

To Accreditation Council  
Of the Eurasian Center for  
Accreditation and quality assurance  
in Higher education and health care

**REPORT  
OF THE EXTERNAL EXPERT COMMISSION  
ON THE RESULTS OF EVALUATION OF THE RESIDENTURE EDUCATIONAL  
PROGRAMME "PHYSICAL MEDICINE AND REHABILITATION" JSC  
OF MEDICAL UNIVERSITY OF KARAGANDA  
FOR COMPLIANCE WITH STANDARDS FOR ACCREDITATION OF POSTGRADUATE  
EDUCATION PROGRAMMES (RESIDENCE SPECIALTIES) IN MEDICAL EDUCATION  
ORGANIZATIONS**

**period of external expert evaluation: 12.05.-14.05.2021**

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## LIST OF SYMBOLS AND ABBREVIATIONS:

Abbreviations and symbols	Full name of the given designations and abbreviations
ECTS	European Credit Transfer and Accumulation System
(EUA)	European Universities Association
ISO 9001: 2015	ISO 9001: 2015 requirements
PBL	Problem-based learning
TBL	Team-based learning)
RBL	Research based learning
AIS	Automated information system
AC MUK	Academic Council IUK
AMP	Administrative and management personnel
AMEE	Association of Medical Education in Europe
ICC	Intra-cathedral control
University	Higher educational institution
SAC	State Attestation Commission
SCES	State compulsory education standard
DAW	Department of Academic Work
HRMD	Human Resource Management Department
DLT	Distance learning technologies
DAW	Department of Academic Work
DIID	Department of Informatization and Infrastructure Development
DEF	Department of Economics and Finance
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health care
<u>UMSHE</u>	Unified management system for higher education
FA	final examination
IEP	Individual educational plan
CC	Component of choice
QAC	Quality Assurance Commission
IMIS	Integrated medical information system
CED	Catalog of elective disciplines
MoH RK	Ministry of Health of the Republic of Kazakhstan
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
MEO	Medical education organization
MoJ RK	Ministry of Justice of the Republic of Kazakhstan
IAAR	Independent Agency for Accreditation and Rating
NJSC "MUK"	Non-profit joint-stock company "Medical University of Karaganda"
RWR	Research work of a resident
NCIE	National Center for Independent Examination
STP	Scientific and technical programme
NLA	Regulations
SC	Scientific Center

EP	Educational programme
AAR	Assessment of the admission rating
DP&CEP	Department of planning and control of the educational process
IA	Intermediate attestation
PD	Profile disciplines
PHC	Primary health care
DMP	Disease Management Programme
PD	Profile disciplines
RSE on PVC	Republican state enterprise on the right of economic management
WC	Working curriculum
EMS	Efficiency Management System
QMS	Quality Management System
SOP	Standard operating procedures
SOP	Operating procedure standard
ACAS	Academic achievement assessment system
RMS	Resource management system
SIW	Student's independent work
SIWT	Independent work of a student with a teacher
RIWT	Independent work of residents with teachers
SSS	Student support service
TC	Typical curricula
TVE	Technical and vocational education
AOSCE	Assessment of an objective structured clinical examination
EMA	Educational-methodical association
DYP	Department of Youth Policy
AC	Academic Council
CSET	Center for Simulation and Educational Technology
FHC	Family Health Center

## **1. Composition of the External Expert Commission**

In accordance with ECAQA Order No. 15 dated April 19, 2021, the External Expert Commission was formed to conduct accreditation of educational programmes of the Karaganda Medical University NJSC in the period of May 12-14, 2021:



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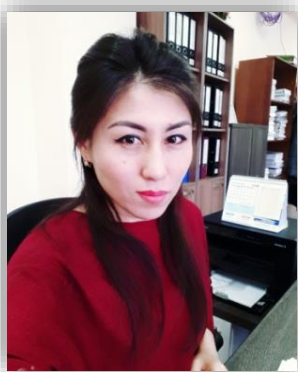


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The work of the EEC was carried out in accordance with the Regulations on the EEC (Order of the ECAQA Director general No. 4 dated February 13, 2017).

The EEC report contains an assessment of the educational residency programme in the specialty "Physical Medicine and Rehabilitation" NJSC "MUK" for compliance with Accreditation Standards programmes of postgraduate education (specialty residency) of medical educational institutions of ECAQA, recommendations of the EEC on the further improvement of the educational activities of the university in the field of postgraduate education.

2. General part of the final report of the EEC

## **2.1 Presentation NJSC "Medical University of Karaganda" (NJSC "MUK") and an educational residency programme in the specialty "Physical Medicine and Rehabilitation"**

The non-profit joint-stock company "Medical University of Karaganda" was established in 1950 on the basis of the Resolution of the Council of Ministers of the Kazakh SSR No. 65 dated January 20, 1950 "On the organization of the Karaganda State Medical Institute" in accordance with the order of the Council of Ministers of the USSR No. 19630 dated December 5, 1949 -R. NJSC "MUK" is the leading medical university in Kazakhstan for the training of qualified personnel for the health care system, has a high reputation in the provision of educational, scientific and diagnostic services, has a high national rating among medical universities in Kazakhstan.

Currently, the university implements multilevel training of specialists: technical and vocational education (hereinafter referred to as TVE), bachelor's, postgraduate (master's, doctoral, residency,) and additional education. Training is carried out in the state, Russian and English languages. Our graduates successfully work in Kazakhstan, countries of near and far abroad. The contingent of NJSC "MUK" students as of November 1, 2020 is 6461 people, of which: bachelors - 4200 people, interns - 924 people, residents - 817 people, undergraduates - 63 people, doctoral students - 73 people, students of the level TVE - 384 people

The university is taught by highly qualified teachers, 22 academicians and corresponding members of the National Academy of Sciences of the Republic of Kazakhstan, the Academy of Medical Sciences, the Academy of Military Sciences, the National Academy of Natural Sciences of the Republic of Kazakhstan, the Russian Academy of Natural Sciences, the International Academy of Informatization, and the Eurasian International Academy of Sciences. The teaching staff (hereinafter - the teaching staff) of NJSC "MUK" is 629 people, of which: doctors of science - 55 people, doctors of PhD - 31 people, candidates of science - 165 people, masters - 129 people.

The university teaches 8 undergraduate programmes, 13 graduate programmes, 5 doctoral programmes and 30 residency programmes. In addition, additional training is offered for health and education workers in 52 specialties.

The organizational structure of the university includes 7 schools (medicine, dentistry, public health and biomedicine, pharmacy, nursing education, science, residency and professional development), the International Faculty of Medicine, the Center for Physical Health, the Center for Simulation and Educational Technologies (hereinafter referred to as the Center for Simulation and Educational Technologies), the Development Center languages and 15 departments.

The quality of education and research is ensured by a high level of infrastructure - 7 educational buildings with auditoriums equipped with interactive equipment, a library and publishing center with reading rooms and an electronic library hall, a centralized educational center with high-tech simulators and mannequins, a research center and a laboratory for collective use, research sanitary and hygienic laboratory, 6 hostels, 57 clinical bases of the university and 9 clinical departments, Clinic of the Medical University of NJSC "MUK", Clinic of professional health, dental clinic, Student service center, student sports and health camps.

The University takes an active part in the implementation of international projects of the Erasmus + programme.

NJSC "MUK" is included in the Directory of medical schools "Avicenna" of the World Health Organization and the World Federation of Medical Education. NJSC "MUK" is a member of the Magna Carta of Universities (MCU), the Association for Medical Education in Europe (AMEE), the Association for the Study of Medical Education (ASME), the Association for Medical Education of Asia (AMEA), the Organization for the Defense of PhD in Biomedicine and Health Care in the European System (ORPHEUS), Organization for University Mobility in Asia and the Pacific (UMAP), International Association for Educational Development (IADE), European University Association (EUA).

