementation of OP as clinical mentors.

Additional Strengths/Best practice on EP 7R01111 Infectious Diseases adults, children:

2. The presence of strong clinical bases that ensure that students are trained in various clinical settings, which allows them to contact a sufficient number of patients with various infectious diseases, including particularly dangerous infections, with whom they will work in the future.

Standard 3 "Assessment of residents" according to EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children:

According to this standard, no strengths have been identified.

Standard 4 "Residents" according to EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children:

According to this standard, no strengths have been identified.

Standard 5 "Teachers" on EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children:

According to this standard, no strengths have been identified.

Standard 6 "Educational resources" on EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children:

3. Productive interaction of the Academy with the practical healthcare sector in the context of ensuring the availability of resources of multidisciplinary clinical bases in the training of residents.

4. Availability of a strong clinical base for training residents with a sufficient number of patients, relevant patients and information about patients with various problems to achieve training goals, including the use of both inpatient and outpatient care, duty.

Additional Strengths/Best practice on EP 7R01111 Infectious Diseases adults, children:

1. Relations with relevant national and international bodies to facilitate the exchange and mutual recognition of learning elements.

Standard 7 "Evaluation of the educational program" on EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children:

According to this standard, no strengths have been identified.

Standard 8 "Management and administration" according to EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General surgery, 7R01132 Obstetrics and gynecology adult, children:

According to this standard, no strengths have been identified.

Standard 9 "Continuous improvement" according to EP 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and gynecology adult, children:

According to this standard, no strengths have been identified.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

Standard 1 "Mission and final results"

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. The heads of the OP are recommended to actively introduce innovations in the process of training residents, contributing to the development of broader and special competencies. Term: from 2022-2023 academic year.

Standard 2 "Educational program"

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

4. The heads of the OP are recommended to use active forms and methods of training in the educational process in order for residents to acquire clinical and practical skills and the ability to apply them in independent medical activity. Term: from 2022-2023 academic year.

5. The heads of the OP are recommended to provide in the training program for residents training in the scientific foundations and methodology of medical research, including clinical research and clinical epidemiology. Term: from 2022-2023 academic year.

Additional recommendations for EP 7R01136 General Surgery:

1. The head of the OP is recommended to include evidence-based medicine sources (manuals, protocols, algorithms) in the list of educational literature in order to familiarize residents with modern clinical approaches. Term: from 2022-2023 academic year.

2. The head of the OP is recommended to update the catalog of elective disciplines on a systematic basis to meet the needs of residents in narrow and more detailed knowledge they need for professional growth. Term: from 2022-2023 academic year.

Standard 3 "Assessment of residents"

Recommendations for 7R01111 Infectious diseases adults, children, 7R01101 Cardiology adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and gynecology adult, children:

1. It is recommended that the heads of the EP include, at the level of summative assessment of the results of training of residents, an approach based on competencies and an assessment of practical skills using a wide range of techniques. Term: from 2022-2023 academic year.

2. The heads of the EP are recommended to introduce psychometric analysis and external review of the CIS on an ongoing basis. Term: from 2022-2023 academic year.

Standard 4 "Residents"

Recommendations for 7R01111 Infectious diseases adults, children, 7R01101 Cardiology Adult, children, 7R01136 General Surgery, 7R01132 Obstetrics and gynecology adult, Children:

1. The management of the Academy is recommended to create a collegial self-governing body of residents to represent their interests in determining the prospects and opportunities for their professional development. Term: from 2022-2023 academic year.

Standard 5 "Teachers"

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. OP managers are recommended to include training of clinical mentors in pedagogical skills in the employee development program. Term: from 2022-2023 academic year.

Standard 6 "Educational resources"

Recommendations for 7R01111 Infectious diseases Adults, children, 7R01101 Cardiology Adult, Children, 7R01136 General Surgery, 7R01132 Obstetrics and Gynecology Adult, Children:

1. The heads of the EP are recommended to ensure that residents are trained in the scientific foundations and methodology of scientific research in the chosen field of medicine. Term: from 2022-2023 academic year.

2. The head of the EP is recommended to introduce the practice of conducting regular research in medical education, which will allow finding more effective models and approaches to training, responding in a timely manner to the changing needs of the healthcare system. Term: from 2022-2023 academic year.

