



«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

7R01104 Gastroenterology Adult, Pediatric (primary accreditation)

7R01108 Endocrinology Adult, Pediatric (primary accreditation)

7R01109 Nephrology Adult, Pediatric (primary accreditation)

7R01106 Oncology and Hematology Pediatric (primary accreditation)

7R01115 Radiation Oncology (primary accreditation)

SOUTH KAZAKHSTAN MEDICAL ACADEMY

in the period from 4 to 6 May 2022

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

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



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**

7R01104 Gastroenterology Adult, Pediatric (primary accreditation)
7R01108 Endocrinology Adult, Pediatric (primary accreditation)
7R01109 Nephrology Adult, Pediatric (primary accreditation)
7R01106 Oncology and Hematology Pediatric (primary accreditation)
7R01115 Radiation Oncology (primary accreditation)

SOUTH KAZAKHSTAN MEDICAL ACADEMY

in the period from 4 to 6 May 2022

Shymkent, 2022

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

GPA	Weighted average assessment of the level of educational achievements of the student in the chosen specialty
ECTS	European Credit Offset System
PBL	Problem-based learning
TBL	Team training
The academy	Joint Stock Company "South Kazakhstan Medical Academy"
AIS	Automated information system of the Academy
AMS	Administrative and managerial staff
BD (O)	Basic disciplines (training)
LIC	Library and Information Center
UNIVERSITY	Higher education institution
IUQC	Intra-university quality control
SAC	State Attestation Commission
CDE	Civil defense and emergencies
SMS	State mandatory standard of education
FSC	Final state certification
IC	Individual curriculum (resident)
CC	Component of choice
CEP	Committee of Educational Programs of the residency
CED	Catalog of elective disciplines
QCES	Quality control of educational services
CTPC	Computer-testing, publishing center
MA	Methodological advice
IAR	Independent Accreditation and Rating Agency
RW	Research work of the resident
NCIE	National Center for Independent Examination
SCC	Scientific and Clinical Council
EP	Educational program
IC	Interim certification
PD	Profile disciplines (training)
TS	Teaching staff
WC	Working curricula
QMS	Quality management system
IW	Independent work of a resident
IWT	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
EMC	Educational and methodological complex of disciplines
PSC	Practical Skills Center
SKMA	South Kazakhstan Medical Academy

(II) INTRODUCTION

In accordance with Order No. 57-22-OD dated 03/15/2022 of the Independent Accreditation and Rating Agency, from May 4 to May 6, 2022, an external expert commission assessed the compliance of educational programs

- 7R01104 Gastroenterology adult, children's (primary accreditation)
- 7R01108 Endocrinology adult, children's (primary accreditation)
- 7R01109 Nephrology adult, children's (primary accreditation)
- 7R01106 Oncology and Pediatric Hematology (primary accreditation)
- 7R01115 Radiation Oncology (primary accreditation)

South Kazakhstan Medical Academy standards of specialized accreditation of the NAAR (No. 68-18/1-OD dated May 25, 2018, first edition).

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

The composition of the VEC:

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

- 17) **IAAR expert** – 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) **IAAR expert** – Narmanova Oryngul Zhakysybaevna, MD, Professor, NAO "Astana Medical University" (Republic of Kazakhstan) Off-line participation
- 19) **IAAR Expert** – Pak Laura Alekseevna, PhD, Semey Medical University (Republic of Kazakhstan) Off-line participation
- 20) **IAAR expert** – Gazalieva Meruert Arstanovna - Acting Dean of the School of Medicine, MD, Professor, doctor of the highest category, Karaganda Medical University) Off-line participation
- 21) **IAAR expert** – Olzhas Brimzhanovich Yeseneev, 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) **IAAR expert** – Kaskabayeva Alida Sharipovna, PhD, Associate Professor, Head of the Department of Faculty Therapy, Semey Medical University (Republic of Kazakhstan) On-line participation
- 23) **IAAR expert** – Sabyrbaeva Gulzhan Amangeldievna, PhD, NAO "Kazakh National Medical University named after S.D. Asfendiyarov" (Republic of Kazakhstan) On-line participation
- 24) **IAAR Expert** – Yerkebulan Margulanovich Asamidanov, PhD, Associate Professor of the Department of Surgical Diseases, Karaganda Medical University (Republic of Kazakhstan) On-line participation
- 25) **IAAR expert, employer** – Mukashev Aizar Manatovich, Deputy Chief Physician for Strategic Development, Children's Regional Hospital Petropavlovsk (Republic of Kazakhstan) On-line participation
- 26) **IAAR expert, employer** – 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) **IAAR expert, student** – Kazeyit Bekzada Dauletkozhykyzy, 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) **IAAR expert, student** – Bolatbekova Aiganym Aibolkyzy, doctoral student of Public Health, Karaganda Medical University, member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). On-line participation
- 29) **IAAR expert, student** – Orynbasar Bibol Nurzhanuly, 2nd year student of General Medicine, Al-Farabi Kazakh National University, member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). On-line participation
- 30) **IAAR expert, student** – 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) **IAAR expert, student** – Akhmetoldinova Nazykesh Kanatkyzy, 2nd year student of the Public Health OP of Al-Farabi Kazakh National University, member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan). On-line participation
- 32) **IAAR expert, 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) **IAAR expert, student** – Kudaibergenov Dias Bauyrdzhanuly, 4th 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
- 34) **IAAR expert, student** – Eset Dinara student, 3rd year student of Public Health, member of the Alliance of Students of Kazakhstan, S.D. Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan). On-line participation
- 35) **IAAR Coordinator** – Saydulayeva Malika Akhyadovna, Project Manager of the Independent Accreditation and Rating Agency (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 NAKO 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 health organizations on disease prevention; participation in the organization and conduct of scientific and educational events, exhibitions, seminars, conferences, trainings in the field of health and medical education; development, publication and dissemination of educational, methodological, scientific and scientific-practical literature, including on electronic media; organization and improvement of 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 of 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".

Departments where residents study:

In the specialties "Gastroenterology adult, children", "Endocrinology adult, children", "Nephrology adult, children" - study at the Department of Cardiology and Therapy (Head of the Department, PhD, Associate Professor Asanova Galiya Kutymbetovna, responsible curator, assistant of the Department of Cardiology and Therapy, Master of Medicine) Serikbaeva Mira Turdalievna <https://skma.edu.kz/ru/pages/naimenovanie-kafedry>;

Specialty "Oncology and Hematology for children" - at the Department of Pediatrics-2 (head of the department, PhD, Associate Professor Bektenova Gulmira Erseitovna; academic mentor, doctor of the highest category Karsybaeva Kulbala Romanovna);

Specialty "Radiation Oncology" - at the Department of Surgery-2 (head of the department Candidate of Medical Sciences, associate professor Abdurakhmanov Babur Anvarovich, responsible curator doctor of the highest category Yusupov Amangeldy Mamayevich).

Teachers who provide the educational process for the OP meet the qualification requirements. The teaching staff have academic degrees and/or the highest qualification of a doctor.

Qualitative and quantitative composition of teachers for each OP:

- "Adult gastroenterology, children's" - 6 teaching staff, of which 1 is a candidate of medical sciences;
- "Adult endocrinology, children's" - 2 teaching staff, of which 3 are endocrinologists, 1 is a candidate of medical sciences;

- "Adult nephrology, children's" - 9 teaching staff, of which 3 are nephrologists, 1 - .M.N., 1 - Candidate of Medical Sciences;

- "Oncology and hematology for children": 5 teaching staff, 2 of them - Candidate of Medical Sciences

- "Radiation Oncology" 12 teaching staff, 4 of them - MD, 2 - PhD
, a total of 34 teaching staff, 11 of them settled down.

Number of students:

- "Gastroenterology adult, children" - 9;

- "Adult, children's endocrinology" - 4;

- "Adult, children's nephrology" - 15;

- "Oncology and hematology for children" - 3;

- "Radiation oncology" -2.

There are 33 residents in total, all of them study in Russian.

List of clinical bases:

"Gastroenterology for adults, children" - City Hospital No. 2,

"Endocrinology adult, children" - Regional Clinical Hospital.

Adult and Children's Nephrology - City Hospital No. 2,

City Clinical Hospital No. 1, Regional Clinical Hospital "Oncology and Hematology for Children" -

Regional Children's Hospital

"Radiation Oncology" - City Oncology Center

There are contracts with all clinical bases.

Clinical bases include: inpatient departments, polyclinic departments for 150 visits per day, laboratory, functional diagnostics rooms, classrooms that meet the requirements, conference hall, dining room, cloakroom for students.

There are contracts with 54 polyclinics.

There is no employment of graduates, since all accredited specialties are declared for the first time.

Academic mobility according to accredited cluster options: was not carried out.

Research projects on accredited cluster ops: none.

Commercialization by accredited cluster OP (if available by OP): no.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialized accreditation OP 7R01104 Gastroenterology adult, pediatric (primary accreditation), 7R01108 Endocrinology adult, pediatric (primary accreditation), 7R01109 Nephrology adult, pediatric (primary accreditation), 7R01106 Oncology and Hematology pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation) according to IAAR standards is held for the first time.

(V) DESCRIPTION OF THE VEC 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 UCMA 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 188 representatives took part in the meetings (Table 1).

Table 1 - Information about employees and students who took part in meetings with VEK NAAR:

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	6
Teachers	34
Students	33
Graduates	35
Employers	35
Total	188

During the tour, the members of the VEC 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 facilities, Practical Skills Center, clinical bases: City Hospital No. 2, Regional Clinical Hospital,

City Clinical Hospital No. 1, Regional Children's Hospital, City Cancer Center.

At the meeting of the VEC NAAR with the target groups of the UCMA, the mechanisms for implementing the university's policy were clarified and the specification of individual data presented in the university self-assessment report was carried out.

During the accreditation period, classes were attended:

- in endocrinology - seminar session "Empty Turkish saddle syndrome", teacher N.A. Espenbekova - curator, head of the endocrinology department of the regional clinical hospital;
- in nephrology – "Acute renal injury", teacher Kistaubaev M;
- on gastroenterology – "Possible complications after endoscopic polypectomy", lecturer PhD Rsalieva Zh.M.