NJSC MUK is the first medical university of the Republic of Kazakhstan that successfully passed the certification of the quality management system in 2005 for compliance of educational, scientific and clinical activities with the requirements of the International ISO 9001 standard by the certification



body NQA - UK (Great Britain), NQA - Russia. In 2015, he was certified by the certification body SGS (Switzerland). In 2016, it was accredited in the field of Health care for compliance with accreditation standards for medical organizations providing inpatient care with the assignment of the first category.

In 2019, NJSC "MUK" passed the repeated institutional accreditation of the University (IAAR), also in 2019. Institutional accreditation of additional education and the level of TVE (IAAR) was passed.

NJSC "Medical University of Karaganda" is the first medical university of the Republic of Kazakhstan that successfully passed in 2005 the certification of the quality management system of the university of educational, scientific and clinical activities for compliance with the requirements of the International Standard ISO 9001 by the certification body NQA - UK (Great Britain), NQA - Russia. In 2015, it was certified by SGS (Switzerland), in 2020 it was recertified by the Certification Association "Russian Register" (Russia).

Currently, the Medical University is headed by Dosmagambetova Raushan Sultanovna, Doctor of Medical Sciences, Professor, Chairperson of the Board - Rector of NJSC "MUK".

For the educational residency programme "Physical medicine and rehabilitation" training is conducted from the 2019-2020 academic year, in accordance with the standard professional curriculum of postgraduate education in medical and pharmaceutical specialties (order of the Ministry of Health of the Republic of Kazakhstan dated February 21, 2020 No. ҚР DSM-12/2020). Training period: 2 years.

There are 1 License in the direction of Health care KZ32LAA00016018 dated May 06, 2019 in the direction - Postgraduate education, Code 7R091. The name of the direction of training - Health care (medicine).

Two-year postgraduate training in residency in the specialty "7R01129 Physical Medicine and Rehabilitation" is carried out in accordance with the state compulsory standard and a typical professional residency curriculum. The educational programme in the amount of 140 credits (4200 hours) includes 14 disciplines, which are combined into 3 modules.

To date, 19 residents are studying under the educational residency programme "Physical Medicine and Rehabilitation", 5 of them are in the second year, 14 are in the first.

The head of the educational programme in the specialty "Physical medicine and rehabilitation" is a professor of the Department of Neurology, Neurosurgery, Psychiatry and Rehabilitation of the NJSC "Medical University of Karaganda" Nailya Igorevna Sheveleva.

## **2.2 Information on previous accreditation**

Accreditation of the educational residency programme by specialty "Physical medicine and rehabilitation" until now has not been carried out.

## **2.3 Analysis of the self-assessment report of the residency study programme specialties "Physical medicine and rehabilitation"**

Self-assessment report educational programme presented on 137 pages of the main text, of which applications - 25 pages and electronic versions of documents by link to google drive.

The report is characterized by responses to the criteria of 8 accreditation standards, structuredness taking into account the recommendations of the ECAQA Self-Assessment Guidelines, As well as internal consistency of information. The report is accompanied by an accompanying letter signed Chairperson of the Board - Rector Dosmagambetova R.S., confirming the accuracy of the information and data contained in the report.

The report contains information about the representative of the NJSC MUK, who is responsible for the self-assessment of educational programmes Ernazarova Madina Aynullaevna - chief specialist of the department of strategic development and quality management.

Working group in the amount of 14 person headed by the chairperson - Rector for Academic Affairs Riklifs Viktor Petrovich - on the preparation of the self-assessment report, a certain amount of work

was done: the content of the accredited educational programme, the conditions for its implementation, staffs, educational resources were analyzed, the necessary information was collected in accordance with the Accreditation Standard for Postgraduate Education Programmes (Residency Specialties) of ECAQA Medical Education Organizations (hereinafter in the text - accreditation standards); a thorough analysis, updating and addition of methodological and educational materials was carried out, their content is reflected in the report. The content of the Self-Assessment Report is structured in accordance with the ECAQA Accreditation Standards and includes a description of the strengths, areas for improvement for each of the 9 standards.

All standards show actual practice NJSC "MUK" for the training of residents in the specialty "Physical medicine and rehabilitation" taking into account the beginning of the admission of students in 2019 reasoned data, examples of the implementation of the tasks of the educational programme, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. In the self-assessment report description fairly completed and updated in terms of the number of residents, teachers, administration, information on the selection and admission, the results of training, the results of the assessment of knowledge and skills, the material and technical base of the university and clinical bases, contractual obligations with partners (universities, associations, bases), financial information, development plans and improvement, etc.

Conclusion on each of the 8 accreditation standards includes a description of the strengths and areas for improvement identified through introspection and development prospects for the specialty.

Thus, the self-assessment report of the accredited educational residency programme "Physical Medicine and Rehabilitation" of NJSC MUK contains objective, detailed, structured information on all activities in accordance with the ECAQA accreditation standards, and the university made appropriate corrections in the report at the expert evaluation stage.

### **3. Description of external expert evaluation**

External expert work on the evaluation of the educational programme residency in the specialty "Physical medicine and rehabilitation" was organized in accordance with the Guidelines for conducting an external assessment of educational organizations and educational programmes of ECAQA (approved by order of the Director General of the "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health care" No. 5 dated February 17, 2017) and according to the programme and schedule approved on May 11 .2021 Director General of ECAQA Sarsenbayeva S.S. and agreed by Chairperson of the Board - Rector Dosmagambetova R.S.

To obtain objective information on the expert assessment of the accredited educational programme, the members of the EEC used the following methods: interviews with management and administrative staff, interviews with residents, observation, study of the website, interviewing employees of various structural units, teachers, questioning teachers and residents, review of resources in the context of the implementation of accreditation standards, the study of regulatory and educational-methodological documents both before the visit to NJSC MUK, and during the visit.

The staff of NJSC "MUK" ensured the presence of all persons indicated in the Visiting Programme and according to the lists of interview participants.

The sequence of the visit within 3 days is detailed in the Visit Programme, which is in the documentation of the accreditation center and in the annex to this report.

#### **The first day of the visit is 05/12/21.**

On the first day of the visit to NJSC "MUK", the first meeting was held with the Chairperson of the Board - Rector Dosmambetova R.S. There was a presentation of the EEC members, familiarization with the goals of the visit The rector made a presentation on the activities of the university and answered questions. In particular, she announced the strategic plans of the university, which has the status of research and development and cooperates with universities in Japan, Lithuania, Russia, Georgia. The mission and main goals were voiced: interaction between science, practice and education, the involvement of teachers in the clinic, the involvement of practicing doctors, primarily AC mentors, their involvement in scientific activities and other tasks. The interview dealt with the issues of the

development strategy of postgraduate education. High employment of university graduates was noted. Many questions were asked about field practice in the regions, about the work of mentors, etc. In connection with the pandemic, questions were asked about the provision of residents with PPE. Because The teaching staff and resident doctors 100% work in medical organizations as part-time workers, they are provided with PPE completely at clinical bases.

Then a meeting with Vice-Rector for Academic Affairs V.P. Ricklefs took place. The issues on risks and risk management of the implementation of educational programmes were covered; openness and transparency of the EP; mechanisms of discussion of the EP and stages of approval. It was noted that each EP has a leader, a working group. Then, after writing and discussing the EP, it is submitted to the School Council, approved by the dean, vice-rector. Each school has a quality committee that analyzes and makes recommendations. Earlier, the EP was approved by the Academic Council, now it is being discussed in the Education Commission under the Senate.