3. The management of the Academy is recommended to consider the possibility of sending residents for training cycles and internships in leading scientific centers of the country and abroad, including academic mobility programs. Term: from 2022-2023 academic year.

Standard 7 "Evaluation of the educational program"

There are no recommendations for this standard.

Standard 8 "Management and Administration"

There are no recommendations for this standard.

Standard 9 "Continuous improvement"

There are no recommendations for this standard.

(VII) OVERVIEW RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION-

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

OP 7R01111 Infectious diseases adults, children

OP 7R01101 Cardiology adult, children

OP 7R01136 General Surgery

OP 7R01132 Obstetrics and gynecology adult, children

		EVALUATION CRITERIA	Comments	The position of the organization of education			
				strong	satisfactory	suggests improvements	unsatisfactory
	11.	"MISSION AND FINAL LEARNING OUTCOMES"					
	11.1						
1	11.1.1	Mission definition			+		
2	11.1.2	The medical education organization should define the mission of the residency program and inform the public and the healthcare sector widely about the stated mission.			+		
3	11.1.3	A medical educational organization should define a mission based on consideration of the health needs of society, the needs of the medical care system and, accordingly, other aspects of social responsibility.			+		
4	11.1.4	A medical educational organization should define a training program containing both theoretical and practical components, strengthening the practice and the result of such training should be a doctor who is competent and able to carry out appropriate and appropriate clinical practice in a particular field of medicine, able to work at a high professional level, work independently and independently, as well as in a team, if necessary which, committed and ready for lifelong learning and participation in continuing medical education and continuing professional development.			+		
5	11.1.5	A medical education organization should provide improved patient care that is appropriate, effective, compassionate and safe in addressing health issues and promoting health, including a patient-centered and holistic approach.			+		
6	11.1.6						+
7	11.1.7	The medical organization of education must ensure that residents (trainees) have appropriate working conditions to support their own health.			+		
8	11.1.8				+		
	11.2	The medical organization of education should promote the introduction of appropriate innovations in the learning process, allowing the development of broader and more specialized competencies than those defined as basic competencies.					

9	11.2.1	Medical education organizations should encourage residents to become scientists/researchers in their chosen fields of medicine, including deeper and/or broader participation in the development of the discipline, including academic development and improvement of education and research in medicine.			+		
10	11.2.2	Medical educational organizations should assist residents in becoming active participants in solving social determinants of health.			+		
11	11.2.3	PROFESSIONALISM AND PROFESSIONAL AUTONOMY			+		
	11.3	The medical education organization should include professionalism in the education and training of residents and promote the professional autonomy necessary for a specialist to act in the best interests of the patient and society.					
12	11.3.1	The medical educational organization should guarantee adequate independence from the government and other bodies in decision-making in such key areas as the development of the educational program (see 12.1 and 12.6), assessment (see 13.1), selection and admission of residents (see 14.1 and 14.2), selection/selection of teachers (see 15.1) and conditions of employment and Allocation of resources (see 18.3).			+		
13	11.3.2	The medical educational organization should guarantee academic freedom, which will include appropriate freedom of expression, freedom of inquiry and publication.			+		
14	11.3.3	FINAL LEARNING OUTCOMES			+		
15	11.3.4	The medical education organization should determine the final learning outcomes that residents should achieve as a result of the training program in relation to: their achievements at the postgraduate level in knowledge, skills and thinking; the appropriate basis for their future careers in the chosen field of medicine; future roles in the healthcare system; commitment and skills in lifelong learning; the needs and problems of public health, the needs of the healthcare system and other aspects of social responsibility; professional behavior.			+		
16	11.3.5	The medical organization of education should determine the final results of training in general and discipline-specific/ specialty components that students need to achieve upon completion of the program.			+		
17	11.3.6	The medical organization of education should determine the final results of training regarding appropriate behavior and attitude towards patients and their relatives, fellow trainees, teachers, and other health care workers.			+		
	11.4	The medical educational organization must guarantee proper professional behavior and attitude of residents to colleagues and other medical personnel, patients and their relatives, and also compliance with the Code of Honor.					
18	11.4.1	The medical organization of education should inform the public about the established final results of the training of the residency program in the relevant specialties.			+		
19	11.4.2				+		
		The medical organization of education should guarantee continuity between the final learning outcomes of the basic and postgraduate medical education programs.		0	18	1	0