There were no classes in the specialties "Oncology and Hematology" and "Radiation oncology" at the time of the visit.

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

- The Endocrinology Department of the Shymkent Regional Clinical Hospital is the base for training students, residents of the UCMA. Located at the address of the village . Katyn Kopir , 3 Al-Farabi Street. Includes: 1 building : polyclinic department for 150 visits per day , laboratory, functional diagnostics rooms (ultrasound, densitometry, RVG, ECG, X-ray diagnostics), 2 classrooms (with a $5 \times 3 = 15 \text{m}^2$ quadrature). 2nd building: hospital : department of diabetology for 30 beds with intensive care wards of 6 beds. Conference hall, dining room, cloakroom for students.

- The Gastroenterology department with 15 beds and the nephrology department with 15 beds in the city clinical Hospital N2 of Shymkent is the base for training students, residents of the UCMA. It is located at 92 Zhandosova Street.

It includes : polyclinic department, hospital, laboratory, functional diagnostics rooms (CT, ultrasound, angiography, ECG, X-ray), 2 classrooms (with a square of $5 \times 3 = 15 \text{m}^2$). Conference hall , dining room, cloakroom for students. In the department of functional diagnostics, embolization of the enlarged veins of the esophagus, embolization of the splenic artery is carried out.

Specialty: "Oncology and Hematology for children" clinical bases - Regional Clinical Children's Hospital 6 classrooms, 126 m²

City Children's Hospital 3 study rooms 100 m²

The equipment of clinical bases contributes to the high-quality organization of the educational process and the provision of specialized and highly specialized inpatient and outpatient care to the population of the region. The classrooms are equipped with personal computers, multimedia installations, office equipment. For a number of years, the clinic has been carrying out step-by-step work aimed at solving the problems of ensuring the safety of patients, students, and medical staff of the institution. In the process of working with patients in children's departments of hospitals, residents have the opportunity to:

to draw up medical documentation;

participate in medical and diagnostic activities;

to learn the skills of examining sick children,

the purpose of a complex of laboratory tests;

diagnosis and therapeutic measures;

provide emergency assistance in the emergency room, while on duty according to the schedule;

provide emergency assistance in the emergency room, while on duty according to the schedule;

participate in joint rounds of professors, associate professors, department heads;

participate in the preparation and conduct of clinical, pathoanatomical conferences.

Specialty "Radiation Oncology" clinical bases - Regional Clinical Hospital, 1 study room, 12 m² City Oncology Center, 2 study rooms of 26 m². A member of the commission visited the Oncological Center, which has all departments for full coverage of this specialty: radiotherapy department, chemotherapeutic department, radiology department, surgical, pathomorphological department, polyclinic. The equipment of clinical bases contributes to the high-quality organization of the educational process and the provision of specialized and highly specialized inpatient and outpatient care to the population of the region.

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

6.1. The standard "Mission and final learning outcomes"

The evidentiary part

The Academy defined the missions of the Residency Educational Programs 7R01104 Gastroenterology Adult, Pediatric, 7R01108 Endocrinology Adult, Pediatric, 7R01109 Nephrology Adult, Pediatric, 7R01106 Oncology and Hematology Pediatric, 7R01115 Radiation Oncology as "meeting the needs of a resident physician in achieving learning outcomes, providing the health system and society with highly qualified doctors" in accordance with the mission, vision, the goals and objectives of the Academy. <https://skma.edu.kz/ru/pages/missiya-videnie-cennosti-i-eticheskie-principiy>.

The mission of the residency Educational Programs is presented on the Academy's website <https://skma.edu.kz/ru/pages/obrazovatelnyy-process> →Residency Department. The mission of the educational program has been brought to the attention of all interested parties by posting on the Academy's website.

The mission of the Academy was approved at the meeting of the Academic Council by Protocol N2 of 29.09.2021.

In accordance with the mission and strategic goal of development, a number of priority tasks are allocated at the Academy, which make it possible to prepare a competent scientist, researcher at the level of postgraduate medical education:

1. inclusion in the content of disciplines of questions on evidence-based medicine and research, conducting seminars on working with scientific databases;
2. ensuring the competence of the teaching staff at the level of the requirements of the national and European education systems, adhering to the course of its rejuvenation, carrying out training and advanced training of teachers both on their own and on the basis of advanced universities of the near and far abroad in accordance with the requirements of international education standards;
3. constant study of advanced achievements in the field of science and education, develop modern learning technologies, introducing them at a faster pace, expand and strengthen partnerships with medical and pharmaceutical universities and research institutes and centers, medical and pharmaceutical enterprises and organizations of the Republic of Kazakhstan, as well as countries of the near and far abroad.

The participation of all major stakeholders is ensured by the very close interaction of the university with practical healthcare through clinical bases, practice bases and internships and the involvement of clinic staff as part-timers and mentors, managers of undergraduates and participation in research programs, as well as representatives of practical healthcare are involved in collegial bodies of the university responsible for monitoring the implementation of educational programs.

The mission of the educational programs is aimed at the professional orientation of the residency graduate as a highly professional specialist in demand in the healthcare system not only of the Republic of Kazakhstan, but also beyond its borders. The formation of the mission of the educational program is influenced by the opinion of all interested parties - the heads of the Academy's AUP, the teaching staff, residents, graduates, employer organizations, health and education authorities, public opinion expressed in social networks, during a conversation during the provision of medical services. Residents during the survey demonstrated competence in the field of knowledge of the mission of the OP.

The main aspect of the stated mission of the educational program is to study the needs of practical healthcare specialists and an effective system of professional training of residents.

The main (internal) stakeholders involved in the process of forming the mission of the OP include: residents, teachers, clinical mentors attracted from clinical bases, administrative staff, advisory bodies of the Academy, graduates.

Other (external) stakeholders involved in the formulation of the mission and final results include: employers (including potential ones), healthcare organizations (mission, purpose and objectives are reflected in the OP), professional associations.

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 active resuscitation 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.

As part of the mission, an effective scientific and educational environment has been created at the Department of Therapy and Cardiology, providing residents with the opportunity to participate in research activities in the form of participation in conferences, writing publications independently or jointly with

doctors. For 2021-2022, residents have published scientific papers in journals of the Republic of Kazakhstan and abroad, residents also present reports at international forums and conferences.

At the Academy, the formulation of a mission statement and goals is necessarily based on the opinions and suggestions of employees, students, teaching staff, based on the results of a systematic survey, participation in round tables. On March 10, 2022, a round table was held at the Academy on the topic: "Universities and Employers: partnership for success" The organizers of the round table: the Dean's Office of the Faculty of Medicine, the Dean's Office of Internship and employment of graduates, the residency department and the leadership of the Academy. The round table was attended by more than 70 people, including representatives of the practical healthcare of Shymkent, Turkestan region, Pavlodar, North Kazakhstan region, the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" Shymkent, the leadership of the Academy, as well as the teaching staff of the Bachelor's, master's, doctoral, residency and university students. The purpose of the round table is to improve the quality of medical education through integration with science and practice in modern conditions, joint development of an OP taking into account the requests of employers and the needs of the labor market, as well as interaction on the employment of graduates.

A plan for the construction of a University clinic for 1,000 beds has been approved.

Analytical part

The Academy's mission is aimed at "training 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."

However, the formulation of the mission of OP residencies as "meeting the needs of a resident doctor ..." is not entirely correct, does not fully correspond to the mission of the Academy in terms of training highly qualified competitive specialists, and not the needs of a resident doctor. It is necessary to revise the wording of the mission of the OP.

The resources of the Academy allow us to fully implement the OP. UCMA has academic freedom in determining the results of training and the content of Educational programs in terms of electives of the cycle of basic disciplines and the university component of the cycle of core disciplines.

The results of the training are formulated in such a way as to realize the training of a highly qualified specialist, manager and researcher of a medical educational organization.

The close interaction of the Academy with practical healthcare and management structures of Shymkent, Turkestan region ensures a regular process of updating and restructuring the content of Educational programs in accordance with the needs of practical healthcare and the needs of the Academy itself as a place of future work for graduates of the Master's degree.

SWOT analysis of training programs is presented.

Taking into account the dynamism of the development of processes, it is necessary to analyze strengths and weaknesses with a frequency of 1 time per year.

Strengths/Best Practice on OP 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (Primary accreditation), 7R01109 Nephrology Adult, Pediatric (Primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

The training of residents is carried out at the largest clinical bases of the city by a strong staff, which contributes to the fulfillment of the mission. Cooperation with foreign universities and clinics. The department carries out synergy with all interested parties. In the strategic plan, it is planned to build its own University Clinic and 1,000 beds, for which personnel are actively being trained.

Recommendations for 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation)1. Review the mission of OP Cluster 5 (deadline – September 2022).

2. To assess strengths and weaknesses on an ongoing basis (once a year) to correct strategic plans in terms of strengthening cooperation with foreign universities and clinics for academic mobility of residents (deadline – December 2022).

Conclusions of the VEC by criteria:

According to the standard educational programs 7R01104 Gastroenterology adult, children (primary accreditation), 7R01108 Endocrinology adult, children (primary accreditation), 7R01109

Nephrology adult, children (primary accreditation), 7R01106 Oncology and hematology children (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Of the 16 criteria of the standard: strong positions - 1, satisfactory - 13, suggest improvement - 2, unsatisfactory - 0.

6.2. Standard "Educational program"

The evidentiary part

During the formation of the program, its goals, and final results, discussions were held at the level of: department staff (discussion in a working group, at a meeting of the department), in the COPA, at the Clinical Council and the Academic Council. (<https://skma.edu.kz/ru/pages/obrazovatelnyy-process> → Residency Department)

The educational program was developed collectively: discussed at the cathedral meeting with the participation of employers, resident graduates, members of public organizations, at the Residency COP, the Scientific and Clinical Council and approved by the Academic Council of the Academy (<https://skma.edu.kz/ru/pages/obrazovatelnyy-process> → Residency Department). OP was introduced for the first time, when uploaded to the Republican Register of Educational Programs, it was subjected to examination and approved for inclusion in the Register from 08/25/2021.