In an interview with Vice-Rector for Strategic Development and Science Turmukhambetova A.A. issues of development prospects and scientific directions of the university were discussed. In particular, the vice-rector announced that the university is implementing 19 grants from the Ministry of Education and Science of the Republic of Kazakhstan, a dissertation council in the specialty "Medicine" is functioning, employees are published in peer-reviewed journals.

Vice-rector for clinical work Kosherova B.N. told that the university has its own 3 clinics and cooperates with all clinical bases, where teaching staff and resident doctors work as a part-time workers. In addition, hands-on sessions with residents are taught by experienced clinical mentors from practical Health care. The university has contracts with honey. organizations of the region.

A conversation was held with the executive secretary of the selection committee K. Toleubekov, who spoke about the rules for admission to the university, attracting foreign students to training.

The interview with the deans of the schools concerned the formation of the state order for EP, admission to residency, assessment policy, resource provision, monitoring of graduates' employment. Dean of the School of Residency and Professional Development of Tashkenbaeva V.B. She spoke about approaches to attracting employees of clinical bases for teaching residents, about the strategy and tactics of recruiting residents for different specialties, information security of postgraduate education. The experts asked questions about the preparation of individual plans, the length of the working day, the requirements for mentors, etc.

Further, an interview was held with the heads of educational programmes on planning, monitoring implementation, assessment policy, resource availability, assessment of educational programmes, satisfaction with the quality of graduates' training.

In addition, a meeting was held with the leadership of other structural divisions: Head of Human Development Resources Department, chairpersons of dissertation councils, the Commission on Quality Assurance in Schools, staff of the Department of Academic Work. Various issues were discussed with the heads of structural divisions regarding the provision of resources, the procedure and information about the procedure for defending theses, the procedure for approving the EP, the study of IT resources for the EP, the distance learning platform, the maintenance of electronic journals, etc.

When visiting the student service center, the commission was familiarized with the implementation of information systems, servicing students.

Then the experts visited the library and publishing center. Director Amirova Ya.O. acquainted with the structure and work of the library, answered questions about the availability of literature for residency programmes. A distinctive feature is the electronic book supply of students, which is important in the period of distance learning. Also, the library has access to international databases and the provision of electronic resources such AC, for example: Cochrane Library; Web of Science; Scopus, etc. These resources allow residents, teachers to fully use them in practical and research work.

Thus, an interview with the management and key employees of KazNMU made it possible to determine the fulfillment of most of the criteria for accreditation standards 1,2,5,7,8, namely, to identify approaches in developing the mission of the educational programme and its compliance with the strategic goals of the university, the role and place of postgraduate education on the clinical direction

in the strategy of the university (plan), mechanisms in determining the appropriate specialties of residency of clinical sites and qualified teachers.

Residents were interviewed to validate the performance of the self-assessment report and to obtain evidence of the quality of the programmes. 39 residents attended. The experts asked questions about satisfaction with studying at the university, sufficient time for practical training, supervision of patients and work with medical records, As well as satisfaction with teaching methods and qualifications of teachers. In general, residents are satisfied with the training, assessment methods, and purposefully entered this university, since they believe that the NJSC MUK has an excellent reputation and experience in teaching residents. Residents believe that they will receive a good education and will be able to work independently after graduating from the university. Residents showed their commitment to the organization of education, were active in answering questions from external experts,

### **Results of the survey.**

On May 12, 2021, an observer from ECAQA conducted an online survey of students of the Medical University of Karaganda on the resource <https://webanketa.com/...>

### **Results of the survey of students:**

Total number of respondents - 48... Of these, 52% are residents of the 1st and 2nd years of study, 16.67% are residents of the 3-4th year of study, 4.17% are bachelors of TFP, 2.1% are undergraduates, 25% are doctoral students, thus the survey involved students from all 5 accredited educational programmes online.

Based on the results of the survey, students will recommend this university as an educational organization - 87.5% fully agree, and 12.5% partially. The fact that programme managers and teachers are aware of the problems associated with learning - 89.6% strongly agree, 10.42% - partially agree.

Programme managers and teachers involve students in the work of advisory bodies (methodological council, academic council, committees of educational programmes) - answered that they constantly - 87.5%, do not involve or do not know about it - answered the remaining number of survey participants.

97.92% of the respondents are completely satisfied with the conditions and equipment of classrooms, classrooms of this educational organization, partially 2.08%, at the same time, 7.69% are completely dissatisfied. In this educational organization, conditions have been created for students to rest and eat (rest rooms, benches / gazebos on the territory, buffet-dining room) in between classes - 97.92% completely agree. Office equipment (computers, laptops, printers) are available for students in classrooms and practice bases - 95.83% completely agree.

Teachers provide students with methodological and didactic materials, additional literature to prepare for classes - 97.92% of respondents are fully satisfied. Teachers provide residents with methodological and didactic materials, additional literature to prepare for classes - to this question 92.31% answered that they completely agree.

The organization of education has access to the participation of students in research work - 95.83% of respondents are fully satisfied, and 4.17% are partially satisfied. Completely (97.92%) and completely dissatisfied (2.08%) with the library fund of the university. Access to electronic educational resources is fully satisfied with 97.92% of people, partially - 2.08%. Satisfied with the availability of students to medical services - 93.75%.

Fully satisfied with the activities of mentors, curators, scientific advisers - 95.83% of the respondents. Agree that teachers and employees of the educational organization are respectful of students - 95.83% of the respondents, but 4.17% do not agree with this. Agree that the university has and is implementing social programmes to support students - 95.83% of people, 4.2% have not heard of such programmes. Know about the activities of the student career counseling service - 85.42% of students, the rest of the students did not hear about it or doubted the answer. 100% of respondents fully agree that the university has a system of self-study for students, residents, undergraduates and doctoral students. The organization of clinical training at the university was assessed as "excellent" - 79.2%. Good - 20.8%. All respondents are satisfied with the schedule of training sessions.

We fully agree that the university has sufficient time for practical training (supervision of patients, clinical rounds, clinical reviews, assistance in operations, work in laboratories and pharmaceutical production) - 89.6% of respondents.

Fully satisfied with the methods of assessing the knowledge and skills of students - 91.67%, partially - 8.33% of the respondents.

The content of the educational programme (list of disciplines) in the chosen specialty meets my expectations - fully according to 91.67%, partially - 8.33%.

According to 95.83% of respondents, teachers regularly use active and interactive teaching methods. 100% of respondents answered that teachers regularly provide feedback (listens to your opinion, conduct mini-questionnaires, work on mistakes). The teacher (mentor, curator) of this educational organization is an example for residents -91.67% answered that they completely agree with this, at the same time 8.33% of students noted that “not all university teachers”.

According to 91.67% of respondents, there is sufficient time for practical training (supervision of patients, clinical rounds, clinical reviews, assistance during operations). 100% of the answers stated that the university leadership is available to students. More than 89% of respondents are engaged in research and development. More than 47% of respondents have one publication in the journal, more than one in 41.67%, more than 6% are planning to publish it, which is understandable, since the respondents were undergraduates and doctoral students.

100% of the respondents are satisfied with the organization of teaching and are confident that this organization of education allows you to acquire the necessary knowledge and skills in the chosen specialty.

The majority (91.67%) of respondents believe that the accreditation of an educational institution and educational programmes is an important and necessary mechanism for ensuring the quality of education in residency, the rest doubt the answer. 97.92% of the respondents gave a positive assessment to the work of the External Expert Commission on accreditation of the university. At the same time, more than 89% of the respondents participated in the self-assessment of the university and in organizing a meeting of the commission.

**Conclusions:** with their answers, most of the students of 5 educational programmes are completely satisfied with the organization of training, relationships with teachers, the attitude of the university administration towards them, and the availability of educational resources. More than 95% of respondents highly rated the hands-on training and teaching methods used by the teachers. In general, the university has a corporate spirit and student support. At the same time, some of the respondents have complaints about equipping classrooms and classrooms, and not all students know about the work of the employment center and graduates' careers.

