



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

**on the results of the work of the external expert
commission for assessment for compliance with the
requirements of specialized accreditation standards of specialty
6B10101 (5B130100) "General Medicine"
JSC "South Kazakhstan Medical Academy"
from "25" to "27" May 2020**

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
EXTERNAL EXPERT COMMISSION**

**Addressed to the
IAAR
Accreditation Council**



Независимое агентство
аккредитации и рейтинга

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Shymkent May 27, 2020

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I. LIST OF SYMBOLS AND ABBREVIATIONS

JSC "SKMA" - Joint Stock Company "South Kazakhstan Medical Academy

DB - basic discipline

BIC - library and information center

HEI - higher educational institution

SAC - State Attestation Commission

SCES - State Compulsory Education Standard

CNT or CT - common national testing or complex testing

IP - individual curriculum

CTT - credit training technology

MH RK - Ministry of Health of the Republic of Kazakhstan

CED - catalog of elective disciplines

MES RK - Ministry of Education and Science of the Republic of Kazakhstan

MC - Methodical Council

SRW - student research work

CPD - Continuing Professional Development

MC – mandatory component

MD - mandatory disciplines

OR - Office Registrar

EP - educational program

OSPE - objectively structured practical exam

PD – profiling disciplines

R - rules

TS - Teaching staff

QMS - quality management system

SIW – student's independent work

SC- standard curriculum

SERW - student's educational research work

EMCD - educational and methodological complex of the discipline

EMC - educational and methodological center

SC- Scientific Council

FC - Faculty Council

CEP - committee for the educational program

SKMA - South Kazakhstan Medical Academy

CBL - case-based learning (training based on a clinical case)

GPA - Grade Point Average (grade point average)

MCQ - Multiple Choice Questions

PBL - problem-based learning (problem-based learning)

TBL - team-based learning (team-based learning)

II. INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating (hereinafter

- IAAR) No. 32-20-OD dated 04/21/2020, at South Kazakhstan Medical Academy JSC (hereinafter - SKMA), an external expert commission assessed the compliance of educational activities with the IAAR accreditation standards of an educational program of a bachelor's degree 6B10101 (5B130100) "General medicine".

The report of the external expert commission (hereinafter referred to as EEC) contains an assessment of the educational program of the specialty 6B10101 (5B130100) "General medicine" to the criteria of the IAAR and recommendations of the EEC on further improving the activities of the SKMA.

EEC composition:

Commission chairman	Omarkulov Bauyrzhan Kadenovich, Candidate of Medical Sciences, Associate Professor, NJSC "Medical University of Karaganda" (Karaganda);
Foreign expert	Marina Alekseevna Kanushina, Director of the "AS Institute of
Expert	Ivanchenko Nellya Nikolaevna, candidate of medical sciences, Kazakh National Medical University named after S.D. Asfendiyarov (Almaty)
Expert	Aimbetova Gulshara Ergazyevna, Candidate of Medical Sciences, Associate Professor, Kazakh National Medical University. S. D. Asfendiyarova (Almaty)
Expert	Shukirbekova Alma Boranbekovna, Doctor of Philosophy, Associate Professor, JSC "Astana Medical University" (Nur-
Expert	Dmitry Matyushko, PhD, NAO "Medical University of Karaganda" (Karaganda)
Expert	Elena Leonidovna Stepkina, Ph.D., Kazakhstan Medical University "Higher School of Health" (Almaty)
Employer	Rysmakhanov Nuradil Makhanbetkhanovich, Multidisciplinary medical clinic "JAK-med" (Shymkent)
Student	Sattarkhan Onel Aydargyzy, Member of the Alliance of Students of Kazakhstan, International University SILKWAY University (Shymkent)
Observer from the IAAR	Aimurzieva Aigerim Urinbaevna, Head of Medical Projects of the Agency (Nur-Sultan)

III. REPRESENTATION OF JSC SKMA

The Pharmaceutical Faculty of SKMA was established in 1979 as a branch of the Alma-Ata State Medical Institute, which in 1990 was transformed into an independent pharmaceutical institute. In 1994, the Shymkent State Pharmaceutical Institute was transformed into the Shymkent State Medical Institute with two faculties: general medical and chemical-pharmaceutical, and then in 1997 - in the RSE "South Kazakhstan State Medical Academy". By the Decree of the Government of the Republic of Kazakhstan dated 08.07.2009 No. 1037, the RSE "South Kazakhstan State Medical Academy" was reorganized into the Republican State Enterprise on the right of economic management "South Kazakhstan State Pharmaceutical Academy".

In 2018, there were significant changes in the legal status of SKMA, namely: JSC "South Kazakhstan State Pharmaceutical Academy" by decision of 13.02.2018 No. 1 of the Sole Shareholder of JSC "SKSPA" was renamed into JSC "South Kazakhstan Medical Academy". After the renaming of SKMA, it retained the training of specialists with higher education in medical and pharmaceutical fields for undergraduate, internship, residency, magistracy and doctoral programs.

SKMA implements educational activities on the basis of license No. KZ36LAA00011387.

The leadership of SKMA is represented by: Rector, First Vice-Rector for Strategic Development and Innovation, Vice-Rector for Financial and Economic Activities, Advisor to the Rector, Vice-Rector for Academic and Methodological and Educational Work, Vice-Rector for Scientific and Clinical Work. Collegial governing bodies of SKMA: Rector's Office, Academic Council, Methodical Council, Faculty Council, Clinical Council and Scientific Council. The Academic Council of SKMA is an elected representative body that carries out general management and decides on the most important issues of educational, research and medical activities of SKMA, headed by the Academic Council Rector, Doctor of Medical Sciences Professor MM Rysbekov, meetings of the Academic Council are held monthly. The collegial body for managing educational and methodological work is the methodological council, headed by the vice-rector for educational and methodological work. The structural unit responsible for planning educational programs (hereinafter referred to as EP) is the educational and methodological center (hereinafter referred to as the EMC), the dean's office and the office-registrar. The Faculty Council is a representative body that carries out general management of the work of the departments of SKMA.

The organizational structure of SKMA includes: the Faculty of Pharmacy, the Faculty of Medicine, the International Faculty, the Faculty of Advanced Training for Doctors and Pharmacists, the Department of Internship and Employment of Graduates, the sector of postgraduate education, as well as 29 departments.

The infrastructure of SKMA includes:

1. Educational building No. 1, which houses a computer test, publishing center (hereinafter - CTPC), printing house, library and information center (hereinafter - CTPC), clinical diagnostic laboratory (hereinafter - CDL), telemedicine room, 7 lecture halls equipped with multimedia installations, classrooms. At a number of departments (chemistry and pharmacognosy, drug technology, pharmaceutical and toxicological chemistry, etc.), educational laboratories are equipped with the required laboratory equipment. There is a large sports hall, 2 gyms, an anatomical museum, an educational testing laboratory for medicines, administrative premises, an assembly hall, a canteen with a buffet, an educational dental clinic, a civil defense headquarters and a chemical warehouse. The building has annexes (garages, workshop, storage rooms);

1. Educational building No. 2, acquired in 2018 and located at Al-Farabi Square, No. 3. The building is adapted, 5-storey with a ground floor, total area is 7293.4 sq.m. The building has 6 lecture halls. In the basement floor there are: offices of the AHD, warehouses, an elevator unit, an electrical control room, a cloakroom, several rooms of the department of dentistry and rooms for technical staff. On the ground floor there are: the Department of Dentistry and Microbiology, the Faculty of Continuing Education, the Department of Master's and Doctoral

Studies, the first-aid post, the office of the Director of the Academy of Arts and the Student Service Center. The 2nd floor is completely occupied by the medical college of SKMA. The Practical Skills Center (hereinafter referred to as PSC) is located on the 3rd floor. The 4th floor houses the Department of Pathological Anatomy and Histology, the Department of Normal and Pathological Physiology. On the 5th floor there are the Department of Normal and Pathological Physiology and the Department of Social and Medical Insurance and Public Health.

2. Educational building №3 - 2-storey, which houses the department of Kazakh, Russian and Latin languages, a genomic laboratory, departments of the history of Kazakhstan and social and humanitarian disciplines and a language laboratory.

3. Educational building №4 is located on the territory of educational building №3. The building is 4-storey with a basement. The educational building is connected to the gym through a 2-storey gallery. The following divisions are located in the building: The basement and the 1st floor are occupied by the military department with separate warehouses and garages, the 2nd floor is occupied by the Department of English, the 3rd floor is occupied by the Department of Hygiene.