To improve all areas of the university's activities, including the mission, the Academy has implemented a system for collecting and analyzing feedback from consumers through internal and external monitoring. The following departments participate in the implementation of monitoring - the QMS department, UMC, OK, COP. Feedback results are taken into account when planning work for improvement. 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 educational program. An example of effective use of feedback is the annual survey of employers, <https://docs.google.com/forms/d/e/1FAIpQLSdjFX8zOsJewzWRYVKnvPmIEx77smrPKzyYx4o13p62Re8Iog/viewform>, students on the assessment of the level of satisfaction with educational programs, survey of residents <https://platonus.ukma.kz/>. Changes in the planning and organization of educational programs are made based on the results of the survey and questionnaire.

At the department level, obtaining an external assessment for the mission of the OP is carried out when:

- involvement of members of independent professional associations, administration of clinical bases in reviewing educational programs; (Appendix 8)
- monitoring the job satisfaction of residents at clinical bases;
- when receiving feedback on graduates of the department from employers.

The Academy has developed a model of resident competence, which includes the following structure: (<https://skma.edu.kz/ru/pages/obrazovatelnyy-process> → Department of Residency)

- patient supervision: able to formulate a clinical diagnosis, prescribe a treatment plan and evaluate its effectiveness based on evidence-based practice at all levels of medical care;
- communication and collaboration: able to effectively interact with the patient, his environment, healthcare professionals in order to achieve the best results for the patient;
- safety and quality: able to assess risks and use the most effective methods to ensure a high level of safety and quality of medical care;
- public health: he is able to act within the legal and organizational framework of the healthcare system of the Republic of Kazakhstan in his specialty, provide basic assistance in emergency situations, work as part of interprofessional teams to implement the policy of strengthening the health of the nation;
- research: able to formulate adequate research questions, critically evaluate professional literature, effectively use international databases in their daily activities, participate in the work of the research team;
- training and development: he is able to study independently and train other members of a professional team, actively participate in discussions, conferences and other forms of continuous professional development.

The competencies and final results of the residents' training are spelled out in the OP approved at the meeting of the Academic Council. The final results of the residents are to ensure the training of qualified, competitive doctors who meet modern requirements for the quality of specialist doctors for independent work. The content of the OP corresponds to the mission of the Academy and meets the needs of employers.

The training of a resident in specialties is carried out in order to provide the healthcare industry of

the Republic of Kazakhstan with qualified personnel in the field of medical care of the population and is carried out in accordance with the Order of the Ministry of Health of the Republic of Kazakhstan dated 30.01. 2008 N27 "On approval of the lists of clinical specialties of training in internship and residency" with amendments and additions dated 02.08.2019 No. KR DSM-108 by Order of the Ministry of Health of the Republic of Kazakhstan.

The structure and content of the OP comply with the requirements of the Order of the Minister of Health of the Republic of Kazakhstan dated February 21, 2020 No. KR DSM-12/2020 On Amendments to the Order of the Acting Minister of Health and Social Development of the Republic of Kazakhstan dated July 31, 2015 No. 647 "On Approval of State mandatory standards and standard professional training programs in medical and pharmaceutical specialties". In accordance with the classifier, the specialty is legitimate and the graduate will receive a corresponding document on the specialty at the end of the educational program.

The residency program guarantees the integration of practice and theory, includes the content, sequence of training and responsibility of the resident with the definition of goals and learning outcomes based on the performance of tasks and the provision of medical care to the population. The methods of teaching residents are reflected in the work programs and syllabuses of the departments. https://base.ukgfa.kz/?page_id=8658

The SES, TUP, OP, qualification characteristics of residents specify the requirements for labor functions and the quality of their performance, which gives graduates clear guidelines that allow them to methodically improve their professional level and develop professional competencies. Employers receive criteria for evaluating the effectiveness of a specialist's work by developing his competencies, mastering the required qualifications. For professional training, the Academy provided residents with clinical bases and resources corresponding to the elements of the program, levels of education, complexity of practical skills, depending on the year of study.

The training of residents at clinical bases is conducted under the supervision of curators who are appointed from among the teaching staff with a doctor's degree, candidate of medical sciences, as well as the highest or first qualification category. In addition to the curator, a mentor is assigned to the resident – a highly qualified doctor of practical healthcare. Securing mentors at medical bases allows residents to work daily with modern equipment and medical equipment of clinics. Mentors take an active part in the training of young specialists, transfer to the young specialist the accumulated experience of professional skills, teach the most rational techniques and advanced methods of work.

The OP provides training in the skills of research activities, taking into account the real needs of modern medicine, aimed at developing the skills of the methodology of medical research using scientific foundations.

Training in the scientific basics and methods used in the field of specialization, as well as evidence-based medicine, is provided by each resident's access to databases, library collections and electronic resources generated according to the full list of disciplines of the main educational program, the Internet.

The department assists in publishing and putting into practice the results of scientific works, participation in international and interuniversity scientific conferences, and registration of scientific works of residents for grants, scholarships, prizes and other forms of moral and material encouragement. The journal "Bulletin of the Academy" organized at the Academy publishes scientific articles of students, residents and young scientists for free:

<https://lib.ukma.kz/ru/%D0%B2%D0%B5%D1%81%D1%82%D0%BD%D0%B8%D0%BA-%D1%8E%D0%B6%D0%BD%D0%BE-%D0%BA%D0%B0%D0%B7%D0%B0%D1%85%D1%81%D1%82%D0%B0%D0%BD%D1%81%D0%BA%D0%BE%D0%B9-%D0%BC%D0%B5%D0%B4%D0%B8%D1%86%D0%B8%D0%BD%D1%81/>

In accordance with the SES 2015, SES 2019 with the changes of 2020, modular educational programs are being developed in various specialties within the Academy. The content, scope and sequence of the residency courses in the specialties strictly correspond to the SES.

The following factors were taken into account when forming the OP by specialties: the contribution of each discipline to the formation of competencies at a certain level (course), i.e. the responsibility of both profile and related disciplines for the formation of a competent graduate, the definition of competencies in each discipline. (<https://skma.edu.kz/ru/pages/obrazovatelnyy-process> →Residency Department)

Thus, the disciplines of the OP are logically interconnected and are consistently studied by residents.

Based on the experience of the leading countries of the world in quality management and patient safety, a Practical Skills Center was established at the Academy in 2007.

<https://skma.edu.kz/public/ru/pages/centr-prakticheskikh-navykov-cpn>

The CPN conducts practical skills training, an exam on the type of OCE with the involvement of standardized patients. There is a separate office for independent examiners who evaluate students' knowledge through video and audio communication. At the same time, communication skills are evaluated, residents demonstrate practical skills acquired during training and the ability to perform therapeutic and diagnostic manipulations, cardiopulmonary resuscitation techniques, possession of medical instruments and much more. Practitioners are involved in the work of the commission.

The applied innovative technologies contribute to the achievement of the final results of training, the development of competencies: TBL, CBL, interdisciplinary training with the discussion of clinical cases that allow the resident to enter the role of a practitioner, a specialist of the appropriate profile with an interdisciplinary approach. Conducting an audit examination of medical records allows a resident to master the skill of an expert. The implementation of scientific projects (RBL) develops the skills of a researcher, medical expert, manager.

The structure of OP residencies is formed from various types of educational, scientific and clinical work, practice that determine the content of education, reflects their correlation, measurement and accounting. The OP is implemented in accordance with the SES and provides the necessary level of training for residents, includes relevant specialized disciplines. The OP contains components aimed at developing deep professional skills. The scope of the program content is sufficient to achieve the expected learning outcomes. The content of the programs has been developed taking into account the latest scientific and technical achievements and an interdisciplinary approach. (<https://skma.edu.kz/ru/pages/obrazovatelnyy-process> →Residency Department)

Working curricula contain all the disciplines of the mandatory component of the standard curricula developed by the State Educational Institution of the Republic of Kazakhstan in this specialty, on the basis of which training is conducted. The OP based on the State Educational Standard of the Republic of Kazakhstan provides for the study of the disciplines of the mandatory component and the component of choice.

With a 2-year training program, residents master 140 credits, 132 of which are for OK, 4 for KV – elective disciplines, 2 credits for PA and 2 for IGA. In total, there are 136 credits for mastering the cycle of core disciplines. (<https://skma.edu.kz/ru/pages/obrazovatelnyy-process> →Residency Department)

The distribution of disciplines by hours and semesters is carried out by the residency department together with the Educational and Methodological Center. All academic disciplines and sections of the OP specialty are closely interrelated. The formation of the content of disciplines is structured into logically completed methodological blocks. The interdisciplinary connection is clearly traced in the work programs of academic disciplines, compiled taking into account the specifics of the specialty.

During the training of residents, the main amount is allocated to the independent work of the resident (SRR), which includes the management of patients (diagnostic, preventive work), participation in consultations of serious patients, duty in the departments of the clinic, mastering practical skills provided by the training program, preparation of abstracts, reports and presentations, work in the library, the Internet-classes, participation in scientific and practical conferences, work to promote a healthy lifestyle among patients.

The clinical work of the residents during the training is conducted under the guidance of clinical mentors. Mentors are appointed from among the teaching staff with a doctor's degree, Candidate of medical sciences, and practical health care staff with the highest qualification category. Mentors and teaching staff evaluate the portfolio of residents.

The distribution of disciplines by hours, academic periods is carried out by the residency department according to the SES, the TPL and the list of selection components, coordinated with the supervising vice-rector. An individual working curriculum is formed for each resident for the entire period of study, coordinated with the mentor and approved by the head of the residency department. The individual work plan reflects the schedule of training, the mode of classes (number of hours per day), the list of sections and disciplines, the number of hours by sections and disciplines, types of training sessions, forms of knowledge control. Syllabuses indicate the place and time of training consultations for each resident.

The curriculum of the program provides a sequence of studying disciplines based on their continuity, a rational distribution of disciplines by semesters from the perspective of uniformity of the student's academic work.