The work of the external expert commission of the accreditation center was highly appreciated and the respondents had an understanding of the need for accreditation as a procedure for ensuring the quality of higher and postgraduate education.

Interviews with alumni took place on doctoral programmes. Because there was no residency graduation in the specialty "Physical Medicine and Rehabilitation", and there was no conversation with the resident graduates.

The experts studied in detail the documentation, including the progress and attendance journals, work curricula, syllabuses, control and measuring instruments, examination sheets. At the end of the day, EEC meetings were held, discussion of the results.

**The second day of the visit is 11/19/2020.**

This day was devoted to visiting clinical sites for the implementation of residency programmes. At clinical sites, experts surveyed the resources of the accredited educational programme, their compliance with residency training courses, accessibility for teachers and residents, how modern this equipment is and meets the needs of students and practical Health care.

Accreditation of the educational programme in the specialty "Physical Medicine and Rehabilitation" attended orthopedic center "Extracomfort", Karaganda.

Orthopedic Center "Extracomfort" is a medical institution that provides outpatient consultative and rehabilitation services to patients of all age groups, mainly with diseases of the musculoskeletal system and the nervous system.

Consulting services include examination of specialists using computer diagnostics of the spine and feet on devices: electronic and optical podometer and optical topograph.

Rehabilitation services include the appointment and conduct of physiotherapy, massage, manual therapy, kinesitherapy using effective techniques (Vojta therapy, Bobath therapy, Schroth therapy, SEAS, Kaltenborn-Event techniques, PNF), kinesio taping, orthopedic correction.

On the basis of the orthopedic center, there are rooms for receiving specialists, massage rooms, a physiotherapy room, an office for computer optical topography, a therapeutic gymnastics room, a minilaboratory for the manufacture of orthopedic products.

At the center, the reception is conducted by the following specialists: rehabilitologist, chiropractor, orthopedic traumatologist.

The center is a clinical base of NJSC "MUK", where 1- and 2-year residents are trained in the specialty "Physical medicine and rehabilitation". For the implementation of the educational process, the center has a dressing room, a study room equipped with a laptop, a projector, an Internet access point and a mini-library with modern literature, a couch for practicing practical skills. Residents have access to patients; to physical equipment, computer diagnostics devices and to a laboratory for the manufacture of orthopedic products.

On this base, a conversation was held between experts and 5 residents of the 2nd year of study, who are in a practical lesson in this center.

The experts obtained evidence of compliance with accreditation standards 2 and 6, As well as validation of the information in the self-assessment report of the educational programme.

A resource review showed that the clinical base of Orthopedic center "Extracomfort" correspond to the goals and objectives of the accredited educational programme in terms of the profile of beds, the number of thematic patients, modern equipment and its availability to all students, and the department staff ensure collegial and ethical relations with the medical staff, the leadership of the clinical base to achieve the final results of the educational programme. Before the start of the corresponding discipline of the educational programme, the resident receives a syllabus from the teacher and knows what skills he must acquire and develop during training.

Also on the same day, interviews with teachers and employers (representatives of practical health care) took place. It is necessary to take into account the fact that there was no graduation in the accredited educational programme yet, so it was not possible to interview the graduates.

In interviews with the teachers of the departments, questions were asked about almost all standards - the mission and goals of the university, the introduction of innovative teaching methods in the educational process, advanced training, the implementation of research, academic mobility of teachers and residents, clinical bases, mentoring, assessment of the work of residents, etc.

Interviews with teachers, as providers of the residency programme, showed that there are both successes and problems in the management of the educational programme, depending on the specific clinical base (access of residents to equipment, a sufficient number of thematic patients, time for maintaining medical records, independent work of residents) ... The experts received answers about the teacher training programme, the financing of this training, the availability of certification in teaching methods for teachers.

In parallel, a survey of teachers was carried out.

### **Results of the survey of teachers of the Medical University of Karaganda:**

The ECAQA observer, as part of the external evaluation programme, conducted a questionnaire survey on May 12, which included 22 questions, allowing to draw conclusions about the attitude of teachers to the organization of the educational process and identify existing problems.

The total number of respondents - 27, including those with work experience of up to 5 years - 3.7%, up to 10 years - 7.41%, over 10 years - 88.89%. The survey includes teachers of the following educational programsramm (%):

Pharmaceutical Manufacturing Technology (Bachelor's Degree)	14.81
Public Health Management (PH), Master's Degree	11.11
Medicine, doctoral studies	18.52
Health care / Health care Management, Doctorate	3.7
Other undergraduate programmes	7.41
Residency	37.04
Master, other directions	7.41

Fully satisfied with the organization of the educational process 74.07%, partially - 22.22%, no answer - 3.7% (1 person). At the university, ethics is observed and subordination is fully agreed by 92.6%. 74.07% of respondents are completely satisfied with the organization of work and workplace, partially 25.93%. In the organization there is an opportunity for career growth and the development of competence for teachers - 92.59% fully agree, 3.7% partially, but there were some answers that spoke of disagreement on this issue (3.7%).

In this educational organization, 81.48% of teachers have the opportunity to engage in scientific work and publish the results of research, but the rest of the respondents deny this fact. Only 51.85% of the teachers surveyed are satisfied with the salary. 74.07% are completely satisfied with the personnel service.

More than 74% of respondents underwent advanced training during the last year, at the same time 18.52% - more than 5 years ago, and 7.41% did not give an answer.

77.8% of respondents fully agree that the discipline they teach is provided with sufficient resources (classrooms, equipment). Fully agree that at the university there is an opportunity for teachers to realize themselves as professionals in their specialty - 85.2% of the respondents, the rest either partially agree with this or completely disagree (7.41%).

More than 85% of the teachers who answered the questionnaire actively participated in the development of the educational programme, others either did not participate (14.8%), or were only electives (7.41%), or did not answer the question (7.41%). The timeliness of the execution of applications for the acquisition of methodological and didactic materials, office equipment, stationery to ensure the educational process in the organization is considered to be timely - 77.8% of the respondents. The university supports participation in conferences (international, republican): by paying for travel, travel expenses, registration fees, according to only 44% of teachers, and 26% did not apply for this to the management, at the same time 14.81% did not give an answer to this question at all.

More than 74% of the interviewed teachers fully agree that students have free access to patients and resources of the university practice bases.

University teachers rated their publication activity on a 5-point scale as follows: 3 points (18.52%), 4 points (48.15%), 5 points (18.52%), 49.74% did not rate themselves in any way ...

Only 63% of respondents know about the implementation of social programmes to support teachers, but at the same time, almost 37% of respondents doubt and do not know about it.

Almost 52% of the respondents note that the management of the university systematically listens to teachers on issues related to the educational process, research and development, clinical work, sometimes - 25.93%, rather rarely - 7.41%, never - 3.7%, not answered this question 11.11%.

When organizing classes, teachers use a variety of teaching methods, but more often analysis of situational tasks (74.07%), work in small groups (74.07%), problem-oriented learning (62.96%), written assignments (59, 26%), interactive learning (55.6%). As before, oral polls and analysis of the topic are often used (51.8% and 44.4%, respectively), solving tests and completing projects / term papers (44.4% each), drafting and solving cases (40.74%) and lectures (48%). At the same time, lectures are still read (33%), although this is not provided for in the residency programme.

Almost 63% of teachers fully agree that this survey is useful for developing recommendations for improving the key areas of the university's activities, and 25.93% - in part.

More than 89% of respondents participated in self-assessments within the framework of specialized accreditation.