	12.	PARTICIPATION IN THE FORMULATION OF THE MISSION AND FINAL RESULTS					
	12.1	The medical education organization should define the mission and determine the final learning outcomes of the program in collaboration with the main stakeholders.					
20	12.1.1	The medical organization of education should formulate the mission and determine the final results of the training program, taking into account proposals from other interested parties, which are representatives of other medical specialties, patients, society, organizations and authorized health authorities, professional organizations and medical scientific societies.			+		
21	12.1.2	in total:19			+		
22	12.1.3	STANDARD "EDUCATIONAL PROGRAM"			+		
23	12.1.4	FRAMEWORK PARAMETERS OF THE POSTGRADUATE MEDICAL EDUCATION PROGRAM				+	
24	12.1.5	The medical organization of education should determine the educational framework parameters based on the established final results of training under this program and the qualifications of a resident graduate, develop them in accordance with the required results of existing basic medical education and organize systematic and transparent training.			+		
25	12.1.6	The medical organization of education must ensure that the content of the residency program meets the requirements of the State Educational Standard of the Republic of Kazakhstan and ensure the breadth of training of specialists in accordance with the name of the program and the necessary depth of training in the field determined by the specialty.			+		
26	12.1.7	A medical educational organization should use practice-oriented training, ensuring the personal participation of residents in the provision of medical care and responsibility for patient care.			+		
27	12.1.8	The medical educational organization should use appropriate teaching and learning methods and guarantee the integration of components in practice and theory, which include didactic classes and experience in helping the patient as well as independent and active learning.			+		
28	12.1.9	The medical organization of education must ensure that training is conducted in accordance with the principles of equality.			+		
	12.2	A medical education organization should use a student-centered approach to teaching that encourages, prepares and supports students to take responsibility for their own learning process and demonstrate in their practice.					
29	12.2.1	The medical education organization should guide the resident through mentoring, regular evaluation and feedback, inform about the program and the rights and obligations of residents, and include ethics obligations in the program.				+	

30	12.2.2	The medical organization of education should increase the degree of independence and responsibility of residents regarding their knowledge, skills and experience development.				+		
31	12.2.3	Medical educational organizations should recognize gender, cultural and religious characteristics and prepare residents for appropriate relationships with patients.				+		
32	12.2.4	SCIENTIFIC METHOD				+		
	12.3	The medical educational organization should introduce the scientific foundations and methodology of medical research, including clinical research and clinical epidemiology.						
33	12.3.1	The medical organization of education must ensure that the resident is able to use scientific evidence, studies and knows the basics of evidence-based medicine through broad access to relevant clinical/practical experience on the bases of the appropriate profile in the chosen field of medicine.				+		
34	12.3.2	The medical organization of education should include teaching and training critical evaluation of literature, articles and scientific data, the use of scientific developments.				+		
35	12.3.3	The medical organization of education should include teaching and training critical evaluation of literature, articles and scientific data, the use of scientific developments.				+		
36	12.3.4	PROGRAM CONTENT					+	
	12.4	A medical educational organization should include in the training program clinical work and the relevant theory or practice of basic biomedical, clinical, behavioral and social sciences, preventive medicine, clinical decision-making, communication skills, medical ethics, public health, medical jurisprudence and forensic medicine, management disciplines, patient safety, responsibility for one's own health, knowledge of complementary and alternative medicine.						
37	12.4.1	A medical education organization should organize educational programs with due attention to patient safety and autonomy.				+		
38	12.4.2	A medical educational organization should ensure the development of knowledge, skills and professional attitudes appropriate to various roles of a doctor, such as a practicing doctor or medical expert, communicator, employee and team member, leader/manager or administrator, advocate for the interests and health of the patient, scientist/researcher.				+		
	12.5	The medical organization of education should adjust and change the content to the changing conditions and needs of the medical care system.						
39	12.5.1	PROGRAM STRUCTURE, CONTENT AND DURATION					+	
40	12.5.2	EVALUATION CRITERIA					+	
41	12.5.3	Medical educational organizations should guarantee training in conditions of various clinical bases, which are characterized by the profile of clinics, different categories of patients, the level of medical care (primary medical care, specialized medical care, highly specialized medical care), hospitals and outpatient clinics.				+		