The duration of mastering the educational program of the residency is 2 years. The academic year consists of 1 semester, which is 2,100 hours and includes theoretical, clinical training and vacations lasting 6 weeks between academic years. Final certification lasting 2 weeks. The academic week consists of 45

hours, part of which falls on the independent work of the resident during extracurricular time. (<https://skma.edu.kz/ru/pages/obrazovatelnyy-process> →Residency Department)

There are contracts with clinical bases - with the Regional Clinical Hospital, City Clinical Hospital No. 1, City Clinical Hospital No. 2, Regional Children's Hospital, City Cancer Center.

The University has a well-equipped library with good infrastructure and wide access to electronic information resources

Analytical part

The Academy has a well-thought-out and effective strategy for using resources for the implementation of independent educational and scientific work of residents.

The Academy has a learning and evaluation strategy relevant to the goals and objectives of the OP, reflected in the Academic Policy, implemented through a system of clearly defined procedures at the level of the department, faculties and the Academy as a whole.

The Academy provides a safe environment for learning and research, has a good infrastructure, a strong socio-cultural base (reflected in the appendix), and a support service for residents.

The Academy has information support, access to electronic resources. However, the OP has a list of literature and clinical protocols of 2017, not updated.

Compliance with the requirements of practical healthcare and an established process of interaction with the employer makes it possible to train specialists who are in demand in practice. As a rule, several clinical bases with a multidirectional organization of the level of care, allows residents to adapt to the conditions of practical healthcare, improving competencies.

The presence of clinical bases in the form of emergency hospitals, multidisciplinary clinics in Shymkent and Turkestan region provide an opportunity for residents to master the process of inpatient management of patients of various profiles, interaction as part of a multidisciplinary team, assistance to the most complex category of patients. Curation of patients, their management, treatment, condition monitoring, accounting and reporting documentation allows residents to master procedures, including high-tech medical services, in the course of daily clinical activities.

However, there is no assessment of clinical bases in the provided documents.

Strengths/Best Practice on OP 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (Primary accreditation), 7R01109 Nephrology Adult, Pediatric (Primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation)

1. JSC "South Kazakhstan Medical Academy" has the optimal infrastructure for organizing the educational process with a focus on practical training with the direct participation of residents;

2. Multidisciplinary clinical bases of the departments of the experimental educational programs provide the entire necessary range of practical training and development of competencies of the studied disciplines;

3. The availability of modern clinical bases contributes to the achievement of training goals and adequate training of residents in various aspects of the chosen field of medicine;

4. Mentors are highly professional, creating together with the department a symbiosis of the trinity: education, clinical and scientific activities.

Recommendations for 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

1. Review the list of literature and clinical Protocols taking into account the latest recommendations for the last 5 years (deadline – June 2022).

2. It is necessary to supplement the training in the OP to expand the competencies in the field of practical skills of residents (the deadline is September 2022).

3. Regularly evaluate clinical bases (deadline – December 2022).

Conclusions of the VEC by criteria:

According to the standard educational programs 7R01104 Gastroenterology adult, children (primary accreditation), 7R01108 Endocrinology adult, children (primary accreditation), 7R01109 Nephrology adult, children (primary accreditation), 7R01106 Oncology and hematology children (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Of the 25 criteria of the standard: strong positions - 4, satisfactory – 18, suggest improvement – 3, unsatisfactory – 0.

6.3. The standard "Residency Student Assessment Policy"

The evidentiary part

Assessment of educational achievements of residents is an important element of activity in the educational process, which determines the level and quality of training of students, as well as the competencies that graduates possess upon graduation.

The policy and procedure for evaluating learning outcomes within the framework of the OP is carried out using criteria developed in accordance with the set goals and objectives for the implementation of the OP and the qualifications awarded within the framework of the current point-rating system for assessing knowledge and monitoring the educational process in accordance with directive, regulatory and internal documents: the Law of the Republic of Kazakhstan "On Education" dated 27.07.2007 G. No. 319-III (with amendments and additions on 01.01.2022); Order of the Acting Ministry of Health of the Republic of Kazakhstan dated 31.07.2015 No. 647. "On the approval of state mandatory standards and standard professional training programs in medical and pharmaceutical specialties" as amended on 02/21/2020, No. KR DSM-12/2020.

General policy, principles, methods of assessment of residents according to educational programs 7R01104 Gastroenterology adult, pediatric, 7R01108 Endocrinology adult, pediatric, 7R01109 Nephrology adult, pediatric, 7R01106 Oncology and hematology pediatric, 7R01115 Radiation oncology are reflected in internal documents: Academic Policy of the Academy, Regulations on the organization of the educational process in residency, Regulations on the conduct of ongoing monitoring academic performance, intermediate and final certification of students, The rules for organizing and conducting intermediate certification of students in the form of computer testing, the Regulations on the procedure for organizing and conducting exams in written and oral form in JSC "YUKMA".

Analytical part

In JSC "South Kazakhstan Medical Academy", such metrics as Cbd, OSCE are used as assessment methods, taking into account the practical orientation of the program. Members of the VEC visited the test center, reviewed the testing procedure, followed the work of proctors. As it was noted by the head of the testing center, the control and measuring instruments undergo a review procedure by an External Commission (the Regulation on the External Commission), which includes employees who have a testologist certificate. However, after testing, no analysis is carried out on the validity and reliability of test tasks.

The form of the boundary and final control are approved by the Academic Council. JSC "YUKMA" has developed and approved, brought the criteria for the specific weight of the current, boundary, intermediate control in the final assessment. A conversation with residents when attending a practical lesson, as well as in focus groups, showed that residents are aware of the assessment policy and clearly understand the assessment scale, the rules for admission to exams, which is proved by the results of the questionnaire: 87% of respondents are satisfied with the system of evaluation of academic achievements and 90% are satisfied with the evaluation criteria used by the teacher.

Residents who have fully completed the educational process in accordance with the requirements of the individual curriculum are allowed to complete the final certification. The exam itself is two-stage: theory is evaluated in the form of tests and clinical skills, including communication at the bedside. The Academy uses additional methods for evaluating residents, such as a portfolio, a list of privileges and an assessment of scientific activity.

Despite the developed appeal procedure, which the students were notified about, residents of the above specialties did not have the need for an appeal review of grades.

The methods used to assess the competencies of students are prescribed in syllabuses. It should be noted that the report presents a table on the conformity of assessment methods with teaching methods, which contains methodological errors. Also, during the interview with the teachers, it was clarified that there is no clear understanding between the learning domains and assessment methods in them.

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 the IGA). There is no system for training clinical mentors in assessment

methods and pedagogical competencies/technologies, which limits the possibility of involving them as examiners.

Strengths/best practice on OP 7R01104 Gastroenterology adult, Pediatric (primary accreditation), 7R01108 Endocrinology adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Strengths of the program on this the standard has not been identified.

Recommendations for 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

1. Develop criteria for the "applicability" of assessment formats. Deadline: October, 2022.

2. Include external experts with pedagogical and clinical competencies in the list of examiners.

Deadline: November, 2022

Conclusions of the VEC by criteria:

According to the standard, educational programs 7R01104 Gastroenterology adult, pediatric (primary accreditation), 7R01108 Endocrinology adult, pediatric (primary accreditation), 7R01109 Nephrology adult, pediatric (primary accreditation), 7R01106 Oncology and Hematology pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Out of 10 criteria of the standard: strong positions - 0, satisfactory – 8, suggest improvement – 2, unsatisfactory – 0.



6.4. The standard "Residency trainees"

The evidentiary part

The mission of the OP residency is "To meet the needs of a resident doctor in achieving learning outcomes, providing the healthcare system and society with highly qualified specialists." In accordance with the mission, the Academy implements the policy of admission and selection to the residency, focusing on the priorities of the health needs of the Southern region in particular and the Republic of Kazakhstan as a whole.

Educational activities at the Academy are carried out in accordance with the Constitution of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan dated July 27, 2007 No. 319 "On Education" (with amendments and additions as of 07.07.2020), the National Project "Quality Education "Educated Nation" (Resolution of the Government of the Republic of Kazakhstan dated 12.10.2021 No. 726) and the National the project "High-quality and affordable healthcare for every citizen "Healthy Nation" (Resolution of the Government of the Republic of Kazakhstan dated 12.10.2021 No. 725), by-laws and regulations of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan, as well as in accordance with ISO 9001:2015, the Regulations on the organization of the educational process in residency P 044/37 - 2020 dated 06/24/2020.

In JSC "South Kazakhstan Medical Academy", the procedure for admitting citizens to residency is established by the Constitution of the Republic of Kazakhstan dated August 30, 1995, the Law of the Republic of Kazakhstan dated July 27, 2007. No. 319-III of the ZRK "On Education" (with amendments and additions as of 01.01.2021), by Order of the Ministry of Education of the Republic of Kazakhstan No. 269 dated 14.06.2019 "On Amendments to the Order of the Ministry of Education of the Republic of Kazakhstan dated 31.10.2018 No. 600 "On approval of Standard Rules for admission to educational organizations implementing educational programs of higher and postgraduate education education", the current legislation of the Republic of Kazakhstan, regulatory organizational and administrative documents of the Ministry of Health and the Ministry of Education of the Republic of Kazakhstan, the Charter of the company, internal regulatory documents of the company.

Admission of persons entering JSC "YUKMA" for educational programs in residency is carried out according to their applications on a competitive basis based on the results of the entrance exam. The conditions for admission of residents are described in the "Rules for admission to Master's degree, residency, doctoral studies and the procedure for pre-selection in JSC "YUKMA"" for the relevant academic year, based on regulatory legal acts (approved on 06/02/2021). And accompanied by instructions: for applicants to the residency and for an interview.

The procedure for determining the number of accepted residency trainees, taking into account the possibilities of clinical/practical training, the maximum permissible load on teaching staff, as well as material and technical resources meet the requirements for educational organizations. On an ongoing basis, coordination is underway with relevant stakeholders on the required number of specialists for the current year in various fields of medicine, and the revision is carried out taking into account the needs of the industry and the situation on the labor market.