More than 33% of those surveyed want to become experts on accreditation of the Eurasian Center for Accreditation and Quality Assurance in Education and Health care, and 11.1% previously participated in the work of external expert commissions. The remaining 56% of respondents are not interested in this question or have doubts about the answer.

More than 92% of respondents believe that the work of the external expert commission on accreditation can fully cover all issues related to the quality of implementation of educational programmes of the university, since a visit to the university is preceded by a stage of self-assessment of educational programmes (70.4%), the commission examines all the main processes of programme implementation (52%), the programme of the commission's visit is very rich and covers all key aspects of education at the university (41%), The programme of the commission includes interviews and interviews with stakeholders, allowing to draw conclusions about the quality of education (48.15%), however, 37% of faculty responded that the professionalism and competence of accreditation experts play an important role.

In its work, the external expert commission on accreditation uses various techniques and methods of assessment, but the most important are interviews with the management of the university and heads of educational programmes (14.8% each), interviews with alumni (7.41%), studying resources and visiting practical classes (3.7% each). However, all of the above approaches are equally important in the opinion of 37% of respondents.

Conclusions: the survey showed that more than 2/3 of the respondents are satisfied with the organization of the educational process at the university and the majority have the opportunity to engage in research and development. At the same time, more than a quarter of the respondents underwent advanced training more than 5 years ago. It was determined that only 2/3 believe that the discipline they teach is fully provided with appropriate and sufficient resources and that students have free access to the resources of practice bases. It is alarming that almost 40% of the respondents could not assess their publication activity in any way and do not know about the social programmes to support teachers existing at the university.

Almost half of the respondents doubt that their opinion is taken into account by the university administration and only 63% believe that the results of this survey can be useful for developing recommendations for improving the key areas of the university's activities...

Thus, areas for improvement have been identified: improving the qualifications of teachers in pedagogy, teaching methods; increasing the publication activity of teachers and supporting the university in this matter; informing teachers about social support programmes.

Interview with employers who are not affiliated with the university conducted online for all educational programmes declared for accreditation and included such issues AC: knowledge of the university's mission, participation in the development of the mission and proposals in the strategic plan, participation in the deliberative bodies of NJSC MUK, satisfaction with basic knowledge and skills of students, participation in training residents through mentoring, providing the department and residents with the necessary resources for practical training and the formation of clinical thinking, about the problems of interaction with departments and universities in general, employment of residency graduates, etc. In general, employers positively characterize mutual work with the university, are satisfied with the level of training of the residents and believe that such work is beneficial for both the university and medical institutions.

#### **The third day of the visit 05/14/2021**

On the third day, experts visited the Center for Simulation and Educational Technologies (CSET)... CSET NJSC "MUK" carries out preclinical work on the development and delivery of practical skills by residents on dummies and virtual simulators. In 2019-2020 account. year, all



residents of the 1st course were trained to consolidate practical skills in the Center for Social and Social Technologies. Many residents in Portfolio have photographs from classes on working with dummies. Improving the material and technical support of the CSET is one of the priority areas of the university's activities. The high level of equipment of the CSET with modern equipment allows residents to professionally develop practical skills that can be useful to them in their practical activities. The staff of the CSET includes professional trainers who conduct training and practice practical skills with students at all levels of education.

During the interview with the compliance officer, issues of implementation of anti-corruption policy, monitoring of corruption risks, observance of academic integrity by employees and students were discussed.

Documentation reviewed in the specialty "Physical medicine and rehabilitation", presented by the link in google drive and demanded additionally. The study of the documentation confirmed compliance with accreditation standards (nomenclature of the department's affairs, plan for 5 years, annual plan for 2019-2020 academic year, report for 2019, journal of residents' progress, EMCD, feedback questionnaires with residents, teachers, reports on the results questionnaires and measures taken, code of ethics, control and measuring instruments, etc.), including documentation at the request of EEC members.

Then a meeting of the EEC members took place following the results of the external evaluation. A final discussion of the results of external assessment, study of documents, results of interviews, interviews, questionnaires was held. The members of the EEC began to design the final report of the EEC.

EEC members made generalizations of the results of the external evaluation. "The quality profile and the criteria for external assessment of the NIC for compliance with the Accreditation Standards of the residency programme of medical educational institutions of ECAQA" is individually filled by experts Recommendations for improving education in general and the department implementing the accredited educational programme were discussed. A draft report with recommendations was prepared.

The EEC Chairperson held a final open vote on recommendations for NJSC MUK and a final vote on recommendations for the ECAQA Accreditation Council.

Then the Chairperson of the EEC for the management and employees of the educational organization announced recommendations based on the results of an external assessment as a part of the accreditation of educational programmes.

#### Conclusion on the basis of the external evaluation:

Members EECs are carefully studied and evaluated the main indicators of the accredited educational programme. The information received by external experts during the study of the self-assessment report, preparation of a written review with recommendations for improvement, implementation of the activities of the visit programme of NJSC "MUK" was analyzed. All the information received was compared with the data of the self-assessment report, which made it possible to make sure of the reliability of the information provided by the university and supporting documents for compliance with the ECAQA Accreditation Standards.

Despite the fact that in the self-assessment report of the educational programme of NJSC "MUK" described his best practice on adherence to accreditation standards, during an external expert evaluation by EEC members studied documentation, learning resources videos, which made it possible to identify the conformity of the activity educational organizations Accreditation standards...

Recommendations for improving performance in the field implementation of the educational residency programme in the specialty "Physical medicine and rehabilitation" for compliance with the Accreditation Standards, developed by the EEC based on the results of the expert assessment, were presented at a meeting with the management on May 14, 2021.

The programme and schedule of the external expert assessment of the EEC has been completed in full. On the part of the university staff, the participation of all persons indicated in the programme is ensured.

Thus, the external assessment and the visit of the EEC members made it possible to verify and validate the data of the self-assessment report of the residency programme in full in accordance with the Regulation on the External Expert Commission, the Guidelines for the external assessment of the medical organization ECAQA education.

For the work of the EEC, comfortable conditions were created, access to all necessary information and material resources of the accredited educational programme was organized.

#### **4. Analysis for compliance with accreditation standards based on the results of an external assessment of the educational residency programme by specialty "Physical medicine and rehabilitation" NJSC "MUK" and an overview of the strengths for each standard.**

##### **Standard 1: MISSION AND OUTCOMES**

The goals and end results of the educational residency programme in the specialty "Physical Medicine and Rehabilitation" correspond to the mission, strategic plan, goals and objectives of the MUK <https://www.qmu.kz/ru/contents/view/260> and satisfy the needs of residency students to obtain relevant qualifications and competencies.

The mission of the educational residency programme "Physical Medicine and Rehabilitation" is presented in the form of the goal of the educational programme - in-depth training of a specialist in physical medicine and rehabilitation, capable of providing qualified medical care at all stages of rehabilitation in accordance with modern principles of evidence-based medicine, capable of applying advanced innovative technologies in medicine, science and practice, to continue learning throughout life, to contribute to the development of society. The mission and goals of the EP are aimed at the professional orientation of the graduate of the residency as a highly professional specialist in demand in the health care system of the Republic of Kazakhstan.

The mission of the EP is developed in accordance with the institutional (general university) Mission: training of professionals who meet the requirements of the national Health care system and international standards through the introduction of innovations in education, science and practice, approved on 01/09/2017 by the decision of the KSMU administration.

The mission of the EP is discussed together with representatives of practical health care, who participate in the discussion at the meeting of the department, are experts of the EP. The university has developed a quality assurance system for EP, one of the criteria of which is a questionnaire, feedback from employers. Representatives of practical health care are included in the commission for the final certification of residents.