42	12.5.4	The medical educational organization should coordinate numerous training bases to obtain appropriate access to various aspects of the chosen field of medicine.			+		
43	12.5.5	A medical educational organization should have access to the resources necessary for planning and implementing teaching methods, evaluating students, and innovating a training program.			+		
	12.6	THE RELATIONSHIP BETWEEN POSTGRADUATE MEDICAL EDUCATION AND MEDICAL CARE					
44	12.6.1	A medical educational organization should describe and recognize the role of mentoring in professional development, guarantee integration between training and medical care (on-the-job training), ensure that training is complementary and consistent with the requirements for medical care.		+			
45	12.6.2	The medical organization of education should effectively organize the use of the capabilities of the healthcare system or the provision of medical care for training purposes, which involves using the capabilities of various clinical bases, patient problems and clinical problems for training purposes, and at the same time, observing the requirements for medical care.			+		
		in total:26	0	2	20	4	0
	13.	THE STANDARD "ASSESSMENT OF RESIDENTS"					
	13.1	ASSESSMENT METHODS					
46	13.1.1	The medical education organization should formulate and implement a resident assessment policy, should define, establish and publish principles, objectives, methods and practices for assessing residents, including specialist qualification exams, and ensure that the assessment covers knowledge, skills and professional behavior and attitude.			+		
47	13.1.2	A medical educational organization should use an additional set of assessment methods and formats in accordance with their "applicability", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats in relation to established learning outcomes.				+	
48	13.1.3	The medical organization of education should formulate criteria for passing exams or other types of assessment, including the number of allowed retakes.			+		
49	13.1.4	A medical educational organization should study and document the reliability, validity and fairness of assessment methods.				+	
50	13.1.5	The medical organization of education should use the system of appeal of evaluation results based on the principles of fairness and through compliance with the legal process.			+		
51	13.1.6	The medical organization of education should promote the involvement of external examiners, introduce new assessment methods if necessary.			+		
52	13.1.7	The medical organization of education should keep a record of various types and stages of training in a training journal or protocols.			+		
	13.2	THE RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING					
53	13.2.1	A medical educational organization should use evaluation principles, methods and practices that are compatible with the established learning outcomes and			+		

		teaching methods, ensure that the established learning outcomes are achieved by students, contribute to learning, determine the adequacy and conformity of learning.					
54	13.2.2	The medical organization of education should guarantee the provision of timely, specific, constructive and fair feedback to residents based on the results of an assessment of their knowledge and skills.			+		
55	13.2.3	The medical organization of education should use the principles, methods and practices of assessment that promote integrated learning and involvement in practical clinical work, provide interprofessional training.			+		
		in total:10		0	8	2	0
	14.	THE "RESIDENTS" STANDARD					
	14.1	ADMISSION POLICY AND SELECTION					
56	14.1.1	The medical education organization should consider the relationship between the mission and the selection of residents.			+		
57	14.1.2	The medical organization of education should ensure a balance between the available potential and opportunities for training and recruitment of residents.			+		
58	14.1.3	The medical educational organization should formulate and implement a policy on the criteria and selection process for students, including the admission of residents with disabilities requiring the necessary conditions and equipment in accordance with national legislation and regulations, and take into account the safety of doctors and patients.			+		
59	14.1.4	A medical educational organization should formulate and implement a policy of transferring residents from other national or international programs.			+		
60	14.1.5	The medical organization of education should guarantee a high level of understanding of biomedical sciences, achieved at the pre-graduate level before the start of postgraduate education.			+		
61	14.1.6	The medical organization of education should guarantee transparency of the selection procedure and equality of access to postgraduate education.			+		
62	14.1.7	The medical organization of education should consider, as part of its selection procedure, the specific abilities of applicants in order to improve the outcome of the learning process in the chosen field of medicine.			+		
63	14.1.8	The medical organization of education should develop an appeal procedure against the decision of the admissions committee.			+		
64	14.1.9	Medical educational organizations should include resident associations and organizations in the process of developing a policy for admission and selection of residents.			+		
65	14.1.10	The medical organization of education should periodically review the admission policy, based on relevant social and professional data, in order to meet the health needs of society.			+		
	14.2	NUMBER OF STUDENTS					
66	14.2.1	The medical educational organization should establish the number of residents that corresponds to the possibilities of clinical/practical training, the potential of clinical mentoring and other available resources, national and regional needs of human resources in accordance with the chosen field of medicine, and if the medical educational organization does not			+		