Admission of foreigners to the residency is carried out on a fee basis. Obtaining free postgraduate education by foreigners on a competitive basis in accordance with the state educational order is determined by international treaties of the Republic of Kazakhstan. There has been no admission of foreigners to the residency over the past 5 years.

The appeal procedure against the decision of the admissions committee is carried out in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "On approval of the Standard Rules for admission to study in educational organizations implementing educational programs of higher and postgraduate education", "Rules for admission to Master's degree, residency, doctoral studies and the procedure for conducting preliminary selection in JSC "YUKMA" (P 044/267 of 02.06.2021). The Appeal Commission is created to consider the applications of persons who disagree with the results of the entrance exams, the composition of which is approved by the order of the chairman of the admissions committee. The deadlines for filing an appeal have been determined. The work of the appeal commission is formalized by a protocol signed by the chairman and all members of the commission. The appeal procedure is presented in regulatory documents (Rules for admission to Master's degree, residency, doctoral studies and the procedure for pre-selection in JSC "YUKMA" (P 044/267 of 02.06.2021); Academic Policy of JSC "YUKMA" (AP 044/101-2020).

The review of the residency admission policy is carried out in accordance with the regulatory documents of the authorized body, internal decisions of JSC YUKMA, taking into account social and

professional data. Changes concerning admission to residency are reflected in the Rules of Admission to Master's degree, residency, doctoral studies and the procedure for pre-selection in JSC "YUKMA" for the corresponding academic year (approved 02.06.2021).

The procedure for determining the number of accepted residents, taking into account the possibilities of clinical/practical training, the maximum permissible load on teaching staff, as well as material and technical resources meet the requirements for educational organizations.

Annually, taking into account the needs of clinical departments of the university, regions of the country in medical personnel, a request is sent about the needs of scientific and pedagogical personnel and clinical specialties of the residency to the Department of Science and Human Resources Development of the Ministry of Health of the Republic of Kazakhstan. In accordance with which, the DNHR of the Ministry of Health of the Republic of Kazakhstan allocates a state order for the training of medical personnel in residency.

The Academy has accessible information about the health needs of society due to the diverse forms of cooperation with employers. It includes consideration of a balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, taking into account the potential need for admission of doctors from rural areas.

In JSC "YUKMA" there is a system of academic counseling of residents through curators, heads of departments and DPVO (Regulation on the clinical mentor of a resident in JSC "YUKMA" P 044/468-2022 of 03/18/2022). The staff provides residents with advice on employment and organization of the educational process: schedule, selection of clinical facilities, formation of an individual work curriculum, registration for elective disciplines, participation in competitions, conferences.

Each resident is assigned to a specialized department, which provides and participates in the implementation of an individual curriculum, manages the educational and scientific activities of the student, provides assistance in employment. The entire "life cycle" of students in residency is accompanied by academic consultation with the involvement of experienced teachers and clinical mentors. According to the results of the survey of residents, 88% of students are completely satisfied with academic counseling, and 93% of residents note the rapid response of teaching staff to feedback on the educational process.

The Academy provides support to residency students focused on social, financial and personal needs, allocates appropriate resources (Regulation on preferential training P 044/436 – 2020 of 06/15/2020). Significant social support for students was created in the conditions of the epidemic of coronavirus infection in JSC "YUKMA". Financial support is provided in providing residents studying under the grant with a monthly scholarship, a hostel is provided to those in need, the satisfaction of providing dormitories is 86%.

The importance of supporting the residents of the Academy was discussed during their interviewing. In general, residents expressed satisfaction with the support from JSC "South Kazakhstan Medical Academy".

Confidentiality and an individual approach to counseling and support provided to the Academy are respected, in order to ensure the socio-psychological conditions of the individual, to provide comprehensive socio-psychological support to students throughout the entire period of study, the Academy has a Department for Social Affairs and Youth Policy. In the survey, residents noted the availability of counseling on personal problems - 86% expressed satisfaction.

The Academy ensures the participation of residents in all medical events in accordance with existing contracts with clinical bases, providing training at all levels of medical care. All interested parties are involved in determining the level of responsibility of the student.

The residency Department considers individual terms of working out, in agreement with the head of the graduating department, with forced breaks in training, which is considered as additional training and is indicated in the individual plan.

The educational load of residents of JSC "South Kazakhstan Medical Academy" is regulated by the Law of the Republic of Kazakhstan "On Education" and educational programs developed on the basis of the SES 2015, 2020, sanitary and epidemiological rules and regulations, curricula and recommendations of health and education authorities.

Training programs in the residency provide continuity of medical care and educational needs of residents when planning shifts and schedules of clinical work.

The Residency Department monitors the development of academic credits of residents, including students on an individual schedule due to recovery from academic leave, illness.

Analytical part

Selection and admission to educational residency programs in JSC "South Kazakhstan Medical Academy" is conducted in accordance with established external regulatory documents. The admission procedure is ensured by the principles of transparency and equality of opportunity.

At the same time, the VEC Commission notes the importance of implementing a policy on the criteria and processes for selecting students, including the admission of residency students with disabilities, requiring the necessary conditions and equipment in accordance with national legislative acts and regulations.

The contingent of residency programs is regulated in accordance with the needs of the industry in personnel, if there is a sufficient level of resources: human, informational, logistical, including the availability of clinical bases and modern equipment.

External and internal regulations that underlie the selection procedure for residency at JSC "YUKMA" guarantee its transparency and equality of access to postgraduate education.

At the same time, the commission noted the lack of significance and consideration of the achieved competencies at the internship level, as well as scientific achievements corresponding to the profile of the chosen specialty.

The results of the survey of residents and interviews in focus groups during the work of the accreditation commission indicate a high level of satisfaction with the support service and consulting, which meets the requirements of the criteria of the accreditation standard.

The Academy trains qualified personnel for medical organizations in Kazakhstan and reviews the number of residents according to the state order and through consulting with interested parties.

At the same time, it was noted that there was no career guidance work with potential students of the residency.

The analysis of the materials of the residency program report, the results of the interview during the interview and the information provided on the university's website showed compliance with the anti-corruption culture at the university, as well as compliance with the requirements of accreditation standards. The rights of residents are protected: there is an appeal procedure, the possibility of contacting the management openly, the participation of students in the discussion of the Mission, the formation of the schedule and the final results of training is ensured.

Strengths/best practice on OP 7R01104 Gastroenterology adult, Pediatric (primary accreditation), 7R01108 Endocrinology adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Strengths of the program on this the standard has not been identified.

Recommendations for 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):1. Create an environment for inclusive education (deadline – December 2022).

2. In the conditions of admission to the residency program, take into account the results of the previous level of education (internship). Dates: July, 2022

3. Conduct career guidance work to attract a target residency program (term – permanently).

Conclusions of the VEC by criteria:

According to the standard educational programs 7R01104 Gastroenterology adult, children (primary accreditation), 7R01108 Endocrinology adult, children (primary accreditation), 7R01109 Nephrology adult, children (primary accreditation), 7R01106 Oncology and hematology children (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Of the 17 criteria of the standard: strong positions - 0, satisfactory – 14, suggest improvement – 3, unsatisfactory – 0.

6.5. Standard "Teachers"

The evidentiary part

The personnel policy of the department is fully consistent with the Personnel Policy of the Academy and is determined in accordance with the goals and objectives of each structural unit. The personnel policy of the Academy is guided by the following normative legal acts: "Personnel policy of the Academy (KP 044/103 2018)"; "KPI of scientific and pedagogical personnel of the Academy"; "Qualification requirements for the positions of the teaching staff of the Academy". On the basis of the current Regulations and job descriptions, according to which the functional responsibilities of full-time teachers are determined by the ratio of educational, methodological, educational, scientific, social, and at clinical departments - additionally by the performance of clinical work.

When hiring teaching staff and staff (employees), the Academy is guided by state regulatory documents, in particular, the Labor Code of the Republic of Kazakhstan dated 23.11.2015 (with amendments and additions dated 01.07.2021), the Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On Education" (with amendments dated 01.01.2022), The Code of the Republic of Kazakhstan dated July 7, 2020 No. 360-VI ZRK "On the health of the people and the healthcare system" (with amendments and additions dated 02.03.2022) and internal documents of the Academy, namely:

- The Charter of the YUKMA;
- Internal labor regulations;
- employment contracts of employees.

The recruitment and admission policy of teachers and staff, their category and responsibility are reflected in the personnel policy of JSC "YUKMA" and posted on the Academy's website (<https://skma.edu.kz/>) "Qualification characteristics of positions for scientific and pedagogical workers and requirements for employment", approved by the Rector of JSC "YUKMA" dated March 23, 2019.

Recruitment is carried out by concluding employment contracts in accordance with the Labor Code of the Republic of Kazakhstan, or by competition, the procedure for which is regulated on the basis of the "Rules for competitive replacement of positions of teaching staff and researchers" approved by the Rector of JSC "YUKMA" dated January 05, 2019.

Аналитическая часть

Teachers who provide the educational process for the OP meet the qualification requirements. The teaching staff have academic degrees and/or the highest qualification of a doctor.

The Department of "Therapy and Cardiology" trains bachelors, residents of 7 OP and there are students of the Faculty of Advanced Medical Training (<https://skma.edu.kz/>). The department has 21 full-time teaching staff who conduct classes in various residency specialties (Gastroenterology adult, pediatric; Endocrinology adult, pediatric; Nephrology adult, pediatric; Cardiology adult, pediatric; Rheumatology adult, pediatric; Hematology adult; Therapy) and bachelor's degree, which reduces the quality of training at the stage of postgraduate education. Training in the specialty "Radiation Oncology" is conducted at the surgical department (Surgery -2), whereas it is a therapeutic specialty.

When developing personnel policy, insufficient attention is paid to maintaining a balance between teaching, scientific and clinical activities. The opportunities of partner universities are not used for the professional development of teachers and mentors. The employee development program and the further development of professional and pedagogical qualifications, monitoring of their achievements is not carried out in full.