In 2020, the educational programme in the specialty "Physical Medicine and Rehabilitation" was included in the register of [Unified management system for higher education \(hereinafter - UMSHE\) MES RK...](#)

Thus, during a visit to NJSC "MUK", experts established compliance with the basic criteria of the accreditation standard: the presence of a mission, strategic objectives of the programme, participation in the development of the mission of stakeholders (employees, teachers, residents' assets), residents are informed about their final results from the first days of classes are provided with sufficient resources and a practice-oriented educational programme.

##### **Strengths:**

- 1) Highly professional staff
- 2) Entering the "League of Academic Integrity"
- 3) Developed and actively involved in the work of the Code of Academic Integrity, Code of Business Ethics
- 4) Active cooperation with strategic partners

**Conclusions of the EEC on the criteria.** Out of 17 standards conform: completely - basic standard (BS) - 9, improvement standard (IS) - 4, significantly - BS -1, IS-3, partially -0, do not correspond - 0.

**Standard 1: completed**

***Recommendations for improvement identified during the external visit:***

No recommendation.

**Standard 2: EDUCATIONAL PROGRAMMES**

The content of the educational programmes of residency in the specialty "Physical medicine and rehabilitation" corresponds to the State Educational Standard of the Republic of Kazakhstan 2015 (order of the Acting Minister of Health and Social Development of the Republic of Kazakhstan No. 647 dated July 31, 2015 with amendments and additions dated February 21, 2020).

The list of disciplines of the compulsory component is determined by the TC. TC determines the labor intensity of each academic discipline of the compulsory component, each type of educational activity, exam. The optional component is 4 credits. Catalog of elective disciplines for the educational programme "7R09129 - Physical medicine and rehabilitation" includes only 2 disciplines (reflexology and kinesio taping).

The curriculum includes both the main major disciplines (physiotherapy, physiotherapy exercises (kinesiotherapy), therapeutic massage, balneology, occupational therapy, the basics of medical rehabilitation, inpatient rehabilitation, including children's, outpatient rehabilitation, including children's, late and supported rehabilitation, neurorehabilitation, medical rehabilitation in traumatology and orthopedics, cardiac rehabilitation), As well as related disciplines (childhood diseases, functional diagnostics) that allow to fully master the final results in the specialty.

The ability for constant professional growth of a resident is reflected in the "Portfolio", which is formed from the moment of admission to the residency by the students personally. Persons who have completed training in the EP of residency and have successfully passed the final certification are awarded the qualification "doctor anesthesiologist-resuscitator" and issued a certificate.

The teaching and learning methods within the EP include both traditional (clinical analysis of case patients, solving situational problems, discussion of issues on the topic of the lesson in accordance with the thematic plan), and active CBL teaching methods, work in small groups, interdisciplinary training (technology E- learning, MOODLE platform), simulation training, including training on emergency conditions at the CST, research-based learning (RBL), project method.

Training of residents is carried out at clinical sites with personal participation in the treatment and rehabilitation process both in classroom time and during independent work.

Thus, during a visit to NJSC MUK, experts established compliance with the basic criteria of the accreditation standard: a developed and approved educational programme that meets the requirements of the State Educational Standard of Education 2019 and is implemented in a student-centered and patient-centered environment in the best clinics of the city. The educational programme is provided with appropriate methodological documentation and documents accompanying residents (Portfolio, EMCD, syllables, residency regulations). Teachers have introduced and effectively apply various teaching methods, mainly of a practical nature, and involve residents in research, which contributes to the formation and development of competencies in the specialty. The result of the research and development work of residents for 2019-2021. there were 6 publications, 2 speeches at scientific conferences, participation in 2 master classes, 2 patents for useful models. 1st year resident Korobeinikov Timur is a participant in the international programme "Enactus" - developing student entrepreneurship and youth social projects.

**Strengths:**

- 1) Opportunities in professional training in the form of clinical mentors, elective disciplines at clinical sites and CSET
- 2) Availability of a sufficient number of clinical sites and clinical mentors

***Conclusions of the EEC on the criteria.*** Out of 30 standards conform: completely - basic standard (BS) - 20, improvement standard (IS) - 5, significantly - BS -2, IS-3, partially -0, do not correspond - 0.

***Standard 2: completed***

***Recommendations for improvement identified during the external visit:***

1) Provide in educational programmes for training residents in the management of scientific research, medical statistics, Health care organization as a component of their choice

### **Standard 3: EVALUATION OF RESIDENTS**

The curriculum of the discipline defines various types of monitoring the progress of students: oral questioning, written control, combined control, presentation of homework assignments, discussions, trainings, round tables, writing essays, tests, etc.

The written exam is held on the session.kgmu.kz platform with the verification of the resident's written answer for originality in the Turnitin system, as well as with the coding of the residents' work, ensuring the objectivity of the assessment. The clinical examination is carried out in the form of attestation of practical skills "at the patient's bedside", protection of the portfolio according to the assessment sheet. Materials of intermediate and final control are reviewed by internal and external reviewers. Grades for disciplines are set in electronic sheets in the Platonus system (Platonus - <http://platon.kgmu.kz/>). The student is admitted to the exam, subject to the completion of the curriculum for the discipline, receiving the ORD. The forms of control are outlined in syllabuses.

After passing each discipline, a survey of residents is carried out.

An analysis of teaching satisfaction is carried out, weaknesses and strengths are identified, all errors are taken into account, and the reasons for unsatisfactory average marks are identified.

#### **Strengths:**

- 1) Standardized Approaches to Measuring Learning Outcomes
- 2) Automation of the assessment of the learner using the information system Platonus, programmes session.kgmu.kz
- 3) Portfolio filling by each resident
- 4) Compliance with the principles of academic honesty and objectivity of assessment

**Conclusions of the EEC on the criteria** conform from 11 standards: completely - basic standard (BS) - 6, improvement standard (IS) - 2, significantly - BS -1, IS-2, partially -0, do not correspond - 0.

#### **Recommendations for improvement identified during the external visit:**

- 1) It is recommended that individual plans reflect research activities (research topic, programme, publications, conferences, etc.)

### **Standard 4: RESIDENTS**

In NJSC "MUK" the procedure for admitting citizens to residency is established Order of the Ministry of Health of the Republic of Kazakhstan No. KR DSM-16 "On approval of the Rules for training medical personnel in internship and the Rules for training medical personnel for residency" dated October 12, 2018, Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "On approval of standard admission rules for training in educational institutions that implement educational programmes of higher and postgraduate education "(with amendments and additions as of 06/08/2020) and on the basis of the approved document" Policy of admission of students to NJSC "MUK", which is reviewed annually.

For residency in the specialty "Physical medicine and rehabilitation" in 2020, 48 applications were submitted, 36 people were admitted to interview, 16 people went into residency, 12 of them - republican grant, 4 - at the expense of medical organizations. In 2019, 5 residents were enrolled at the expense of a republican grant.

Persons with the highest entrance scores, but not less than 75, are admitted to training on a state educational order on a competitive basis. In the case of the same indicators of competitive points, persons with the highest score in the profile of the educational programme group receive the priority right when enrolling in residency.

The university has a student service center, a department for work with youth, which are structural units that implement the state youth policy, civil-patriotic, legal, moral, professional, aesthetic, ethno and multicultural education of residents.

Residents - rehabilitologists, in accordance with the requirements of the EP and the job descriptions of a resident physician, a rehabilitologist participate in all events organized by clinical bases, participate in conferences, receive patients, conduct medical and rehabilitation procedures, develop SOPs for departments, visit patients at home, fill out documentation in KIIS.

**Strengths:**

- 1) A comprehensive and uniform policy of admission and support of residents is applied
- 2) Student Service Center
- 3) Highly qualified mentors

**Conclusions of the EEC on the criteria.** Out of 30 standards conform: completely - basic standard (BS) - 12, improvement standard (IS) - 5, significantly - BS-6, IS-7, partially -0, do not correspond - 0.