		independently determine the recruitment of students, then it should demonstrate its responsibility by explaining the existing relations with the authorized bodies and paying attention to the consequences of admission decisions, for example, the imbalance between the recruitment and the available capacity and capabilities of bases and resources for training.					
67	14.2.2	The medical organization of education should have accessible information about the health needs of society, which includes consideration of balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, including the potential need for a special recruitment and admission policy for their groups of small peoples and doctors from rural areas.			+		
68	14.2.3	The medical organization of education should review the number of residents through consultation with interested parties.			+		
69	14.2.4	The medical organization of education should adapt the number of residents, taking into account the available information on the number of qualified candidates, available information on national and international labor markets, the unpredictability of the exact needs of healthcare professionals in various fields of medicine.			+		
	14.3	SUPPORT AND CONSULTATION OF RESIDENTS					
70	14.3.1	A medical educational organization should have a system of academic counseling for residents, provide advice to residents taking into account the results of monitoring progress in learning, including unintended incidents.			+		
71	14.3.2	The medical organization of education should provide support to residents focused on social, financial and personal needs, allocate appropriate resources for social and personal support.			+		
72	14.3.3	The medical educational organization must guarantee confidentiality in relation to counseling and support provided and provide support for vocational guidance and career planning.			+		
73	14.3.4	The medical organization of education should provide support in case of a professional crisis and involve student organizations (residents) in solving their problem situations.			+		
	14.4	REPRESENTATION OF RESIDENTS					
74	14.4.1	The medical educational organization should develop and implement a policy on the representation of residents and their participation in the formulation of the mission and the final results of training, participation in the development of the training program, planning of working conditions, evaluation of the training program, management of the training program.				+	
75	14.4.2	Medical education organizations should encourage resident organizations to participate in decision-making on the processes, conditions and rules of education and training.			+		
	14.5	WORKING CONDITIONS					
76	14.5.1	A medical education organization should conduct a training program in accordance with paid positions/scholarships or other ways to finance residents.			+		
78	14.5.2	The medical organization of education should ensure the participation of residents in all medical activities of			+		

		clinical bases, including including home call duties related to the training program.					
79	14.5.3	The medical organization of education should determine the responsibility and inform everyone about the participation and conditions for the provision of medical services by residents.			+		
80	14.5.4	The medical organization of education should provide additional training, in case of forced breaks in training, on the occasion of pregnancy (including maternity / paternity leave), illness, military service or secondment.			+		
81	14.5.5.	The medical organization of education should ensure that the participation of residents in the provision of medical services does not dominate and is not excessive.			+		
82	14.5.6	The medical organization of education should take into account the needs of patients, the continuity of medical care and the educational needs of residents when planning shifts and on-call work schedules.			+		
83	14.5.7	The medical organization of education should be allowed to study under special circumstances in accordance with an individual training program and taking into account previous experience in providing medical care.			+		
84	14.5.8	The medical organization of education should ensure that the quality of training according to an individual program and the total duration of training is not less than that of residents who have completed a full training program.			+		
		in total:28		0	27	1	0
	15.	STANDARD "TEACHERS"					
	15.1	RECRUITMENT AND SELECTION POLICY					
85	15.1.1	A medical educational organization should develop and implement a policy of recruitment and admission of teachers, supervisors and mentors, which determines the required experience, criteria for scientific, educational, pedagogical and clinical achievements, including the balance between teaching, scientific activities and specialist qualifications, their responsibilities, duties of employees and, in particular, the balance between teaching, research and provision of medical care.			+		
86	15.1.2	The medical organization of education should take into account the mission of the educational program, the needs of the education system and the needs of the medical care system in its selection policy.			+		
87	15.1.3	The medical organization of education should, in the development and implementation of personnel policy, determine the responsibility of all doctors as part of their professional duties to participate in postgraduate education based on practice, reward for their participation in postgraduate training of specialists, ensure that teachers are practitioners in the relevant fields, ensure that teachers in sub-specialties are appointed only for a certain period of time. the period of study in accordance with the specifics of the training program and their qualifications.			+		
	15.2	COMMITMENT AND DEVELOPMENT					
88	15.2.1	The medical organization of education should ensure that teachers and residents have enough time for			+		