The program for the development of teachers and mentors is not fully presented. Clinical mentors do not possess pedagogical competencies, there are no improvement cycles for pedagogical activity. The teaching methodology, style and principles, and the policy of conducting classes do not meet the requirements of postgraduate education. There is no unified plan for improving clinical competencies.

Strengths/Best Practice on OP 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Clinical mentors and staff teaching staff they are highly professional specialists who have the first and highest category.

Recommendations for 7R01104 Adult Gastroenterology, Pediatric (Primary accreditation), 7R01108 Adult Endocrinology, Pediatric (Primary accreditation), 7R01109 Adult Nephrology, Pediatric

(Primary accreditation), 7R01106 Pediatric Oncology and Hematology (Primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

1. Develop an action plan to improve recruitment policy, admission, professional development, support of teachers and mentors (deadline – September 2022).

2. Optimize the structure of the Department of "Therapy and Cardiology", where there are 7 accredited specialties for residency and bachelor's degree, including the Department of "Surgery-2" (term – August 2022).

3. Develop a multi-stage program to improve pedagogical competencies. To teach teaching staff modern methods of teaching in postgraduate education, the use of information technology in the learning process and to make greater use of the opportunities of partner universities in medical education (deadline - December 2022).

4. Develop a plan and create conditions for the development and activation of scientific competencies of teaching staff. To involve teaching staff more widely in the implementation of scientific grants (intra-university, MES RK, MOH RK, foreign, third-party organizations) (deadline - September 2022).

Conclusions of the VEC by criteria:

According to the standard educational programs 7R01104 Gastroenterology adult, children (primary accreditation), 7R01108 Endocrinology adult, children (primary accreditation), 7R01109 Nephrology adult, children (primary accreditation), 7R01106 Oncology and hematology children (primary accreditation), 7R01115 Radiation Oncology (primary accreditation)

Of the 5 criteria of the standard: strong positions - 1, satisfactory – 0, suggest improvement – 4, unsatisfactory – 0.

6.6. Standard "Educational resources"

The evidentiary part

To carry out the professional training of resident doctors, the Academy has sufficient and appropriate material and technical base, information resources, educational and information technologies, resources for clinical training of residents and for conducting scientific research. Healthcare organizations that are clinical bases operate on the basis of a state license for medical activities and are accredited. In accordance with the program 03-109 of the Ministry of Health of the Republic of Kazakhstan "Creation of educational and clinical centers at state medical academies", the South Kazakhstan Medical Academy currently has an educational clinical simulation department (UCSO) and a clinical diagnostic laboratory (CDL). A research laboratory (hereinafter referred to as the NIL) of "Genomic Research" (2013) was established at the UCMA on the basis of the Department of Biochemistry, Biology, and Microbiology.

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.

There is a modern computer-test information center (- CIC) with a total area of 326.2 sq.m. and is equipped with 71 new generation computers, printers, scanners, multimedia projectors connected to a local network and connected to the Internet. The academy conducts video monitoring of the educational process.

To meet the needs for educational, scientific information requests of students of the Academy's residency, the library has access to various databases:

- Republican Interuniversity Electronic Library (RMEB)PUB MED, eLIBRARY.RU ;
- Eurasian Patent Information System (EAPATIS);
- Database Web of Knowledge published by Thomson Reuters www.webofknowledge.com ;
- DATABASE ScienceDirect of Elsevier Publishing www.sciencedirect.com ;
- Scopus database published by Elsevier www.scopus.com ;
- SpringerLink www.database.springer.com ;
- EPATIS www.eapatis.com ;
- The envoy, Polpred.com Media overview;
- full-text information and legal system "Zan";
- information system "Paragraph", section "Medicine";
- electronic library system "Student consultant for medical university.

Due to the equipment of each department with computers, laptops, office equipment and other technical means of training, each teacher of the Academy has the opportunity to independently access information.

The evidentiary part is formed based on the results of the quality assessment of the OO and/or OP in accordance with the criteria of the NAAR Standard. This part provides evidence of the implementation of the standard criteria in the form of references to written documents (normative and analytical documents, self-assessment report, survey results, etc.), interview results and any other available evidence.

Analytical part

The medical organization has created conditions for the training of specialists in the presented OP and provided access to clinical bases for training. All the possibilities of both outpatient and inpatient care of clinical bases are used, where there is access to relevant patients in multidisciplinary centers. Training is conducted in specialized centers, such as the "Joint Disease Center", "Endocrinology Center", etc., which gives great opportunities for residents to master OP. Conditions have been created to achieve the goals of postgraduate education. It is planned to build its own academic clinic. Insufficient attention is paid to quality control of clinical bases and other educational resources.

The priority research direction at the Department of "Therapy and Cardiology" is the study of cardiac diseases, while the remaining 6 specialties of the residency do not have proper scientific development. The possibilities of the modern genomic laboratory of the Academy are not fully used. The training program does not provide opportunities for the development of scientific competencies among residents and the broad involvement of teachers in scientific activities together with practical healthcare. It is necessary to make greater use of the training opportunities of teachers and students in alternative institutions inside and outside the country (academic mobility).

Strengths/Best Practice on OP 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (Primary accreditation), 7R01109 Nephrology Adult, Pediatric (Primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

1. Training is conducted in large multidisciplinary clinics, not only in the city of Shymkent, but also in other regions with which bilateral agreements have been concluded. Students have access to patients with various nosologies, both at the hospital level and PHC.

Recommendations for 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

1. Develop and implement a quality control system and monitoring of clinical bases (deadline – September 2022).

2. Create conditions for teaching staff and students to conduct scientific research in medicine together with practical healthcare (deadline – December 2022).

Conclusions of the VEC by criteria:

According to the standard educational programs 7R01104 Gastroenterology adult, children (primary accreditation), 7R01108 Endocrinology adult, children (primary accreditation), 7R01109 Nephrology adult, children (primary accreditation), 7R01106 Oncology and hematology children (primary accreditation), 7R01115 Radiation oncology (primary accreditation)

Of the 11 criteria of the standard: strong positions - 1, satisfactory – 8, suggest improvement – 2, unsatisfactory – 0.

6.7. The standard "Evaluation of educational programs"

The evidentiary part

In accordance with the Law of the Republic of Kazakhstan dated 27.07.2007 No. 319-III "On Education (with amendments and additions as of 07.07.2020), the Academy is guided by the developed "Standards of internal quality assurance of educational activities of JSC "South Kazakhstan Medical Academy" (ST 044/023 - 2020 of 29.06.2020), according to which the university there is a system of control over the quality of educational activities, including the content of educational programs.

To monitor the implementation of the educational program and as emerging problems are identified, including those related to resource provision, the CPC discusses the formation, discussion of educational programs; organization of methodological work; formation, discussion, approval of the QED; monitoring the quality of the educational process, the use of active teaching methods.

At the profile CPC, there is a working group on educational programs that check the draft OP according to the current SES, after which they coordinate with the chairman of the CPC and discuss the OP

with interested parties (employers, professional associations and residents). Subsequently, the OP is discussed at the Scientific and Clinical Council and after that it is approved by the Scientific Council.

One of the important conditions for continuous monitoring and improving the quality of the educational process is its correction based on feedback with the participation of interested parties. The Academy systematically collects and analyzes feedback according to the internal document of the UCMA "ST044/015-2021. Assessment of customer satisfaction" through a survey of residents. The questionnaire includes questions about the quality of the educational process, compliance with schedules, corruption, etc.). The data obtained are discussed at a meeting of the Rector's office and the anti-corruption commission.

Analytical part

The Academy has developed a system for evaluating educational programs, which provides for the evaluation of programs at the stages of planning, implementation, analysis of results and implementation of changes, which allows monitoring the process of mastering the educational program and the progress of residents.

Monitoring of planned activities within the framework of the implementation and evaluation of the OP is carried out at meetings of departments / courses, the CPC, the Academic Council – the implementation of plans is checked; the results of the processes are consistent with the planned indicators (effectiveness); the effectiveness is discussed; an appropriate assessment is given; if necessary, corrective actions are developed to eliminate shortcomings and omissions in the work.

Annually at the meetings of the departments, the CPC, the Academic and Academic Council, the results of the Final state Attestation of residents, intermediate attestation, reports and evaluation of residents' diaries are heard, according to the results of which conclusions are drawn about the expected achievability of the residents' learning outcomes. If necessary, adjustments are made to syllabuses, the list of references is supplemented, an order is made for the purchase of literature through a specialized COP, contracts are drawn up with new clinical databases.

Currently, the employer is becoming the dominant customer and evaluator of the quality of education, increasingly interacting with educational institutions, participating both in the formation of the curriculum and in assessing the quality of the content and training of graduates. In this regard, due representation of stakeholders in the assessment of processes and final results of resident training programs is observed in JSC "South Kazakhstan Medical Academy". So, the CPC includes the heads of the department / course, professors, associate professors, teachers of departments providing the educational process in the relevant specialty, representatives of the contingent of students. The composition of the AC, COP is approved by the rector of the Academy.

The residency management system provides for the participation of all stakeholders, including the health sector, and reflects the responsibility of academic leadership. This is confirmed by reviews and reviews on the OP.

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 educational program.

Strengths/best practice on OP 7R01104 Gastroenterology adult, Pediatric (primary accreditation), 7R01108 Endocrinology adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Strengths of the program on this the standard has not been identified.

Recommendations for 7R01104 Gastroenterology Adult, Pediatric (primary accreditation), 7R01108 Endocrinology Adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

There are no recommendations for this standard.

Conclusions of the VEC by criteria:

According to the standard, educational programs 7R01104 Gastroenterology adult, pediatric (primary accreditation), 7R01108 Endocrinology adult, pediatric (primary accreditation), 7R01109

Nephrology adult, pediatric (primary accreditation), 7R01106 Oncology and Hematology pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Of the 4 criteria of the standard: strong positions - 0, satisfactory – 4, suggest improvement – 0, unsatisfactory – 0.

6.8. Management and Administration Standard

The evidentiary part

The residency program is implemented on the basis of a state educational order at the expense of 006 RBP "Training of specialists with higher, postgraduate education and providing social support to students". In addition, it is possible to study on a paid basis.