4. Student hostel No. 1 for 390 places is located between Baitursynov street and Zhandosov passage. The 5-storey building consists of 2 blocks, connected by a one-storey annex, where there is a computer classroom connected to the Internet, a reading room, a library, a hall for cultural events. The total area of the hostel is 4400.0 sq.m., the living area is 2440.9 sq.m.

5. Student hostel №2 for 250 places is located on Al-Farabi square, 3 on the territory of educational building №2. The building is 7-storey, with a basement and a basement. On the basement floor there is a student canteen, a foyer, a dormitory manager and security room. On the other floors (floors 2-7) there are 2 and 3-bed living rooms.

6. Educational and production base (land plot area of 4.5 hectares), is an educational, production and sports and health-improving base of SKMA. The base is located in with. Keregetas of the Kaskasusky s / o of the Turkestan region. At the base there is a dining room for 75 seats, a shed for living, toilets and showers, an outdoor swimming pool and 14 sleeping cars.

The personnel policy of the Company KP 044 / 103-2018 was approved by the decision of the Board of Directors of SKMA JSC dated 04.06.2018. In accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 23, 2015 No. 230 "On the approval of the Rules for the competitive replacement of positions of the teaching staff and scientific workers of higher educational institutions" from May 2017-2018 academic year, competitions are held to fill the vacant positions of heads of departments and teaching staff. Also, "Rules for the competitive replacement of positions of the teaching staff and scientific workers" were developed, approved by the Rector of "SKMA" dated January 05, 2019.

SKMA signed an agreement to conduct an industrial practice. As the bases of industrial practice "Quality control and standardization of medicines", contracts were concluded with the testing laboratories of the RSE on the REM National Center for Expertise of Medicines and Medical Devices in Almaty, Nur-Sultan, Karaganda, Taraz; JSC "Khimfarm".

Students undergo industrial practice "Toxicological chemistry" at the bases of the Republican (Nur-Sultan) and regional (Almaty, Karaganda, Shymkent) Forensic Medicine Centers and in the toxicology departments of the regional clinical hospital (Karaganda), the regional hyperbaric oxygenation center (Shymkent).

The bases of the industrial practice "Industrial Technology of Drugs" are enterprises for the production of drugs and partner universities of the CIS countries: JSC "Khimfarm", LLP "Eva-fito", LLP "Fito-Zerde", NMU named after S. Asfendiyarov (Almaty) , Tashkent Pharmaceutical Institute, Saint-Petersburg State Chemical-Pharmaceutical Academy (Russia), Gdansk Medical University (Poland).

Teaching practice in botany and industrial practice in pharmacognosy are held at the bases of the Bashkir State Medical University (Ufa), the Pyatigorsk Medical and Pharmaceutical University, the Tashkent Pharmaceutical Institute, Phyto-Zerde LLP, the city arboretum and at the educational and production base in the Kaska gorge -Su.

To take into account the requests of employers and the formation of a bachelor's degree

program for the 2019-2020 academic year, on 07.02.2020, a round table "Joint responsibility of universities and employers in the training of pharmaceutical personnel" was held at SKMA with employers. Taking into account their proposals, at the meeting of the Pharmaceutical Faculty Council (Minutes No. 7 dated 02/18/2020), it was decided to make proposals to the nomenclature of medical and pharmaceutical specialties and abandon trajectories and create one general program for the bachelor's level.

SKMA independently decides on the direction and spending of funds, including the target budget for training. Independently determines the share of funds allocated for wages and other needs necessary for the implementation of educational programs.

The mission of the South Kazakhstan Medical Academy is formulated as: training highly qualified competitive medical and pharmaceutical specialists for the South 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 through continuous improvement of competence and development creative initiative. The mission was approved by the decision of the Academic Council of the SKMA, protocol No. 2 of September 25, 2019 The mission was introduced to the staff of departments, students, management and representatives of practical pharmacy.

Information and library services for students and teaching staff of SKMA are carried out by the library and information center (hereinafter - BIC), where a significant fund of scientific, educational and educational-methodical literature, periodicals for all cycles of the studied disciplines is collected. The library's task is to provide students with basic and additional educational and educational-methodical literature, scientific publications, including reference literature and periodicals, necessary for organizing the educational process in all disciplines implemented by EP in accordance with the requirements of the State Educational Standard, as well as meeting the requests of the teaching staff. To meet the needs for educational, scientific and information requests for users of the Academy, the library has organized access to various databases.:

- DB WebofScience компании ThomsonReuters www.webofknowledge.com;
- DB ScienceDirect компании Elsevier www.sciencedirect.com;
- DB Scopus компании Elsevier www.scopus.com;
- Republican interuniversity electronic library (RIEL);
- EAPATIS www.eapatis.com;
- full-text informational legal system "Zang"
- Information system "Paragraph", section "Medicine" - electronic library system "Student advisor for a medical university";
- Electronic library of SKMA www.lib.ukma.kz.

SKMA is part of the Association of Legal Entities "Pharmaceutical Cluster of South Kazakhstan", which provides an opportunity for dual training for students of pharmaceutical specialties. Cooperation of SKMA with large pharmaceutical industries in the region, with the largest pharmaceutical concern "Polpharma" provides unique opportunities for students of the pharmaceutical faculty of SKMA for dual training and industrial practice.

The youth center "Bolashak" operates in SKMA, which organizes and conducts events to develop the socio-cultural competence of students. Through social work with students, communication skills are developed to communicate with teachers, fellow students. Students of the specialty visit disabled people, orphanages, and engage in volunteer activities. In the process of such work, students develop such qualities as mercy, compassion, a humane attitude towards each other..

To meet the social, financial and personal needs of students in SKMA there are student service services: Department of Social Issues and Youth Policy; library and information center; student dormitories with reading rooms, wireless Internet Wi-Fi; medical points; canteens; buffets, etc.

There are no scientific and technical programs at the faculty.

IV. DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

This educational program was not accredited in the IAAR.

V. DESCRIPTION OF THE EEC VISIT

The visit of the external expert commission (hereinafter - EEC) to SKMA was organized from 25 to 27 May 2020. in accordance with the Program approved by the director of NU "IAAR" Zhumagulova AB and agreed by the rector of SKMA, MD, professor Rysbekov M.M.

During the visit, EEC studied the regulatory and educational documents on the educational program, educational and methodological complexes of disciplines, methodological documents, as well as work in the information system (hereinafter - IS) Platonus.

All materials requested by the commission were provided by the representatives of SKMA on time. In order to obtain objective information on assessing the activities of SKMA, members of the EEC carried out: visual inspection of classrooms, laboratories and other premises that provide training sessions, observation, interviewing employees of various structural divisions, teachers, students, employers, graduates of SKMA, questioning the professorial and teaching staff and students.

From the side of SKMA, the presence of employees and persons indicated in the Visiting Program was ensured. The three-day EEC program was completed in full, in accordance with the distribution of activities by day:

On the first day, May 25, 2020, a preliminary meeting of the Chairman and members of the EEC of the IAAR was held, during which the following were announced: goals, program, responsibilities of EEC members and clustering of accredited EP:

ОП 6B10101(5B130100) Общая медицина
Кластер 1: ОП 6B10105 (5B110200) Общественное здравоохранение
ОП 6B10104 (5B110100) Сестринское дело
ОП 6B10106 (5B110300) Фармация

Кластер 2: ОП М144/6М110100 Медицина
ОП М 140/6М110200 Общественное здравоохранение
ОП М141/6М110300 Сестринское дело
ОП М142/6М110400 Фармация

Key issues were discussed, additional information was identified, which must be requested from the structural units of SKMA for validation and confirmation of the accuracy of information / data during accreditation.

Then, in accordance with the EEC program, a meeting was held with the rector of SKMA - MD, professor Rysbekov M.M., then - a meeting with vice-rectors: first vice-rector for strategic development and innovation - Zh.Бараев, vice-rector for financial and economic activities - Seitzhanova Zh.S., vice-rector for educational, methodological and educational activities - Anartaeva M.U. and vice-rector for scientific and clinical activities - Nurmashev B.K. After a meeting was held with the heads of structural divisions of SKMA, examination objects for accredited EP.

In the afternoon, a meeting was held with the heads of accredited educational programs, heads of departments, teaching staff (hereinafter - the TS) online. The first day ended with a survey of the teaching staff (online).