		teaching, mentoring and training, provide a program for the development of teachers and mentors, guarantee periodic evaluation of the activities of teachers and mentors.					
89	15.2.2	A medical educational organization should use an additional set of assessment methods and formats in accordance with their "applicability", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats in relation to established learning outcomes.				+	
		The medical organization of education should formulate criteria for passing exams or other types of assessment, including the number of allowed retakes.		0	4	1	0
	16.	A medical educational organization should study and document the reliability, validity and fairness of assessment methods.					
	16.1	The medical organization of education should use the system of appeal of evaluation results based on the principles of fairness and through compliance with the legal process.					
90	16.1.1	The medical organization of education should promote the involvement of external examiners, introduce new assessment methods if necessary.				+	
91	16.1.2	The medical organization of education should keep a record of various types and stages of training in a training journal or protocols.				+	
	16.2	THE RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING					
92	16.2.1	A medical educational organization should use evaluation principles, methods and practices that are compatible with the established learning outcomes and teaching methods, ensure that the established learning outcomes are achieved by students, contribute to learning, determine the adequacy and conformity of learning.				+	
93	16.2.2	The medical organization of education should guarantee the provision of timely, specific, constructive and fair feedback to residents based on the results of an assessment of their knowledge and skills.				+	
	16.3	The medical organization of education should use the principles, methods and practices of assessment that promote integrated learning and involvement in practical clinical work, provide interprofessional training.					
94	16.3.1	in total:10				+	
95	16.3.2	THE "RESIDENTS" STANDARD				+	
	16.4	ADMISSION POLICY AND SELECTION					
96	16.4.1	The medical education organization should consider the relationship between the mission and the selection of residents.				+	
97	16.4.2	The medical organization of education should ensure a balance between the available potential and opportunities for training and recruitment of residents.				+	
98	16.4.3	The medical educational organization should formulate and implement a policy on the criteria and selection process for students, including the admission of residents with disabilities requiring the necessary conditions and equipment in accordance with national legislation and regulations, and take into account the safety of doctors and patients.				+	

	16.5	A medical educational organization should formulate and implement a policy of transferring residents from other national or international programs.					
99	16.5.1	The medical organization of education should guarantee a high level of understanding of biomedical sciences, achieved at the pre-graduate level before the start of postgraduate education.				+	
100	16.5.2	The medical organization of education should guarantee transparency of the selection procedure and equality of access to postgraduate education.				+	
101	16.5.3	The medical organization of education should consider, as part of its selection procedure, the specific abilities of applicants in order to improve the outcome of the learning process in the chosen field of medicine.				+	
102	16.5.4	The medical organization of education should develop an appeal procedure against the decision of the admissions committee.				+	
103	16.5.5	Medical educational organizations should include resident associations and organizations in the process of developing a policy for admission and selection of residents.				+	
	16.6	The medical organization of education should periodically review the admission policy, based on relevant social and professional data, in order to meet the health needs of society.					
104	16.6.1	NUMBER OF STUDENTS				+	
105	16.6.2	The medical educational organization should establish the number of residents that corresponds to the possibilities of clinical/practical training, the potential of clinical mentoring and other available resources, national and regional needs of human resources in accordance with the chosen field of medicine, and if the medical educational organization does not independently determine the recruitment of students, then it should demonstrate its responsibility by explaining the existing relations with the authorized bodies and paying attention to the consequences of admission decisions, for example, the imbalance between the recruitment and the available capacity and capabilities of bases and resources for training.				+	
106	16.6.3	The medical organization of education should have accessible information about the health needs of society, which includes consideration of balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, including the potential need for a special recruitment and admission policy for their groups of small peoples and doctors from rural areas.					+
	16.7	TRAINING IN OTHER INSTITUTIONS					
107	16.7.1	The medical educational organization should develop and implement an accessibility policy for residents and provide them with training opportunities in alternative institutions inside or outside the country.					+
108	16.7.2	The medical organization of education should create a system for the translation and offsetting of learning outcomes through active coordination of programs between educational institutions and the use of academic credits.				+	
109	16.7.3	Medical education organizations should promote regional and international exchange of teachers and residents by providing appropriate resources.				+	