The financing of the residency program depends on the formation of a state order. Every year, the Government of the Republic of Kazakhstan approves the state educational order for the training of specialists with higher and postgraduate education, according to which the financing of residency programs by type of educational institutions is determined.

Ensuring the implementation of residency programs consists of the salary fund of residency teachers, providing students with educational resources, strengthening the program at the expense of invited foreign teachers, internships with the opportunity for residents to participate in international and national conferences, seminars. At the expense of funds 006 of the republican budget program in 2017-2020, more than 120 titles of books were purchased, simulation equipment was purchased. The financial activities of the Academy are also periodically reviewed at a meeting of the budget and tariff commissions.

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 implemented and functioning at the Academy since 2005. In the same year, the QMS Department was organized. Until 2011, the QMS was certified by NQA Russia No. 21225. In June 2011, the QMS Department organized an external audit of the Academy by representatives of SGS. 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. Since 2018, the certification of the activities of the YUKMA for compliance with the requirements of the international standard ISO 9001:2015 is carried out by the Russian company "Russian Register Certification Association".

Analytical part

Residency issues are under the supervision of the Residency Department. The main tasks of the residency department are: coordination of educational, research and innovation activities of residents; ensuring the implementation of the Academy's Development Strategy on educational, research and innovation activities; planning and organization of educational events for postgraduate education programs; organization and monitoring of postgraduate education (residency).

According to the survey of students, high satisfaction was revealed in the Level of accessibility of the dean's office and the Level of accessibility and responsiveness of management – 92 and 88%, respectively.

At the same time, during the interview with the Head of the residency department, some difficulties were identified in regulating the main tasks of the department, which is justified by the high load on both the Department itself and the head.

Strengths/best practice on OP 7R01104 Gastroenterology adult, Pediatric (primary accreditation), 7R01108 Endocrinology adult, Pediatric (primary accreditation), 7R01109 Nephrology Adult, Pediatric (primary accreditation), 7R01106 Oncology and Hematology Pediatric (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Strengths of the program on this the standard has not been identified.

Recommendations for 7R01104 Adult Gastroenterology, Pediatric (primary accreditation), 7R01108 Adult Endocrinology, Pediatric (Primary accreditation), 7R01109 Adult Nephrology, Pediatric (Primary accreditation), 7R01106 Pediatric Oncology and Hematology (Primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

1. Optimize the Residency Department and develop a program to improve managerial skills of employees of this structure. The deadline is September 2022.

Conclusions of the VEC by criteria:

According to the standard educational programs 7R01104 Gastroenterology adult, children (primary accreditation), 7R01108 Endocrinology adult, children (primary accreditation), 7R01109 Nephrology adult, children (primary accreditation), 7R01106 Oncology and hematology children (primary accreditation), 7R01115 Radiation Oncology (primary accreditation):

Of the 5 criteria of the standard: strong positions - 0, satisfactory – 4, suggest improvement – 1, unsatisfactory – 0.



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

7.1 THE "MISSION AND FINAL RESULTS" STANDARD

The training of residents is carried out at the largest clinical bases of the city by a strong staff, which contributes to the fulfillment of the mission. Cooperation with foreign universities and clinics. The department carries out synergy with all interested parties. In the strategic plan, it is planned to build its own University Clinic and 1,000 beds, for which personnel are actively being trained.

7.2 STANDARD "EDUCATIONAL PROGRAM"

JSC "South Kazakhstan Medical Academy" has the optimal infrastructure for organizing the educational process with a focus on practical training with the direct participation of residents;

1. Multidisciplinary clinical bases of the departments of the exported educational programs provide the entire necessary range of practical training and development of competencies of the studied disciplines;

2. The availability of modern clinical bases contributes to the achievement of training goals and adequate training of residents in various aspects of the chosen field of medicine;

3. Mentors are highly professional, creating together with the department a symbiosis of the trinity: education, clinical and scientific activities.

7.3 THE STANDARD "RESIDENCY STUDENT ASSESSMENT POLICY"

The strengths of the program according to this standard have not been identified.

7.4 THE STANDARD "RESIDENCY TRAINEES"

The strengths of the program according to this standard have not been identified.

7.5 STANDARD "TEACHERS"

Clinical mentors and full-time teaching staff are highly professional specialists with the first and highest category.

7.6 STANDARD "EDUCATIONAL RESOURCES"

The training is conducted in large multidisciplinary clinics, not only in Shymkent, but also in other regions with which bilateral agreements have been concluded. Students have access to patients with various nosologies, both at the hospital level and PHC.

7.7 THE STANDARD "EVALUATION OF EDUCATIONAL PROGRAMS"

The strengths of the program according to this standard have not been identified.

7.8 MANAGEMENT AND ADMINISTRATION STANDARD

There are no strengths

(VIII) OVERVIEW RECOMMENDATIONS FOR QUALITY IMPROVEMENT

8.1 THE "MISSION AND FINAL RESULTS" STANDARD

1. Review the mission of OP Cluster 5 (deadline – September 2022).
2. To assess strengths and weaknesses on an ongoing basis (once a year) to correct strategic plans in terms of strengthening cooperation with foreign universities and clinics for academic mobility of residents (deadline – December 2022).

8.2 STANDARD "EDUCATIONAL PROGRAM"

1. Review the list of literature and clinical Protocols taking into account the latest recommendations for the last 5 years (deadline – June 2022).
2. It is necessary to supplement the training in the OP to expand the competencies in the field of practical skills of residents (the deadline is September 2022).
3. Regularly evaluate clinical bases (deadline – December 2022).

8.3 THE STANDARD "RESIDENCY STUDENT ASSESSMENT POLICY"

1. Develop criteria for the "applicability" of assessment formats. Deadline: October, 2022.
2. Include external experts with pedagogical and clinical competencies in the list of examiners. Deadline: November, 2022

8.4 THE STANDARD "RESIDENCY TRAINEES"

1. Create an environment for inclusive education (deadline – December 2022).
2. In the conditions of admission to the residency program, take into account the results of the previous level of education (internship). Dates: July, 2022
3. Conduct career guidance work to attract a target residency program (term – permanently).

8.5 STANDARD "TEACHERS"

1. Develop an action plan to improve the policy of recruitment, admission, professional development, support of teachers and mentors (deadline – September 2022).
2. Optimize the structure of the Department of "Therapy and Cardiology", where there are 7 accredited specialties for residency and bachelor's degree, including the Department of "Surgery-2" (term – August 2022).
3. Develop a multi-stage program to improve pedagogical competencies. To teach teaching staff modern methods of teaching in postgraduate education, the use of information technology in the learning process and to make greater use of the opportunities of partner universities in medical education (deadline - December 2022).
4. Develop a plan and create conditions for the development and activation of scientific competencies of teaching staff. To involve teaching staff more widely in the implementation of scientific grants (intra-university, MES RK, MOH RK, foreign, third-party organizations) (deadline - September 2022).

8.6 STANDARD "EDUCATIONAL RESOURCES"

1. Develop and implement a quality control system and monitoring of clinical bases (deadline – September 2022).
2. Create conditions for teaching staff and students to conduct scientific research in medicine together with practical healthcare (deadline – December 2022).

8.7 THE STANDARD "EVALUATION OF EDUCATIONAL PROGRAMS"

There are no recommendations.

8.8 STANDARD "MANAGEMENT AND ADMINISTRATION"

1. Optimize the Residency Department and develop a program to improve the managerial skills of employees of this structure. The deadline is September 2022

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

		EVALUATION CRITERIA	The position of the organization of education			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
		« MISSION AND END RESULTS"»				
		Defining the mission of the educational program				
1	1	The medical educational organization should define the mission of the residency educational program and widely inform the public and the health sector about the stated mission.		+		
2	2	The medical organization of education should determine the mission of the educational program based on consideration of the health needs of society, the needs of the medical care system and, accordingly, other aspects of social responsibility.			+	
3	3	The medical organization of education should ensure that the main stakeholders are involved in the development (formulation) of the mission of the educational program.		+		
4	4	The medical organization of education must ensure that the mission of the educational program corresponds to the mission of the organization and allows you to prepare a competent researcher at the level of postgraduate medical education.		+		
5	5	The mission statement should contain goals and an educational strategy to prepare a competent scientist, researcher at the level of postgraduate medical education.		+		

6	6	The mission of the educational program: must meet the available resources, opportunities and market requirements; ways to support it must be determined; access to information about the mission of the educational program for the public must be provided (availability of information on the university's website).	+			
7	7	The mission and objectives of the educational program should be discussed at the advisory councils/commissions of the university and approved by the advisory council of the university.		+		
8	8	The medical organization of education should systematically collect, accumulate and analyze information about its activities in preparation for the implementation of the residency program; conduct an assessment of strengths and weaknesses (SWOT analysis), on the basis of which the management of the medical organization of education, together with the advisory council, should determine policy and develop strategic and tactical plans.			+	
		FINAL LEARNING OUTCOMES				
9	9	The medical education organization should determine the final learning outcomes that future 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 health system; commitment and skills in lifelong learning throughout the needs and problems of the health of society, the needs of the health system and other aspects of social responsibility; professional behavior.		+		
10	10	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.		+		
11	11	The medical educational organization should determine the final learning outcomes regarding appropriate behavior and attitude towards patients and their relatives.		+		
12	12	The medical organization of education should have mechanisms to guarantee proper professional behavior and attitude of the residency students to colleagues and other medical personnel, teachers, other healthcare workers, compliance with the Code of Honor.		+		
13	13	The medical organization of education		+		

		should inform the public about the established final results of the residency program in the relevant specialties.				
14	14	The medical organization of education should guarantee continuity between the final learning outcomes of the basic and postgraduate medical education programs.		+		
		PARTICIPATION IN THE FORMULATION OF THE MISSION AND FINAL RESULTS				
15	15	The medical organization of education should determine the mechanisms for involving stakeholders in the formulation of the mission and the final results of training in the educational program.		+		
16	16	The medical organization of education should formulate the mission of the educational program 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.		+		
		Total	1	13	2	0
		STANDARD "EDUCATIONAL PROGRAM"				
		FRAMEWORK PARAMETERS OF THE POSTGRADUATE MEDICAL EDUCATION PROGRAM				
17	1	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.		+		
18	2	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.		+		