**Standard 4: completed**

**Recommendations for improvement identified during the external visit:**

- 1) Document the representation of residents to participate in the development and implementation of a residency programme (for example, a council of residents or other advisory body).

**Standard 5: TRAINERS**

The policy of the personnel base of NJSC "MUK" is reflected in the documents "Labor (internal regulations of NJSC" MUK "(PP NJSC MUK 1/1 of August 26, 2019 No. 8 and the Charter of the organization), Personnel policy (NJSC MUK ON of July 8, 2019), which describes the priorities for the formation of human resources and criteria for the selection of personnel, including scientific, pedagogical and clinical dignity of the applicants.

To select the staff of the teaching staff, the Rules for the competitive replacement of positions of scientific and pedagogical personnel of the university (teaching staff, researchers) were used, developed on the basis of regulatory documents and internal needs of the university, requirements for the qualifications of the teaching staff.

Requirements for the qualifications of teachers for hiring, duties, rights and responsibilities of teachers are defined in the job descriptions.

Based on the "Regulations on the residency of NJSC" MUK "(PP NJSC MUK 4-4) residency training is carried out under the guidance of a teaching staff and a clinical mentor. The heads of the EP of residency are appointed by order of the Chairperson of the Board - Rector on the basis of the decision of the Council of the School of Residency and Professional Development. For the effective development of practical competencies by residents, clinical mentors are involved in work at the clinical base.

Residents in the specialty "Physical Medicine and Rehabilitation" are taught by the teaching staff of the Department of Neurology, Neurosurgery, Psychiatry and Rehabilitation (1 Doctor of Medical Sciences, 1 Assistant, 1 Assistant Researcher), 5 clinical mentors (1 Candidate of Medical Sciences, 4 clinical mentors - doctors of the highest qualification category), 1 candidate of medical sciences of the department of pediatrics.

The staff of the rehabilitation course at NJSC "MUK" have publications in foreign and domestic scientific, including indexed editions. The range of scientific research includes a number of both applied and fundamental research. For 2019-2020 account 9 articles were published in a year, 4 of them in publications recommended by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan, and 3 in peer-reviewed scientific publications Scopus. 2 certificates of registration of an intellectual property object were issued. 5 articles published together with residents. During the specified period, teachers made 5 presentations at scientific and practical conferences in the Republic of Kazakhstan and abroad.

Teachers participating in the training process of residents in the specialty "Physical Medicine and Rehabilitation" actively cooperate with the staff of the department physical medicine and rehabilitation

(head of the department MD, PhD, Professor J. Raistenskis) Vilnius University, Republic of Lithuania...

In order to implement the educational programme and improve the activities of teachers, the leadership of the university developed and implemented measures to motivate teachers: ensuring working conditions in accordance with the position held; timely payment of labor and the appointment of incentive bonuses for high-quality work; moral encouragement and bonuses to teachers; strengthening the personnel potential of the university through advanced training; training of scientific and pedagogical personnel from among young scientists and employees; training and specialization of teaching staff abroad, including the programme "Bolashak"; provision of educational resources for the implementation of educational programmes.

The order of the staffing table of the teaching staff, the teaching load is approved annually at a meeting of the University Senate.

**Strengths:**

- 1) High qualification of the teaching staff of the department
- 2) Involvement of qualified mentors from practical Health care in the training of residents
- 3) Active cooperation of teaching staff with Kazakh and international universities

**Conclusions of the EEC on the criteria.** Out of 7 standards conform: completely - basic standard (BS) -4, improvement standard (IS) - 2, significantly - BS -1, IS- 0, partially -0, do not correspond - 0.

**Standard 5: completed**

**Recommendations for improvement identified during the external visit:**

No recommendation

**Standard 6: EDUCATIONAL RESOURCES**

The quality of education is ensured by a high level of infrastructure: 4 educational buildings with classrooms equipped with interactive equipment; a library and publishing center with reading rooms and an electronic library hall, the fund of which currently amounts to 614,273 copies, of which rehabilitation -3323, of which 1770 - in Kazakh, 1553 - in Russian, 249 - in English. There is also a research center and a molecular genetic laboratory for collective use; 6 hostels, 57 clinical bases, a polyclinic, student sports and recreation camps and recreation areas.

At clinical bases where residents are trained in their specialty "Physical medicine and rehabilitation». All the necessary working conditions have been created for high-quality education, taking into account the residents' own needs, including in relation to health.

As part of the implementation of the EP residency in the specialty "Physical Medicine and Rehabilitation", the department has a sufficient material and technical base to ensure the conduct of all types of disciplinary and interdisciplinary training, practical work of residents, provided for by the curriculum of the university, classrooms equipped with modern computers and appropriate software for teaching. To organize the educational process on the basis of the professional health clinic, the rehabilitation course has a lecture hall for 100 seats. For the educational process, 3 study rooms are allocated, which are equipped with appropriate furniture and communication facilities. There is a wardrobe, a room for eating. The ability to access information databases and statistical databases, allows them in real time to practice the skills of filling out documentation, management training. The block of rehabilitation treatment and rehabilitation is provided with modern innovative equipment. The department includes rooms for electro-phototherapy, water and paraffin treatment, a large gymnasium, a salt mine, a cedar barrel, and a massage room.

MUK employees are involved in expertise in planning medical education and improving teaching methods at the level of the Republic. Professor Sheveleva N.I. (responsible for the EP on residency "Physical Medicine and Rehabilitation") is one of the developers of the standard professional curriculum for postgraduate education in the specialty "Physical Medicine and Rehabilitation", an expert of the IAAR, an expert on test questions for certification of doctors and residents, an expert on public circulation (KKM and FD).

**Strengths:**

- 1) Availability of a sufficient number of clinical sites
- 2) Rich library fund, ubiquitous access to IT and electronic resources, including international electronic databases of literature
- 3) Resident training in a well-equipped hands-on skills center

**Conclusions of the EEC on the criteria.** Conforms out of 21 standards: fully-basic standard (BS) - 8, improvement standard (IS) - 4, significantly - BS -2, IS-7, partially -0, do not correspond - 0.

**Standard 6: completed**

**Recommendations for improvement identified during the external visit:**

No recommendation.

## **Standard 7: EDUCATIONAL PROGRAMME EVALUATION**

Monitoring of EP implementation is carried out by structural units responsible for educational programmes (departments, departments, academic committees, Schools, DAW). The results are heard and discussed, decisions are made on the effectiveness of the EP implementation, on the need to make changes at the meetings of the department, academic committees of educational programmes, department meetings (since 2018), are submitted to the decision of the Academic Council, and approved by the Academic Council (Senate) of the university.

The EP evaluation mechanism provides for the assessment of curricula, syllabuses, the catalog of elective disciplines, educational CD, the results of midterm control, intermediate and final certification, the results of progressive testing, independent examinations of graduates, questionnaires with all interested parties (residents, teaching staff, employers), data of internal control, internal and external audit of the teaching staff and students. Overall outcomes are measured by indicators of career choice - employment rates and / or postgraduate education of graduates.

Residents participate in the EP assessment process by expressing their opinions and wishes at the end of the course or mastering a specific discipline when questioning; can send their suggestions and comments on the organization of the educational process to the blog of the rector, the dean's office, the hotline; involved in the implementation of scientific and technical projects carried out by the teaching staff.

At the end of the study of each discipline, a questionnaire survey of residents on the satisfaction of teaching is carried out, weak and strong points are identified, errors are taken into account, and the reasons for unsatisfactory average grades are identified. The analysis of the questionnaire survey of residents is discussed at the meetings of the department, and decisions are made on the identified weak and strong sides of teaching.