On the second day of the visit (May 26, 2020), experts visited the graduating departments for educational programs. The following departments were visited: Department of GP-2, Department of Pediatrics and Pediatric Surgery.

When working with the heads and teaching staff of the departments, the members of the EEC were provided for review: EP in the specialty 6B10101 (5B130100) General medicine, modular curricula, educational and methodological complexes of disciplines, discipline security maps, methodological developments for independent work of students, methodological developments for laboratory studies, lecture complexes, control and measuring tools, methodological developments for conducting midterm control, educational journals of attendance and progress, methodological materials (manuals, textbooks) and methodological recommendations for conducting classes on distance educational technologies.

After lunch, there was an online communication with: students, employers, graduates of the SKMA. The second day ended with an online survey of students.

The planned visit on the third day of the visit (May 27, 2020) to the bases of industrial practices took place in: Medical Center "Sunkar" (Shymkent, Yerimbetova st., 44), Medical Center "Esculap" (Shymkent, st. Sairam 198b), Regional children's hospital (Shymkent, Argynbekov st. 125). The experts' questions were answered by: Head of the Department of GP-2 Dosybaeva G.N., Head of the Department of Pediatrics and Child Surgery Maimakov T.A., teaching staff of both departments, chief physician of the ODB Ukbaeva G. S.

The rest of the bases of practical training of objects declared in the Program were not visited by the members of the EEC due to the closure of their quarantine (documentary confirmation of the quarantine of these objects was not provided), and therefore, it is impossible to form an opinion on the conformity / non-conformity of all declared bases for passing industrial practice.

Further, the members of the EEC carried out work on collegial agreement and preparation of an oral preliminary review on the results of the visit to SKMA, as well as the development of recommendations based on the results of the visit to the External Expert Commission.

At the final meeting of the EEC with the leadership of the SKMA, recommendations were voiced to improve the activities of educational programs for accredited specialties (1 and 2 clusters), developed by members of the EEC based on the results of the work done.

72 people took part in the anonymous survey of students, including 18 bachelors in the specialty "General Medicine".

83.3% of all respondents are fully satisfied with the relations with the dean's office; 69.4%

are completely satisfied with the level of accessibility and responsiveness of the university administration; the level of accessibility of library resources are completely satisfied - 68.1% of respondents.

12.5% are not satisfied with rest rooms for students; the overall quality of educational programs is partially dissatisfied with 7%; 4.2% are partially dissatisfied with the quality of teaching; 2.8% are dissatisfied with the available computer classes; 11.1% are dissatisfied with the available scientific laboratories; 11.1% partially agree with the well-structured course content; 18.1% partially agree that teaching staff provide material in an interesting form; 9.7% partially agree with continuous assessment and reflection of the course content; 16.7% of respondents partially agree with the fact that SKMA provides sufficient opportunity to go in for sports and other leisure activities.

48 people took part in the anonymous survey of the teaching staff of the SKMA, among the respondents, masters prevail - 39.6%. Relatively poorly satisfied with the content of the educational program - 4.2%; poor accessibility of the manual for teaching staff was noted by 4.2%; the involvement of teaching staff in making managerial and strategic decisions was assessed as relatively poor by 8.3% of respondents; 10.4% of teachers assessed the work to improve their qualifications as relatively poor. The level of the possibility of combining teaching staff with scientific research was relatively poorly assessed by 10.4% of the respondents; the frequent lack of access to the Internet was noted by 16.6% of the people, the frequent lack of technical means in the audience was noted by 12.5% of the teaching staff; 10.4% of respondents were dissatisfied with the provision of benefits.

Comfortable conditions were created for the work of the EEC, the conference hall was equipped with an org. equipment (each expert had a personal computer), the Internet was provided and the ability to print documents. Also, access to structural divisions and information resources was provided.

VI. COMPLIANCE WITH FIRST SPECIALIZED ACCREDITATION STANDARDS

Standard 1: MISSION AND END RESULTS

The educational program (EP) of the specialty 6B10101 (5B130100) "General medicine", its mission and goals are developed in accordance with the general strategy of the state and the university, comply with the charter of the university and determine the main directions of the university.

The mission of the EP is presented by the Committee of the educational program "General Medicine" (CPC), discussed with employers at a round table in January 2018. The mission of the EP "General Medicine" was approved by the Methodological Council of SKMA No.

The mission of the educational program "General Medicine" is to train competitive personnel who provide medical care at the PHC level and are ready for continuous professional development.

The main aspect of the declared mission of the educational program is to study the needs of practical health care in specialists and their effective system of professional training. EP "General Medicine" provides training at the level of undergraduate and internship. The mission of the EP is developed taking into account the competencies of the internship graduate and the level of qualifications in accordance with the industry qualifications framework. When developing the mission, the need for health care in medical personnel and the possibility of admitting an internship graduate to independent activity were taken into account. Today, graduates of the General Medicine internship can independently perform the functional duties of a general practitioner at the level of primary health care and provide emergency medical care.

The mission of the EP "General Medicine" is posted on the SKMA website <http://ukma.kz>, in the organizational structure section (in the subsection of the GP-1 department), at the dean's office and at the SKMA GP-1 department.

The purpose of the EP "General Medicine" is the formation of supra-professional and professional competencies in students, the disclosure of the creative potential and the possibility

of self-realization of each individual.

The idea and purpose of opening the EP "General Medicine" is based on the high need of the southern region of the country for medical personnel (the indicators of three bordering regions - Kyzylorda, Zhambyl and Turkestan regions (until 2018 South Kazakhstan region)).

The implementation of the EP started in the 2016-2017 academic year, for the 2019-2020 year there are 4 courses, the first bachelor's degree graduation in the 2020-2021 academic year. In parallel, training is underway in a 2-year internship, admission to which is carried out from other medical universities in the country.

1. EP "General Medicine" in 2019. entered in the Register of educational programs.
2. EP "General Medicine" sets the goal of training a general practitioner with a system of general cultural and professional competencies, capable and ready for independent activities.
3. learning outcomes have been developed for the EP graduate:
4. Synthesis of professional and scientific medical knowledge for the provision of qualified medical care.
5. Solving the problems of providing qualified medical care.
6. Coordination of the activities of units in healthcare organizations
7. Scientific substantiation of goals, methods and means of achieving them
8. Implementation of qualified medical care of the basic category of complexity.
9. Determination of the strategy for providing the population with qualified medical care of the second category of complexity.
10. Make decisions and be responsible for the result of the provision of qualified medical care.

SKMA has educational, human, material and information resources for the implementation of the EP. Appendix to the license for EP

"General Medicine" dated June 15, 2018, issued on March 28, 2018, confirms the compliance with the qualification requirements for educational activities for the implementation of the EP "General Medicine" and the provision of the program with the necessary resources.

In order to improve further work in the training of highly qualified personnel, the employees of SKMA regularly conduct surveys of employers, meetings and conversations with them. The results of the survey are discussed at the meetings of the departments,

Councils of faculties and MS, as a result of which new elective courses are developed taking into account the wishes and suggestions of employers, the long-term directions of the EP are being improved and adjusted.

In accordance with the traditions and values of the academy, standards of ethical behavior have been developed, the "Code of honor of a teacher", "Code of honor of a student" (Academic policy of JSC "SKMA" dated November 28, 2018), which are the norms of corporate ethics, are observed.

The self-assessment describes the participation in the development of the mission of the team of only one city polyclinic in Shymkent (although the city of republican significance), other stakeholders were not involved.

SWOT analysis is based only on the basis of questionnaires, meetings and round tables with employers: there is no feedback from graduates of previous years; the opinion of the teaching staff (teaching staff), as well as the results of their questioning, are also not taken into account in the preparation of the SWOT analysis.

When interviewing students, most of them did not know the mission of the educational program.

The codes of honor of the teacher and student were not found on the Academy's Internet resource <http://ukma.kz>. When interviewing the teachers of the department, unsatisfactory knowledge of the basics of the Code was demonstrated, as well as the inability to show its electronic (paper) text on the territory of the department.

According to standard 1 "Mission and final results", the commission noted the following strengths:

1. The mission is formulated succinctly and fully meets the final result of training.
2. Training of specialists in a demanded profession based on the needs of the region and Kazakhstan in medical personnel.

The area of improvement is: introduction of mechanisms for broad involvement in the discussion and approval of the university's mission and the educational program of representatives of practical health care at all levels (emergency medical care, several private and state polyclinics); redefining ways to inform the public about the mission, learning outcomes, teacher and student codes of honor.