19	3	A medical educational organization should use practice-oriented training, ensuring the personal participation of residency students in the provision of medical care and responsibility for patient care.	+			
20	4	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.		+		
21	5	The medical organization of education must ensure that the training will be conducted in accordance with the principles of equality.		+		
22	6	A medical education organization should use a student-centered approach to teaching that encourages, prepares and supports future residency students to take responsibility for their own learning process and demonstrate in their practice.		+		
23	7	The medical organization of education should provide mechanisms for mentoring, regular evaluation and feedback, informing about the program and the rights and obligations of future residency students, as well as include ethical obligations in the program.		+		
24	8	The medical organization of education should provide mechanisms to increase the independence and responsibility of the residency students regarding their knowledge, skills and experience development.		+		
25	9	Medical educational organizations should recognize gender, cultural and religious characteristics and prepare future residency students for appropriate relationships with patients.		+		
		SCIENTIFIC METHOD				
26	10	The medical organization of education should introduce the scientific foundations and methodology of medical research, including clinical research.		+		
27	11	The medical organization of education		+		

		should ensure that future students of the residency are able to use scientific justifications, will study and know evidence-based medicine through broad access to relevant clinical/practical experience on the bases of the appropriate profile in the chosen field of medicine.				
28	12	The medical organization of education should provide for the teaching and training of critical evaluation of literature, articles and scientific data, the use of scientific developments.			+	
		PROGRAM CONTENT				
29	13	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.			+	
30	14	A medical education organization should organize educational programs with due attention to patient safety and autonomy.			+	
31	15	The medical organization of education should ensure in the educational program the development of knowledge, skills and professional attitudes corresponding 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.				+
32	16	The medical organization of education should provide mechanisms for adjusting and changing the content to the changing conditions and needs of the medical care system.			+	
		PROGRAM STRUCTURE, CONTENT AND DURATION				
33	17	The medical organization of education should describe the general structure, composition and duration of the educational program, clearly establish the mandatory component and the component of choice, integrate practice and theory, take into			+	

		account the requirements of national legislation and provide an adequate representation of how local, national or regional health systems are focused on the needs of providing medical care to the population.				
34	18	The medical organization of education should, when deciding on the duration of the program, take into account the required final results of postgraduate medical education in relation to the chosen field of medicine, the requirements for performing different roles of certified specialists in the health sector, possible alternatives for using training based on time parameters.		+		
ORGANIZATION OF TRAINING						
35	19	The medical education organization should define the responsibility and authority for the organization, coordination, management and evaluation of each training base/clinical base and educational process.			+	
36	20	The medical organization of education should guarantee clinical training in the conditions of multidisciplinary clinics and mechanisms for coordinating training on the basis of these clinics in order for future residency students to acquire adequate training in various aspects of the chosen field of medicine.		+		
37	21	The medical organization of education 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.	+			
38	22	The medical organization of education should observe due representation of employees, residency students and other relevant stakeholders when planning an educational program.		+		
39	23	A medical educational organization should have access to the resources necessary for planning and implementing teaching methods, evaluating students, and innovating a training program.	+			

		THE RELATIONSHIP BETWEEN POSTGRADUATE MEDICAL EDUCATION AND MEDICAL CARE				
40	24	The 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.	+			
41	25	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.		+		
		Total	4	18	3	0
The standard "RESIDENCY STUDENT ASSESSMENT POLICY"						
EVALUATION METHODS						
42	1	A medical education organization should formulate and implement a residency student assessment policy that includes principles, goals, methods and practices for evaluating residency students, including specialist qualification exams, and ensure that the assessment covers knowledge, skills and professional behavior and attitude.		+		
43	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 the established final learning outcomes.			+	
44	3	The medical organization of education should formulate criteria for passing exams or other types of assessment, including the number of allowed retakes.		+		
45	4	A medical educational organization should study and document the reliability, validity and fairness of assessment methods.		+		

46	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.		+		
47	6	The medical organization of education should promote the involvement of external examiners, introduce new assessment methods if necessary.			+	
48	7	The medical organization of education should keep a record of various types and stages of training in a training journal or protocols.		+		
THE RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING						
49	8	A medical education organization should use evaluation principles, methods and practices that are compatible with established learning outcomes and teaching methods.		+		
50	9	The medical organization of education should have mechanisms for providing timely, specific, constructive and fair feedback to future residency students based on the results of an assessment of their knowledge and skills.		+		
51	10	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.		+		
Total 10			0	8	2	0
STANDARD "RESIDENCY TRAINEES"						
ADMISSION POLICY AND SELECTION						
52	1	The medical organization of education should consider the relationship between the mission of the university, the educational program and the selection of residency students.		+		
53	2	The medical organization of education should ensure a balance between the available potential and opportunities for training and recruitment of residency students.		+		
54	3	The medical educational organization should formulate and implement a policy on the criteria and selection process for students, including admission of students			+	

		with disabilities who require the necessary conditions and equipment in accordance with national legislation and regulations, and take into account the safety of doctors and patients.				
55	4	A medical educational organization should formulate and implement a policy of transferring residency students from other national or international programs.		+		
56	5	The medical organization of education should guarantee a high level of understanding of biomedical sciences, achieved at the basic level before the start of postgraduate education.			+	
57	6	The medical organization of education should guarantee transparency of the selection procedure and equality of access to postgraduate education.		+		
58	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.		+		
59	8	The medical organization of education should develop an appeal procedure against the decision of the admissions committee.		+		
60	9	The medical organization of education should provide mechanisms for periodic review of the admission policy, based on relevant social and professional data, in order to meet the health needs of society.		+		
		NUMBER OF STUDENTS				
61	10	Medical organization of education it should establish the number of residency trainees 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 authorized bodies and 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.				
62	11	A medical educational organization 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.		+		
63	12	The medical organization of education should determine the number of residency trainees through consultation with interested parties.		+		
SUPPORT AND CONSULTATION OF RESIDENCY STUDENTS						
64	13	The medical organization of education should have a system of academic counseling for future students of the residency.			+	
65	14	The medical organization of education should have mechanisms to support the students of the residency, focused on social, financial and personal needs, the allocation of appropriate resources for social and personal support.		+		
66	15	The medical educational organization must guarantee confidentiality in relation to counseling and support provided and provide support for vocational guidance and career planning.		+		
67	16	The medical organization of education should provide support in the event of a professional crisis and problematic situations.		+		
REPRESENTATION OF RESIDENCY STUDENTS						
68	17	The medical organization of education should develop and implement a policy on the representation of residency students, including 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.		+		
		Total	0	14	3	0
STANDARD "TEACHERS"						
69	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.				
70	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.			+	
71	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 specialties are appointed only for a certain period training in accordance with the specifics of the training program and their qualifications.	+			
72	4	The medical organization of education should ensure that teachers 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.			+	
73	5	The medical organization of education should, when developing and implementing personnel policy, include in the staff development program and support for teachers their training and further professional development of both professional and pedagogical qualifications; evaluate and recognize academic activities as teachers, mentors; determine the ratio between the number of teachers who have received recognition and the number of students of the residency, guaranteeing their individual relationship and monitoring of the achievements of the residency students.			+	
		Total	1	0	4	0
		STANDARD "EDUCATIONAL RESOURCES"				

		LOGISTICS AND EQUIPMENT			
74	1	The medical organization of education should provide the residency students with a base and opportunities for practical and theoretical training, access to the latest professional literature and sources, adequate information and communication technologies and equipment for teaching practical skills, a safe environment for self-directed learning.		+	
		CLINICAL BASES			
75	2	The medical educational organization should select and approve training bases and provide access to appropriate clinical/practical training bases, 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, and duty.	+		
76	3	The medical organization of education should, when choosing the learning environment and clinical base, ensure that the training program includes issues on health promotion and disease prevention, training in other relevant clinics/institutes and PHC.		+	
77	4	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.			+
		INFORMATION TECHNOLOGY			
78	5	The medical organization of education should guarantee access to web and electronic media and effectively use information and communication technologies, in compliance with ethics, as an integrated part of the educational program.		+	
		MEDICAL RESEARCH AND ACHIEVEMENTS			
79	6	The medical organization of education should provide information about the research base and priority directions in the field of scientific research of the medical organization of education		+	

80	7	The medical organization of education should provide for future students of the residency the appropriate time in the training program for conducting scientific research.			+	
81	8	The medical organization of education should be provided with access to equipment for conducting scientific research and scientific events held at the training bases.			+	
TRAINING IN OTHER INSTITUTIONS						
82	9	The medical educational organization should develop and implement an accessibility policy for future residency students and provide them with training opportunities in alternative institutions inside or outside the country.			+	
83	10	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.			+	
84	11	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.			+	
Total			1	8	2	0
THE STANDARD "EVALUATION OF EDUCATIONAL PROGRAMS"						
85	1	The medical organization of education should have mechanisms for monitoring the educational program, taking into account the mission, the required end results of training, the content of the educational program, assessment of knowledge and skills, educational resources.			+	
86	2	The medical organization of education should evaluate the program regarding the policy of admission of residency students and the needs of education and the health care system for medical personnel.			+	
87	3	The medical organization of education should guarantee the participation of stakeholders in the evaluation of the program.			+	
88	4	The medical organization of education should provide mechanisms to ensure transparency of the process and results			+	

		of the evaluation of the educational program for management and all interested parties.				
		Total	0	4	0	0
		MANAGEMENT AND ADMINISTRATION Standard				
89	1	The medical organization of education should determine the structural unit responsible for educational programs and the achievement of final learning outcomes.		+		
90	2	The structural unit responsible for educational programs should have the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, evaluating residency students, evaluating the educational program and training courses.		+		
91	3	The medical organization of education should determine the responsibilities and responsibilities of the management/staff for postgraduate medical education.		+		
92	4	The medical educational organization should develop a quality management assurance program, including regular reviews.		+		
93	5	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.			+	
		Total	0	4	1	0
		Total	7	69	17	0