110	16.7.4	The medical education organization should develop relations with relevant national and international bodies in order to facilitate the exchange and mutual recognition of learning elements.		+			
		in total:21	0	2	16	3	
	17.	THE STANDARD "EVALUATION OF EDUCATIONAL PROGRAMS"					
	17.1	MECHANISMS FOR MONITORING AND EVALUATION					
111	17.1.1	The medical organization of education should constantly monitor the educational program, identify and implement a mechanism for evaluating the program, and evaluate the program taking into account the mission, the required final learning outcomes, the content of the educational program, the assessment of knowledge and skills, educational resources.			+		
112	17.1.2	The medical organization of education should evaluate the program regarding the admission policy and the needs of education and the health care system, the process of implementing the educational program, assessment methods, the progress of residents, the qualifications of teachers, identified problems and shortcomings.			+		
113	17.1.3	The medical educational organization must ensure that the relevant evaluation results are aimed at improving the educational program and the participation of stakeholders in the evaluation of the program.			+		
114	17.1.4	The medical education organization should ensure transparency of the evaluation process and results for management and all stakeholders.			+		
	17.2	FEEDBACK FROM TEACHERS AND RESIDENTS					
115	17.2.1	The medical organization of education should study the feedback on the educational program from teachers, residents, employers.			+		
116	17.2.2	The medical educational organization should actively involve teachers and residents in planning the evaluation of the program, and using the evaluation results to improve the program.			+		
117	17.2.1	The medical organization of education should study the feedback on the educational program from teachers, residents, employers.			+		
	17.3	RESULTS OF RESIDENTS AND QUALIFIED SPECIALISTS					
118	17.3.1	A medical educational organization should constantly monitor qualified specialists, provide feedback on the clinical practice of qualified specialists from employers, establish and apply a mechanism for evaluating the program using the collected data on the results of the clinical practice of qualified specialists.			+		
119	17.3.2	The medical organization of education should inform the persons responsible for the admission of residents and the planning of the educational program about the results of the evaluation of the clinical practice of qualified specialists.			+		
	17.3	STAKEHOLDER ENGAGEMENT					
120	17.3.1	The medical educational organization should involve the main stakeholders in the program to monitor and evaluate the educational program.			+		
121	17.3.2.	The medical organization of education should provide interested parties with access to the results of the evaluation of the course and the educational program, it			+		

		is necessary to study and analyze the results of feedback on independent clinical practice of specialists and feedback on the educational program.					
	17.4	THE PROCEDURE FOR APPROVING EDUCATIONAL PROGRAMS					
122	17.4.1	The medical educational organization must document that all educational programs, including clinical bases, are approved by the authorized body on the basis of clearly established criteria, evaluation of the educational program and the available authority to award or revoke recognition by the authorized body of clinical bases or theoretical training courses.			+		
123	17.4.2	A medical educational organization should develop and implement a quality control system for clinical bases and other educational resources, material and technical equipment, including visits to training bases or other established procedures.			+		
		in total:13		0	13	0	0
	18.	STANDARD "MANAGEMENT AND ADMINISTRATION"					
	18.1	MANAGEMENT					
124	18.1.1	The medical organization of education must ensure that the educational program is conducted in accordance with the requirements of the regulatory rules regarding the admission of residents (selection criteria and number), the process, assessment of knowledge and skills, established learning outcomes.			+		
125	18.1.2	The medical educational organization should document the completion of training by awarding degrees, issuing diplomas, certificates or other official certificates of qualification for use by national and international authorized bodies and should be responsible for programs to ensure and improve the quality of postgraduate training.			+		
126	18.1.3	The medical organization of education should guarantee transparency of management and decision-making, compliance of the program with the needs of public health and the provision of medical services.			+		
	18.2	ACADEMIC LEADERSHIP					
127	18.2.1	The medical organization of education should determine the responsibilities and responsibilities of the management/staff for postgraduate medical education.			+		
128	18.2.2	The medical organization of education should evaluate the management/staff at certain intervals in relation to achieving the mission of the postgraduate training program, the required end results of the program.			+		
	18.3	TRAINING BUDGET AND RESOURCE ALLOCATION					
129	18.3.1	The medical organization of education should determine the responsibility and authority to manage the budgets of the educational program.			+		
130	18.3.2	The medical organization of education should have a clear range of responsibilities and powers to provide educational programs with resources, including the target budget for			+		