EEC recommendations:

- 1) Strengthen interaction with practical healthcare (employers) on the formulation of mission and end results.
- 2) Further improvement of the university website, as well as the use of other more popular Internet platforms (Facebook, Instagram) to raise awareness of all interested parties in the implementation of the university's mission, educational program, the teacher's and student's code of honor.
- 3) When preparing a SWOT analysis, use feedback from past graduates and the current TS.
- 4) Strengthen the dissemination of the mission and goals of the educational program among students and teaching staff.

Standard 2: EDUCATIONAL PROGRAM

SKMA implements an educational program in the specialty 6B10101 (5B130100) "General Medicine", which determines the goals, content and organization educational process, taking into account the list of specializations of vocational training and is a set of regulatory documents developed on the basis of the State Educational Standard of the Republic of Kazakhstan and standard discipline programs, Instructional letters approved by the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health and Social Development of the Republic of Kazakhstan.

A model of the educational program has been developed to achieve the mission, learning objectives and final learning outcomes. The educational process is implemented through curricula and programs based on the principles of integrity, objectivity and flexibility to achieve the final result in the face of continuous changes in the external information environment, revision of the goals of higher education and the increasing requirements for the level and quality of training.

Within the framework of the educational program of the specialty, the departments have developed educational and methodological complexes of disciplines (EMCD) in accordance with the requirements of the normative acts of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health and Social Development of the Republic of Kazakhstan. In all areas of the specialty, according to standard curricula, work programs have been drawn up, which are discussed at meetings of departments, CPC, MS, approved by the vice-rector for educational, methodological and educational activities.

The EP was developed on the basis of the "State Compulsory Standard for Medical and Pharmaceutical Education, Order of the Ministry of Health of the Republic of Kazakhstan No. 647 of 2015, with amendments and additions of February 21, 2020.

The total volume of the program is 360 credits, of which 300 credits are undergraduate and 60 credits in internship. In the structure of the EP bachelor's degree, the volume of disciplines of the cycle of general education disciplines is 56 credits, the cycle of basic disciplines is 90 credits and the cycle of major disciplines is 142 credits, 12 credits are allocated for final certification. In the internship 60 credits consist of 57 credits of major disciplines and 3 credits of final certification.

The development and implementation of the educational program (hereinafter - EP) "General Medicine" is attended by the teaching staff, structural divisions and collegial management bodies of the university.

The levels of responsibility for the development and implementation of EP are described and regulated in the developed "Regulations on the procedure and procedures for the

development of educational programs" (approved on May 29, 2019). The regulations are posted in the virtual database of the SKMA JSC website <http://ukma.kz/ruv>, in the SKMA Regulations and Rules section (<http://base.ukgfa.kz/wp-content/uploads/2019/10>).

Departments (a special role belongs to graduating departments), ensuring the implementation of a modular educational program, carry out the following activities:

- 1) design and development of an educational program;
- 2) development of a modular curriculum based on a standard curriculum and training modules;
- 3) development and adjustment of programs of modules and disciplines;
- 4) selection of effective forms, teaching methods and assessment of learning outcomes (competencies);
- 5) development of the necessary educational and methodological support. Committees of educational programs (hereinafter - CEP):
- 6) participate in the formation of modules for specialties and disciplines;
- 7) determine effective forms, methods of teaching and assessment of learning outcomes;
- 8) participate in the development of the necessary educational and methodological material;
- 9) analyze and approve modular educational and educational programs;
- 10) coordinate the activities of departments in specialties for the implementation of modular training in JSC "SKMA";
- 11) summarize the experience of modular training in EP.

Dean's office:

- 1) carries out the analysis and control of the implementation of the modular curriculum;
- 2) coordinates the activities of departments for the implementation of modular training at the faculty;
- 3) summarizes the experience of modular training at the departments and, in general, at the faculty at the end of each semester.

Educational and methodological center:

- 1) develops methodological documents for the implementation of the modular principle of teaching and the development of educational programs;
- 2) carries out analysis, approval and control of the implementation of curricula in JSC "SKMA";
- 3) coordinate their work with the activities of the faculties on the implementation of modular training in JSC "SKMA";
- 4) summarizes the experience of modular learning.

The registrar's office organizes the work of students on the choice of basic and additional programs, the work of advisers, the organization and conduct of intermediate and final certification, etc.

The OP and changes and additions made to the EP are considered at the meetings of the departments, then at the meetings of the CEP, submitted for discussion by the Methodological Council and then approved at the meeting of the Academic Council.

The university presents a vertical "hierarchy" and horizontal integration of processes and levels of responsibility for the development and implementation of EP.

Vertical connection can be traced during the development and approval of the EP. Horizontal communication between departments, dean's offices, educational and methodological center and the office of the registrar is presented mainly in the implementation of the EP.

The intermediate results of the EP implementation (student progress, the results of intermediate and final certification, feedback from students, independent examination, etc.) are additionally considered at meetings of the Faculty Council, Rector's Office, Academic Council.

- The EP was developed according to the modular principle of building a training program.

The modular structure of EP is regulated by the Regulations on modular educational programs developed at SKMA (latest edition 2018) on the basis of the order

- No. 152 (as amended for 2018) MES RK.

- Example. One of the modules, consisting of the basic disciplines of the 3rd year, is a module called "Man and Disease". The module is formed of 5 disciplines, each with a volume of 9-10 credits and clinical practice with a volume of 5 credits:
- propedeutics of internal diseases;
- propedeutics of childhood diseases;
- pharmacology;
- general pathology (general pathological physiology, pathological anatomy);
- pathology of organs and systems (pathological physiology and pathological anatomy);
- clinical practice.

The content of the module is integrated and designed to develop clinical thinking skills, based on knowledge of pathophysiological mechanisms, course and outcome of diseases, physical and clinical laboratory methods of examinations and the choice of medicines in adults and children with major clinical syndromes of internal diseases.

The prerequisite of the module is the study of physiology and morphology (disciplines of 1-2 courses), the postrequisite is the basics of internal diseases, the basics of childhood diseases.

At the module level, learning outcomes are formed in accordance with the Dublin first level descriptors (bachelor's degree).

The content of the subjects of the disciplines is formed in such a way that the study of one of the systems was carried out in all other disciplines.

Teaching and learning methods are consistent with the content and end results of learning, contribute to the active learning of students and interns. Teaching methods based on modern principles are used: PBL, TBL, CBL, etc.

The cycle of basic disciplines consists of optional components - introduction to the profession, molecular biology and medical genetics, microbiology and immunology, medical biochemistry, pharmacology - 1, 2, propedeutics of childhood diseases, propedeutics of internal diseases, basics of childhood diseases, childhood infectious diseases, general surgery, infectious diseases, pathophysiology, patient and society, evidence-based medicine.

The cycle of major disciplines includes the basics of medical practice, the basics of surgical diseases, traumatology, pediatric surgery, the basics of visual diagnostics, the basics of internal diseases, the basics of obstetrics and gynecology, the basics of neurology, psychiatry and narcology, compulsory health insurance and medical law, emergency medical care, outpatient and polyclinic therapy, outpatient pediatrics, neurology, psychiatry and narcology in AFP, infectious diseases in AFP, preventive pediatrics, surgical diseases and oncology AFP, obstetrics and gynecology AFP, general medical practice and clinical practice 1,2,3,4 and industrial practice of GPs.

Disciplines of the optional component are aimed at in-depth study of modern issues of practical medicine, have an interdisciplinary nature, contribute to the formation of fundamental knowledge, skills and abilities necessary in professional activity. The catalog of elective disciplines is discussed with employers and includes a sufficient number of elective disciplines.

The department, when developing the EP, is coordinated with all structural divisions - EMC, internship department, dean's offices, departments, PSC, RO, KDL adheres to the goal of ensuring the continuity of their content, takes into account the logic of the academic relationship of disciplines, their sequence and continuity.

In SKMA, the basic principles of state policy in the field of education are observed, in accordance with the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III (with amendments and additions as of 04.12.2015): equality of the rights of all citizens of the Republic of Kazakhstan to education; the availability of education at all levels for the population, taking into account the intellectual development, psychophysiological and individual characteristics of each citizen; the secular nature of education; stimulating the education of the individual and the development of giftedness; continuity of the educational process, ensuring the continuity of its stages; the unity of training and education; a variety of educational organizations

by forms of ownership, by forms of training and education, directions of education; democratic nature of education management, expansion of academic freedoms and powers of educational organizations; humanistic and developmental nature of education; integration of education, science and industry; vocational guidance of students; informatization of the education system.