When analyzing the questionnaire, it was found that as a result of training, the majority (100%) of the surveyed residents acquire new knowledge and skills; were able to see patients with pathology, which had not previously been encountered in practice, and new diagnostic methods that had not previously been seen; that they were able to get acquainted with methods of treatment (prevention) that were not previously used.

When analyzing the questionnaire, it was found that the majority of the respondents, after completing the discipline, can independently apply new knowledge and skills in practice.

### **Strengths:**

- 1) Conducting external and internal evaluation of educational programmes
- 2) Engaging independent examiners to assess residents
- 3) Participation of all stakeholders in the assessment and development of educational programmes
- 4) Feedback through a survey of teaching staff, residents and employers

**Conclusions of the EEC on the criteria.** Conforms out of 15 standards: completely - basic standard (BS) - 9, improvement standard (IS) - 3, significantly - BS -1, IS-2, partially - 0, do not correspond - 0.

*Standard 7: completed*

*Recommendations for improvement identified during the external visit:*

No recommendation.

## **Standard 8: GOVERNANCE AND ADMINISTRATION**

Academic leaders of the university are persons in the management and management of structural divisions responsible for making decisions on academic issues: Chairperson of the Board - Rector, vice-rectors, deans, heads of departments, heads of EP, structural divisions. The leadership qualities of the rector and vice-rectors are characterized by high professionalism and qualifications, a clear focus on results, flexibility and adaptability, initiative, a high level of responsibility, the ability to manage tasks, solve problems, and motivate employees to work effectively.

The management and administration of the university exercise control and monitoring of the entire educational process, the issuance of orders and regulations governing the implementation of the EP at all its stages, the organization of external audit, the provision of all types of state control of the university (post-license control, certification, etc.), the involvement of all interested parties in the evaluation of the programme, the creation of conditions for the organization, planning and implementation of educational programmes.

Responsible for the strategy for the development of postgraduate education is the Vice-Rector for Clinical Affairs and CPD. School of residency and PR and departments provide the learning process through the development and approval of all teaching materials recommended for the resident EP.

The school of residency and PR monitors all stages of training, issues orders for admission to exams, organizes the re-study of disciplines for students who have not completed the curriculum. The results of the analysis of the assessment of the educational achievements of residents are discussed at school meetings.

In order to control and improve the quality of EP, the following are carried out: 1. internal procedures for assessing quality (internal audit); 2. external quality assessment procedures: accreditation in accordance with the documented procedure "Organization of preparation for institutional and specialized accreditation in NJSC MUK" and other external audits by authorized bodies.

### **Strengths:**

- 1) A clear distribution of responsibilities in the management of the educational process
- 2) Financial well-being of the university
- 3) Partnerships with potential employers and Health care organizations

*Conclusions of the EEC on the criteria.* Conforms out of 15 standards: fully-basic standard (BS) - 8, improvement standard (IS) - 3, significantly - BS-0, IS-4, partially -0, do not correspond - 0.

*Standard 8: completed*

*Recommendations for improvement identified during the external visit:*

No recommendation.

## **Standard 9: CONTINUOUS IMPROVEMENT**

Due to the fact that this educational programme is new and has not been conducted before, this standard will be considered later in the process of post-accreditation monitoring.

Thus, 8 accreditation standards have been met, no inconsistencies in the fulfillment of the criteria of each of the basic accreditation standards in the process of analyzing the self-assessment report and carrying out the examination as part of the tasks of the external expert evaluation programme were found.

**5. Recommendations for improving the educational residency programme in the specialty "Physical medicine and rehabilitation":**

**Standard 1** No recommendation



**Standard 2**

1. Provide in educational programmes for training residents in the management of scientific research, medical statistics, Health care organization as a component of their choice

**Standard 3**

2. It is recommended that individual plans reflect research activities (research topic, programme, publications, conferences, etc.)

**Standard 4**

3. Document the representation of residents to participate in the development and implementation of a residency programme (for example, a council of residents or other advisory body)

**Standard 5** No recommendation

**Standard 6** No recommendation

**Standard 7** No recommendation

**Standard 8** No recommendation

## 7. Recommendation to the ECAQA Accreditation Council

The members of the EEC came to a unanimous decision to recommend to the Accreditation Council to accredit the **educational programme in the specialty of residency 7R09138 "Family Medicine" of NJSC "MUK"** for a period of 5 years.

### Chairperson

Ermukhanova Lyudmila Sergeevna

Foreign expert

Sulaeva Oksana Nikolaevna

Academic expert

Urazova Saltanat Nurguzhaevna

Academic expert

Kurmanova Almagul Medeubayevna

Academic expert

Zhakypbekov Kairat Saparkhanovich

Representative of practical health care

Vitt Svetlana Vladimirovna

Resident Representative

Shaikhina dinara

Student Representative

Iskakova Saltanat Mukhtarovna

ECAQA Observer

Umarova Makpal Aldibekova

The image shows a list of handwritten signatures on a document. Each signature is written in blue ink and is placed on a horizontal line. The signatures correspond to the names listed on the left side of the page. The first signature is the most prominent, followed by several others that are less distinct. The last signature is also quite clear.

**Quality profile and external evaluation criteria (summary)  
Of educational programme in the specialty of residency  
7R09138 "Family Medicine" of NJSC "MUK"**

Standard	Criteria for evaluation  Number of standards = BS * / IS	Assessment			
		Totally coincides	Significantly corresponds	Partially compliant	Does not match
1.	<b>MISSION AND END OUTCOMES</b> 17 = 10/7	9/4	1/3		
2.	<b>EDUCATIONAL PROGRAMME</b> 30 = 22/8	20/5	2/3		
3.	<b>ASSESSMENT OF TRAINEES</b> 11 = 7/4	6/2	1/2		
4.	<b>TRAINEES</b> 30 = 18/12	12/5	6/7		
5.	<b>TRAINERS</b> 7 = 5/2	4/2	1/0		
6.	<b>EDUCATIONAL RESOURCES</b> 21 = 10/11	8/4	2/7		
7.	<b>PROGRAMME EVALUATION</b> 15 = 10/5	9/3	1/2		
8.	<b>GOVERNANCE AND ADMINISTRATION</b> 15 = 8/7	8/3	0/4		
9.	<b>CONTINUOUS IMPROVEMENT</b> 4 = 1/3	-	-		
	<b>Total: 146 = 90/56</b>	<b>76/28</b>	<b>14/28</b>		
		<b>146</b>			

\* BS - the basic standard must be fulfilled by each medical educational organization, and the fulfillment must be demonstrated during an external assessment of the medical educational and scientific organization.

## List of documents requested by EEC members within the framework of accreditation

<b>No.</b>	<b>Names of documents</b>	<b>number</b>	<b>Date approved</b>
1.	EP residency in the specialty "7R01129 - Physical medicine and rehabilitation "	1	06/27/2019
2.	Syllabus "Fundamentals of Medical Rehabilitation"	1	09/02/2021
3.	Student satisfaction assessment report	1	-
4.	RW of residents	1	-
5.	Resident portfolio	1	-
6.	Results of the scorecards "Assessment of the activity of the resident patient"	1	-
7.	The results of the scorecards "Assessment of the activities of the resident by the head of the department / attending physician"	1	-
8.	The results of the scorecards "Assessment of the resident's activities by a paramedical worker"	1	-
9.	The staff of teachers of the departments implementing the educational programme "7R01129 - Physical medicine and rehabilitation "	1	-
10.	List of clinical mentors in residency for 2020-2021	1	-
11.	Regulations on residency of NJSC "MUK"	1	26.08.2019
12.	Job description of the clinical mentor of the department	1	11/18/2020