		training, should allocate the resources necessary for the implementation and implementation of the training program and allocate educational resources in accordance with the needs.					
131	18.3.3	The medical education organization should manage the budget to support the commitment of teachers and residents to provide medical care and innovation in the program.			+		
	18.4	ADMINISTRATION AND MANAGEMENT					
132	18.4.1	The medical organization of education must ensure the availability of appropriate administrative and academic staff, staff to support the implementation of the educational program, proper management and allocation of resources.			+		
133	18.4.2	A medical education organization should develop a quality management assurance program, including regular reviews.			+		
134	18.4.3	The medical education organization should ensure that a regular management review is carried out to achieve quality improvement.			+		
	18.5	REQUIREMENTS AND REGULATIONS					
135	18.5.1	The medical organization of education should follow the definition of the national authorized bodies of the number and recognized medical specialties and other functions of medical experts for whose training postgraduate training programs are being developed.			+		
136	18.5.2	The medical educational organization should define and approve postgraduate medical education programs in cooperation with all interested parties.			+		
		BCEFO:13		0	13	0	0
	19.	"CONTINUOUS IMPROVEMENT" STANDARD					
137	19.1	When implementing the development of postgraduate medical education with the involvement of relevant stakeholders, a medical educational organization should initiate procedures for regular review and updating of the process, structure, content, learning outcomes/competencies, assessment of knowledge and skills, the learning environment of the program, document deficiencies, allocate resources for continuous improvement.			+		
	19.2	The medical organization of education should					
138		- to base the updating process on prospective studies and analyses and on the results of their own experience and study of the literature on medical education			+		
139		- ensure that the process of renewal and restructuring leads to a revision of the policy and practice of the postgraduate medical education program in accordance with past experience, current activities and future prospects.			+		
	19.3	The medical organization of education should pay attention to the following issues in the process of updating:					
140		-Adaptation of the mission and results of postgraduate training programs in the scientific, socio-economic and cultural development of society			+		
141		- Modification of the established learning outcomes after completion of postgraduate training in the chosen			+		

		field of medicine in accordance with the documented needs of the environment apply to recently completed training of health professionals, changes may include clinical skills, public health training and participation in patient care, relevant responsibilities assigned at the end of the program.					
142		-Adaptation of educational approaches and teaching methods to ensure their compliance and relevance			+		
143		-Adjustment of the structure, content and duration of residency training programs in accordance with achievements in basic biomedical sciences, clinical, behavioral and social sciences, changes in the demographic situation and population structure on health/illness issues, as well as socio-economic and cultural conditions, the adjustment will ensure that new relevant knowledge, concepts and methods enabled, and deprecated canceled			+		
144		- Development of evaluation principles and methods in accordance with changes in established learning outcomes and methods			+		
145		-Adaptation of the resident selection policy, methods of selection and admission of residents to changing expectations and circumstances, human resource needs, changes in basic medical education and curriculum requirements			+		
146		-Adaptation of the recruitment and development policy of academic mentors and teachers in accordance with the changing needs in postgraduate education			+		
147		-Updating equipment at clinical training bases and other educational resources to the changing needs of postgraduate medical education, that is, the number of residents, the number and profile of teachers, the training program and modern teaching principles			+		
148		-Improvement of the program monitoring and evaluation process			+		
149		-Development of organizational structure, management and management to overcome changing circumstances, and the needs of postgraduate education, and over time gathering the interests of various stakeholder groups			+		
		IN TOTAL: 14		0	14	0	0
		TOTAL:		4	133	12	0