SKMA supports the policy of equality. Students with different citizenships (citizens of the Republic of Kazakhstan and non-residents of the Republic of Kazakhstan) study at the academy, the university supports the policy of gender equality, social status and financial well-being of students and their families, if necessary, the academy creates conditions for the implementation of inclusive education.

The Academy has a department of evidence-based medicine that implements the principles and methodology of evidence-based medicine in the educational process and contributes to providing students with access to high-quality information resources.

The formation of critical and analytical thinking in students will be carried out through the teaching of such disciplines as "Fundamentals of Clinical Epidemiology and Evidence-Based Medicine", "Biostatistics", "Public Health and Ethics in Health Care", included in the modules "Patient and Society",

"Hygiene and Epidemiology in Pediatrics".

The organization of practice in SKMA is carried out in accordance with the curricula and academic calendars of the EP on the basis of basic agreements.

Professional practice is included in the EP as a university component in the total amount of 18 credits. To date, for 4 courses of bachelor's degree, practice is carried out at 8 clinical bases, 8 contracts have been signed. For the 5th year, it is planned to develop and sign an additional 10 contracts with medical organizations of the city and region. Contracts for the practice are signed on the basis of the Memorandums concluded between JSC "SKMA" and the regional and city Health Administration in 2018-2019..

The procedure for organizing and conducting practice is regulated by the "Rules for organizing and conducting professional practice and determining the organization as practice bases" (approved on May 29, 2019). The rules are posted in the virtual database of the SKMA JSC website <http://ukma.kz/rub>, in the SKMA Regulations and Rules section (<http://base.ukgfa.kz/wp-content/uploads/2019/11>).

EP "General Medicine" regulates the contact of students with patients and guarantees training in clinical skills, starting from junior courses. 1-3 year students have the opportunity to contact patients, studying the disciplines "Introduction to the clinic", "Propedeutics of internal diseases", "General surgery"; practice. Students acquire and develop new practical skills in the provision of inpatient medical care to patients, surgical, pediatric and obstetric and gynecological departments, as well as emergency and emergency care to patients during the export of linear and specialized teams of ambulance and emergency care stations.

During the visit of the expert commission to the clinical bases of the department of GP, it is necessary to note such effective teaching methods as: supervision of patients; role-playing games; work in the admission departments of hospitals, dressing rooms, operating rooms, treatment rooms; participation in the rounds of professors and associate professors; analysis of radiographs, ECG, ultrasound, etc.; analysis of case patients; attendance at autopsies; mastering practical skills on phantoms and dummies, at the patient's bedside; work in the medical areas of polyclinics; filling out medical documentation, etc.

EP provides the formation and consistent development of clinical skills. The volume and complexity of clinical skills increases with the accumulation of knowledge in the basic disciplines and the growth of competence. In the first year, the skills of communicating with the patient, caring for the patient and the simplest manipulations are mastered. In the future, the acquired and new practical skills are deepened, which are necessary for solving the key tasks of professional activity, for effective interaction with other specialists in providing medical care to the population.

Clinical skills are practiced at the patient's bedside and at the PSC. The mastering of skills is carried out in accordance with practical exercises through analysis

"Topical patients" and "topical operations". Trainers undergo clinical practice in specialized departments according to the training program.

The EP provides for the correlation of practical skills with the level and volume of theoretical knowledge, strict adherence to the principles of vertical and horizontal integration.

Ability to listen to the patient, take anamnesis, conduct a physical examination

- these skills are obtained by students in the EP "General Medicine" at the first stage of the training program (1-3 courses) during a short stay in clinics. At the same time, students begin to master simple procedural skills such as various types of injections, dressing, treating simple wounds, and stopping external bleeding.

At the next stage of the training program - mastering major clinical disciplines (4-5 years), the components of clinical training are the formation of clinical thinking in students, the ability to explain the cause of the disease to the patient or relatives, interpret the most common laboratory and instrumental data, and carry out preventive measures. Students learn more complex procedural skills such as recording and interpreting ECGs in health and disease.

The skills of providing emergency medical care are preliminarily practiced by students in a safe environment in a PSC on mannequins and simulators, where there are four blocks in the areas of training: surgical, obstetric, therapeutic, pediatric with an appropriate set of dummies, phantoms and instruments.

The formation of clinical skills is being completed during a specialized internship in the areas of training 6-7 courses, with the development of the skills of an independent choice of patient management tactics, taking into account all social factors, conducting differential diagnostics, interpreting data from more complex research methods, choosing rational therapeutic tactics, drug therapy, filling medical documentation, including electronic, the ability to present the history of the patient's disease at medical conferences, rounds, secondary prevention of the disease.

When interviewing students and teaching staff, there is a lack of awareness of the RBL method, with significant inaccuracies they answer questions about PBL methods, case study.

When examining an educational program, there are no disciplines that implement a science-based approach to teaching (for example, research methodology, research management).

The Academy does not implement scientific and technical programs at the faculty.

According to standard 2 "Educational program" the following strengths are noted:

1. High level of student involvement in daily routine clinical work with access to all resources of the Academy's clinical bases.
2. An educational program based on competence-based learning has been developed.
3. The ability to choose an individual trajectory of training within the framework of the current state educational standard at the expense of hours of elective disciplines.
4. Implementation of a modular educational program with the integration of disciplines.

The area of improvement is the strengthening of a research-oriented approach in teaching through the introduction of RBL technology, the introduction of appropriate disciplines into the Program, participation in scientific and technical programs..

EEC recommendations:

- 1) Introduce RBL technology into the educational program, teach this technology to the teaching staff of the Academy.
- 2) Supplement the educational program with disciplines that implement a research-oriented approach to teaching (research methodology, research management)
- 3) Participate in the development and implementation of scientific and technical programs.

Standard 3: STUDENT EVALUATION POLICY

The SKMA developed in accordance with the "Academic Policy" http://base.ukgma.kz/?page_id=7241 Rules and Regulations reflecting the student assessment policy, goals, objectives, level of responsibility of departments, departments, teaching staff for assessing learning outcomes and competencies.

The main documents are the academic policy of SKMA http://base.ukgma.kz/?page_id=7241, PR 044 / 235-2018 Rules for organizing and conducting intermediate certification of students in the form of computer testing, PR 044 / 245-2018 http://base.ukgma.kz/?page_id=251 http://base.ukgma.kz/?page_id=251 Rules for planning and organizing the educational process in bachelor's degree, P 044 / 408-2018 http://base.ukgma.kz/?page_id=251 Regulations on the organization and conduct of certification of practical skills and abilities by OSPE / OSCE technologies http://base.ukgma.kz/?page_id=251 with the final control of the educational achievements of SKMA students.

The rules determine the procedure for conducting exams in the form of computer testing at the end of the study of the discipline in each academic period during the intermediate and final certification (examination session, state examination). For basic and major disciplines, a two-stage exam is provided, the first stage of which is testing, the second stage is the acceptance of practical skills using the OSPE / OSCE technology. The process of preparing and conducting the OSPE / OSCE is regulated by the relevant Regulations on the organization and conduct of certification of practical skills and abilities by the OSPE / OSCE technologies.

- Assessment of students' academic achievements involves the assessment of current control, midterm control and final certification of students (presented: in the Academic Policy of JSC SKMA Section 12. Policy of Grading; in the Rules for organizing and conducting intermediate and final certification of students in JSC SKMA; Rules for organizing and conducting intermediate, and final certification of students at JSC SKMA using DOT).

- Various methods of control are used depending on the type of control, in particular the oral method, test tasks, solving situational problems are used when conducting formative assessment of students. The choice of the assessment method is determined by the tasks of the discipline and is prescribed in syllabuses.

- The procedure for working off missed classes is presented in the Academic Policy of SKMA JSC (Section 12 Grading Policy) in accordance with which:

- missed classes for no valid reason are not fulfilled. Students who missed classes for no valid reason or did not work in the electronic journal next to the "n" mark are given a "0" grade in the last week of the academic period;

- if a student has not worked in the electronic journal next to the "n" mark, the grade is given as a result of working out the lesson is given.

The appeal system is spelled out in the above regulatory documents and meets the established requirements.

Assessment methods are interconnected with the learning process and provide an objective assessment when conducting various types of control.

When interviewing the teaching staff of the Department of Pediatrics and Pediatric Surgery, the inability of teachers to explain the difference between the digital equivalent of the assessment (for example, how 81 differs from 85) was revealed. As a result, the ability of the teacher to explain the given grade to the student is questionable..

According to standard 3 "Student Assessment Policy", the following strengths are noted:

There is an academic policy that regulates the uniform requirements for assessing students, the process of working off.

The area of improvement is the further training of teaching staff in the methodology for assessing the knowledge of students, as well as the development of mechanisms for providing feedback to students about the assessment.

EEC recommendations:

Train the teaching staff on the methodology for assessing the knowledge of students, paying special attention to the mechanisms for providing feedback to students on the results of assessing their knowledge and skills.

Standard 4: STUDENTS

The policy of admission of students to the bachelor's degree of SKMA JSC complies with the Law of the Republic of Kazakhstan

"On Education", Resolutions of the Government of the Republic of Kazakhstan dated January 19, 2012 No.

No. 111 "Standard rules for admission to training in educational organizations that implement professional training programs of higher education" and dated 06/08/2018 No. 334

"On amendments to the Decree of the Government of the Republic of Kazakhstan dated January 19, 2012 No. 111". The work of the selection committee is regulated by the regulations on the selection committee of SKMA JSC.

The policy and procedure for admission to SKMA JSC are clear, consistent with the mission and goals of the university, officially published in the media and the university website, and are available to all future students.

In the 2019-2020 academic year, the contingent of the EP "General Medicine" is 1,692 people, of which 484 people, 69 people are studying under a state grant and on a grant from local executive bodies (LEBs). At present, the contingent of foreign students at the 4-year EP is 679 people, of which the near abroad -108 people, and from India -571 people.



The educational program "General Medicine" is being implemented in English, where foreign students from India study, which increases the attractiveness of the university.

The formation of the student contingent is carried out through budget funding, placing a state order for personnel training (state educational grants), as well as paying for education at the expense of citizens' own funds and other sources.

The admission of citizens to JSC "SKMA" is carried out on a competitive basis in accordance with the points of the certificate issued based on the results of the unified national testing or comprehensive testing carried out according to technologies developed by the National Testing Center of the Ministry of Education and Science of the Republic of Kazakhstan.

The transfer rules are a component of the Academic policy of SKMA JSC and comply with the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 20, 2015 No. 19 On approval of the Rules for the transfer and restoration of students by type of educational organization. You can get acquainted with the Academic Policy on the portal of JSC "SKMA".

One of the main mechanisms that ensure the stability of the recruitment of students for training in EP is the strategic plan for the development of the university developed at SKMA JSC, the availability of an effective quality management system, high human potential, scientific interests, material and information base.

In JSC "SKMA" for the first time in the 2016-2017 academic year, 283 students of the general education program "General Medicine" were enrolled for the 1st year, of which 98 under the state educational grant (taking into account the need of the region for these specialists). In the same year, 50 foreign students from India were recruited.

Currently, the contingent at the EP in 4 courses is 1018 students, of which 540 are under the state educational grant. In the 2019-2020 academic year, taking into account the needs of the region in these specialties, educational grants were allocated by local executive bodies, educational grants were allocated for 69 people. The contingent of foreign students at the EP in 4 courses is 679 people, of which India -571 and neighboring countries -108.

A student of the 1st year of study at the beginning of the academic year is given a guidebook, and its electronic version is posted on the academy website (<http://www.ukma.kz>).

The EP advisors hold meetings for freshmen in order to get acquainted with the prospects for future professional activities, the formation of an individual educational trajectory, etc.

To meet the social, financial and personal needs of students at the Academy, there are student service services: Department of Social Issues and Youth Policy; library and information center; student dormitories with reading rooms, wireless Internet Wi-Fi; medical points; canteens; buffets, etc.

The main tasks of the department for social affairs and youth policy are social support for students and work with youth. The department promotes self-development of students, organizes and conducts various events. Conditions are created for participation in city, regional, republican and international events. Work is being carried out with low-income students (financial assistance and free meals, a subscription to a water sports complex, etc.).

Information and library services for students and faculty of the Academy are carried out by the library and information center, where a significant fund of scientific, educational and educational-methodical literature, periodicals for all cycles of the studied disciplines is collected. The structure of the Library and Information Center has 2 subscriptions, 3 book depositories, 7 reading rooms, a media library. The unified information and library fund is 532691 copies, including 234158 copies of all types and types of publications in the state language. The main part of the fund is educational literature, which has 378,228 copies, which is 71% of the total volume of the fund, including 188,903 copies in the state language, which is 80% of the total fund.

To provide nonresident students with housing, there are 2 student dormitories for 640 beds with an area of 8195.6 m². In the hostels there are reading rooms equipped with computers, connected to the INTERNET and, there are food points, household rooms for preparing hot meals, and sanitary and hygienic standards of living are provided.

In order to provide students and teachers with hot food, there are canteens and canteens

with an area of 931.0 m² for 400 seats in educational buildings and hostels. The canteens and buffets are equipped with the necessary furniture and equipment.

Student self-government "Bolashak" is successfully functioning at the university; volunteer movement "Erikti zhasak"; dormitory student council; representative office of MK "Zhas Otan"; branch of the Kazakhstan Medical Student Association (KazMSA); branch of the Alliance of Students of Kazakhstan; Peoples' Friendship Club

"Birles"; KVN team; debater club "Ziyaly Kazak"; intellectual club "IQ"; sport sections.

The quality of student support services is revealed through a survey of students. Confidence boxes are posted in academic buildings and dormitories to provide them with an opportunity for anonymous feedback, including on the activities of student support services. The rules for admitting, considering and responding to student complaints have been developed. Students have an opportunity on issues of education, participation in scientific research, social life of the university, etc. refer to the blog of the rector, vice-rector for the Ministry of Internal Affairs, dean's offices, department of social issues and youth policy, department of strategic development and international cooperation, BIC.

In order to automate the educational process, an automated information system "Platonus" was installed, designed for the comprehensive automation of credit and distance learning systems.

Every year, in order to employ graduates and carry out distribution, a database of vacancies is formed, in this direction in SKMA, together with the Health Departments of the southern region, a lot is being done. To attract graduates and secure them in pre-allocated places, the leadership of the academy conducts the following events: "Job Fair" with the participation of representatives of the health departments of the southern region, chief doctors of regional hospitals, curators of akimiat; at the "Job Fair" representatives of the Health Administrations of the southern region set out in detail the need for medical personnel and social support for young specialists, working conditions on the ground; at the "Job Fair" bilateral contracts are concluded with direct representatives of health care facilities for the provision of jobs; on an ongoing basis, the leadership of the academy closely cooperates with the employment office of Shymkent, provides information on the contingent of graduates and their place of residence.

In JSC "SKMA" there is a student self-government body, which operates on the basis of the regulations on student self-government of the academy.

The Academy practices a flexible schedule of tuition fees, provides discounts to socially unprotected students and promotes the transfer of excellent students to state educational grants. The academy has a commission for granting benefits for tuition fees. Orphan students, disabled students and students from low-income families have benefits on payment. The specified category of students and first-year students have priority when checking into a hostel.

Strengths of the "Students" standard:

1. The presence of a diverse environment for the harmonious and comprehensive development and growth of students.
2. A well-thought-out, flexible and well-developed Student Admission Policy, allowing for different student populations to study.

The area of improvement is the further improvement of the system for determining the number of accepted students in accordance with the material, technical, staffing capabilities of the Academy

EEC recommendations:

Not

Standard 5: ACADEMIC STAFF / TEACHERS

There are 12 departments at the Faculty of Medicine. In the implementation of the educational program

"General medicine" involved 22 departments. TS providing implementation of EP

"General Medicine" is represented by specialists in specialized fields of knowledge who have multifaceted experience of working with students who have an effective transfer of

knowledge, skills and abilities within the framework of educational progress. All teachers have basic medical education and have practical experience in the disciplines taught.

At the departments of the EP "General Medicine" there are 250 full-time teachers, of which 92 have academic degrees, namely: 11 doctors of sciences, 74 candidates of sciences, 7 doctors of philosophy (PhD); there are also 86 masters working. The degree of degree of EP is 36.8%. Of the full-time teachers, 49 people have the highest qualification category of a doctor, 16 people - I category, 2 people - II category.

- In addition, practical health professionals with academic degrees, higher and I medical categories were involved in order to integrate practical health care into educational and scientific activities. There are 98 freelance teachers, of which 1 doctor of science, 15 candidates of science. The staffing of the OP is 100%.

- The Academy has implemented a policy for the activities and development of employees, which is implemented by the recognition of the academic activity of the teaching staff at its true worth, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, rewards and an additional payment system. Developed by PP 044 / 422-2018 "Regulations on remuneration, bonuses, material assistance and payment of benefits for the health improvement of employees of SKMA JSC":

- in support of teachers teaching in English, the academy introduced an additional payment system in the amount of 2 base official salaries (BDO) to the employee's official salary;

- additional payments and allowances are made for work in harmful, hazardous working conditions: employees of the departments of normal anatomy (dealing directly with cadaveric materials) (75% BDO), infectious diseases with a course of dermatovenereology (10% BDO), therapeutic disciplines (for work in tuberculosis institutions - (95% BDO), and work using X-ray, and radiation diagnostics (50% BDO) and ultrasound (30% BDO).

- since 2012 in SKMA, the costs of publishing the results of scientific research and for presenting reports of teaching staff, students,

- undergraduates, for participation in the work of international, republican scientific and practical conferences, congresses, forums, symposia, master classes, as well as for obtaining security documents. Reimbursed from extra-budgetary funds on the basis of the SKMA Development Plan for each calendar year and the Regulations on reimbursement of expenses and payment of remuneration for the publication of scientific research results in journals and collections, patents, copyright certificates approved by the rector of the university.

In February 2020, a payment was made to M.M. Esirkepov. for 5 articles in co-authorship: Gasparyan A.Y., Voronov A.A., Koroleva A.M., Kitas G.D. The total amount to be paid is 6 27350 (six hundred twenty-seven thousand three hundred fifty) tenge.

Payment was made by Acting Associate Professor of the Department of Therapeutic Disciplines with a course of phthiology Kasaeva L.T. for the publication of the article Abortion and Cjntreption as Medical and Social Problems jf Modern // Iranian Journal of Public Health-2018-Vol.47, Iss.6-P.925-927. The amount to be paid is 9600 (nine thousand) tenge.

Payment was made by the manager. Abuova Gulzhan Narkenovna, Department of Infectious Diseases and Dermatovenereology, for the publication of the article Systematic Review and Meta-analysis of Postexposure Prophylaxis for Crimean-Congo Hemorrhagic Fever Virus among Healthcare Workers. The amount to be paid is 300,000 (three hundred thousand) tenge.

Payment was made to Professor G.A. Dushanova. for the publication of the article Study the peculiarities of transient ischemic attack. The study included 69 patients aged from 25-78 years with a diagnosis of transient ischemic attack.//International Journal of Stroke / -2018-Vol.13.-Suppl.2, Spec.Iss.SI.-Meet.Abst.867 .-P.199-199. The amount to be paid is 60,000 (sixty thousand) tenge.

The academy has a system of rewarding teachers for teaching excellence, scientific and clinical results, and dedication.

Winners of awards work at the departments of the specialty "General Medicine":

1) Medal "Enbek ardageri" - 2 persons;

2) "Densaulyk saktau isine koskan alesi ushin" - 2 persons;

- 3) "Densaulyk saktau isinin uzdigi" - 4 people;
- 4) Certificate of honor of the Ministry of Health of the Republic of Kazakhstan - 2 people
- 5) Letter of thanks from the Ministry of Health of the Republic of Kazakhstan - 3 people;
- 6) Jubilee medal "To the 25th anniversary of Independence of the Republic of Kazakhstan" - 5 people;
- 7) Certificate of honor of the Ministry of Education and Science of the Republic of Kazakhstan - 1 person.

For the development and strengthening of international cooperation, JSC "SKMA" works with foreign partner universities. Foreign universities-partners of the EP "General Medicine" are the Medical University of Gdansk (Poland), the First Moscow State Medical University named after I.M. Sechenov Moscow (Russia), Bashkir State Medical University, Ufa (Russia), Bukhara State Medical Institute named after Abu Ali Ibn Sino, Bukhara (Uzbekistan) with which memorandums (agreements) on cooperation in the field of: organization and implementation of EP, joint scientific research, visiting professors program, academic mobility of students and teaching staff, development of innovative educational technologies, including distance learning.

SKMA JSC is a participant of the EU Erasmus + Program "Modernization of Medical Education at Universities" (ModeHEd) in a consortium of universities in Germany, Czech Republic, Slovakia, Kazakhstan, Uzbekistan. New inter-institutional agreements (Inter-institutional agreement 2019-2021) have been concluded with the Universities of Romania: University of Medicine and Pharmacy "Iuliu Hatieganu" in Cluj-Napoca and University of Transylvania in Brasov. At the University of Transylvania, Brasov (Romania) under the Erasmus + program, 1 student of the 3rd year of the specialty "General Medicine" studied, (23.03-07/06/2019). Within the framework of international credit mobility in 2018, the Gdansk Medical University, Poland was visited by the teaching staff - 2 people.

The main producing departments of the EP "General Medicine" are the departments of GP-1 and GP-2. The department of GP-1 is located on the basis of polyclinic No. 3 and GP-2 on the basis of MC "Esculap", using all the material resources of the polyclinic of this healthcare organization, including the resources of the clinical simulation center.

The department of GP-2 employs 12 full-time teachers, of which 4 have academic degrees, namely: 1 doctor of science, 3 candidates of science; also 2 masters work. The degree of EP is 33.3%. Of the full-time teachers, 7 people have the highest qualification category of a doctor, 1 person - category I. In addition, practical health professionals with academic degrees, higher and I medical categories have been involved in order to integrate practical health care into educational and scientific activities. 13 freelance teachers, all have the highest and first qualification category of a doctor. The staffing of the EP is 100%.

The highest degree of degree in the departments of "Pharmacology, Pharmacotherapy and Clinical Pharmacology" - 70% and "Social health insurance and public health" - 58.8%.

The departments of general education disciplines have a low level of graduation. So the degree of degree of the department of "Kazakh, Russian and Latin languages" - 11%, "Foreign languages" - 16.6%

Despite the fact that currently the staffing level is 100% and the degree of staffing of the teaching staff of the General Medicine EP is 36.8%, it should be noted that the problem of personnel aging is quite acute, since the number of teaching staff of retirement age includes doctors and candidates of sciences ... It follows from this that in case of dismissal of graduated teaching staff (pensioners) doctors and candidates of sciences, the level of graduation will decrease. In the future, EP students will transfer to the 5th year, new departments will be opened, there will be a need for personnel who speak English to implement an educational program for foreign students.

When interviewing employees of the dean's office of the faculty of "General Medicine", their dissatisfaction with the methods of motivating employees was noted (indicators of differentiated pay are under development, the incentive system does not motivate, monetary bonuses are rarely paid).

The strengths of the standard include:

1. Staffing level.
2. The system of remuneration and incentives for employees teaching disciplines in English

The area of improvement is the further active support of the teaching staff on the part of the university management for the development of academic mobility to foreign countries, as well as the improvement of the employee motivation system through the development of bonuses and differentiated wages.

EEC recommendation:

- 1) To develop programs of academic mobility of teaching staff to foreign countries.
- 2) Reform the existing system of employee motivation by developing bonuses and differentiated remuneration through the developed indicators, taking into account the opinion of the teaching staff.

Standard 6: EDUCATIONAL RESOURCES

The analysis according to this standard, carried out within the framework of self-assessment, reflects educational resources that allow to implement the educational program in the specialty at the proper level.

Clinical bases for all types of practice for EP students

"General Medicine" is a multidisciplinary, specialized healthcare organization in Shymkent with a high level of material and technical equipment. At this time, there are 31 clinical bases, with all of them signed an agreement on the basis of Memorandums concluded between JSC "SKMA" and the regional and city Health Administration in 2018.

On these databases, clinical departments and teaching staff are located, based on modern methods of organizational and methodological, educational, research and treatment and diagnostic work, carries out training and retraining of doctors, training of scientific personnel, and provides all types of medical care. The largest clinical bases of the OP are the Regional Clinical Hospital, Shymkent, the Regional Clinical Children's Hospital, Shymkent and the City Cardiology Center, as well as the bases are the Regional Perinatal Center No. 1 in Shymkent, Regional Perinatal Center No. 2 in Shymkent, Regional pathoanatomical bureau, Polyclinics: No. 1,3,5,6,8 and Medical centers "Medicare", "Esculap", "Sunkar".

- To implement the EP, the Academy has a sufficient classroom fund. The infrastructure of the academy includes 4 educational buildings with a total area of 25 625.7 m², the area of the classroom fund in educational buildings is 13 782.2 m²:

- - academic building No. 1, total area is 12 833.0 m², including: useful area - 8 040.0 m², training area - 7 010.0 m²;

- - educational building No. 2, total area is 7317.2 m², including: useful area - 5 168.4 m², training area - 3 230.3 m².

- - educational building №3, total area is 2 118.8 m², including: useful area - 1 620.9 m², training area - 1 490.4 m².

- - educational building No. 4, total area is 3 356.7 m², including: useful area-229.0 m², training area-2 051.5 m².

- The educational buildings are located:
- computer test, publishing center (CTPC), publishing house (printing house);
- library and information center (LIC), media library;
- Practical Skills Center (PSC);
- clinical diagnostic laboratory (CDL),
- language lab,
- lecture halls equipped with multimedia installations, classrooms;
- educational laboratories,

- research laboratories;
- departments of basic and general education disciplines and military department;
- 2 sports and fitness rooms;
- anatomical museum;
- points of medical service and food;
- a large assembly hall and 2 small conference rooms;
- administrative and office premises.

A positive trend in the structure of the Academy's expenses is the annual increase in financial investments in the acquisition of fixed assets, which indicates the constant updating of the material and technical base of the university.

Thus, the material technical base of the SKMA meets the qualification requirements for the implementation of educational activities.



Clinical diagnostic laboratory (CDL), total area 333.2 m², including a useful area of 290.9 m². CDL is widely used for the purpose of mastering and consolidating practical skills in disciplines defined by standard curricula. CDL includes physiological, morphological, hygienic, biochemical laboratories. All laboratories have a passport, which reflects complete information about the available equipment, area, activities. Laboratories meet the requirements of the State Educational Standard of the Republic of Kazakhstan 05.03.014-2006 "Educational and scientific laboratories of universities" as well as the requirements of SanPiN. Equipping the CDL with modern laboratory equipment continues.

When visiting a microbiological laboratory, unsatisfactory equipment and expired consumables were found. The premises and equipment require significant modernization.

The research laboratory "Genomic Research" (2013) on the basis of the Department of Biology and Biochemistry sets itself the task of developing fundamental and applied scientific research, equipped with all the necessary equipment. The equipment available in the laboratory allows for a wide range of studies, such as the determination of gene mutations in the prenatal period, the study of the genome of living organisms for the diagnosis of infectious diseases, establishment of paternity, gene cloning, isolation of new genes, identification of cadaveric remains, etc. In the laboratory of genomic research, Within the framework of the NTP, molecular genetic test systems based on PCR are being developed for the diagnosis of hepatitis, tuberculosis, (including multi-resistant forms), brucellosis, as well as for tissue regeneration (markers of wound healing), the gene for cold resistance of plants.

However, along with the equipment, it is worth noting the unsatisfactory premises where the genomic laboratory is located. The room does not meet modern (especially international) standards and requirements - it requires repair and significant modernization, redevelopment.

The Center for Practical Skills (PSC) is a structural unit of the JSC "SKMA" is an educational center that implements modern organizational forms and methods of teaching in medical education as part of the development of continuing professional education in the health sector. PSC is located in the 2nd educational building, the total area is 1 231.8 m², including the usable area - 764.1 m². The PSC has 8 classes (classes for training on the Pirogov-2 anatomical table, for training in the Triage system, GP, surgery, pediatrics, obstetrics / gynecology, dentistry and nursing), equipped with modern equipment and used to conduct training sessions for undergraduate students, doctors-interns and doctors-listeners of training courses and retraining of personnel. Each equipment comes with a technical data sheet and user manual. Each robot simulator and simulators have a short work algorithm. On the basis of the PSC, OSCE and OSPE are organized within the framework of the final control in disciplines and the final certification of graduates. The PSC carries out a significant amount of methodological work to improve the level of professional qualifications of teachers and students in the framework of seminars, coaching courses, master classes, etc..

When visiting the CPN, a large number of non-functioning and requiring repair equipment was revealed, a shortage in the supply of consumables (for example, threads for surgical skills) was revealed, significant shortcomings in the standardization and methodological support of all ongoing processes and practical exercises were revealed. When interviewing the PSC employees, significant organizational omissions were revealed, unsatisfactory knowledge of the PSC employees about the design of some dummies.

The scientific activity of students is carried out in accordance with the plan of scientific research work of students (SRWS), developed on the basis of the plans of the SRWS of the departments. The body providing direct coordination of SRWS is the Student Scientific Society. The academy has 25 student scientific circles, where students acquire scientific research skills and conduct scientific research. For the development of research competence, students have the opportunity to participate in scientific projects and, upon completion of scientific work, publish the results in scientific journals.

On the basis of the created material and technical base, a single broadband corporate information network with fiber-optic cable operates.

The local network of the Academy is a modern high-speed computer network, the information network technically ensures the full functioning of the information and educational environment of the Academy, provides a high degree of implementation of information technologies in the educational process.

However, in the process of using the Internet networks by experts to conduct interviews, download

the necessary information, a low speed of the Internet connection was revealed, the impossibility of holding videoconferences through the Internet systems of the Academy, which indicates a lack of readiness for the development of distance learning technologies.

The Academy implements policies that promote the relationship between research and education through the integration of the learning process, creating appropriate circles and clubs for students, led by teachers and representatives of practical health.

The directions of research work of the teaching staff of SKMA correspond to the priorities for the development of medical science, defined in the State Program for the Development of Healthcare of the Republic of Kazakhstan "Densaulyk" for 2016-2019, the Roadmap of the Ministry of Education and Science of 2016-2019. The research work of the teaching staff is carried out in accordance with the research plan of the academy, the department and the publishing work plan approved at the meeting of the department, as well as according to the individual plans of teachers.

However, it is worth noting the lack of membership of teaching staff and students in the Grants of the Ministry of Education and Science and the Ministry of Health of the Republic of Kazakhstan, the lack of participation in scientific and technical programs. Internal grants to the academy have not been developed either.

When visiting the Sunkar Medical Center, shortcomings were revealed in safety precautions, in instructing students in the use of high-risk equipment (for example, MRI).

Strengths of the standard "Educational resources ":

1. The contractual relations of the Academy with clinical bases of the level of primary care and inpatient care, equipped with the necessary equipment and opportunities for the development of practical skills, are at a fairly high level.
2. Access to the most popular sources of scientific and educational literature.
3. Sufficient classroom fund.

The area of improvement is to strengthen the activity on scientific products of the teaching staff and students, modernize existing laboratories, the Center for Practical Skills, and further improve technical equipment for the development of distance learning technologies.

EEC recommendations:

- 1) Revision of the current Policy in the field of scientific research by increasing the motivation of employees for scientific research, involving participation in competitions for grant funding of scientific research of the Ministry of Education and Science of the Republic of Kazakhstan, as well as scientific and technical programs.
- 2) Introduce a system of internal "small" scientific grants of the Academy.
- 3) Improvement and modernization of the technical equipment of the Academy's Internet systems for the development of distance learning technologies.
- 4) Renovation, expansion, modernization of premises for the placement of the laboratories of the Academy, which will meet modern standards and trends and allow the development of teaching staff and students.
- 5) Renovation, purchase and repair of missing equipment, consumables, dummies, etc. for the complete staffing of laboratories, PSC.
- 6) Provide a safe environment for staff and students at clinical sites.

Standard 7. «EVALUATION OF THE EDUCATIONAL PROGRAM»

SKMA conducts constant monitoring of the EP quality to analyze the completeness of the implementation of educational standards for the specialty, compliance with the EP mission of the SKMA development strategy, and labor market requirements.

Evaluation of EP provides for the assessment of curricula, EMCD in the context of modules and disciplines. The system of approval, assessment and revision of the EP is regulated by the Academic Policy of the University, posted on the SKMA website, Regulations and rules on the organization of the educational process, the leadership of the SKMA QMS (2017).

External and internal mechanisms are used to assess EP at the university. External mechanisms include the QMS certification audit; supervisory audit of the QMS; independent certification of graduates; institutional and program accreditation of the university. Internal mechanisms include self-assessment of units; self-assessment internal audit of structural units; intra-cathedral control; TS indicators, individual planning and plan implementation; rating of students; current, intermediate and final certification of students; certification of teaching staff.

Assessment of learning outcomes expressed in competencies is carried out systematically, continuously. The quality control of students' knowledge is carried out in the form of current certification, taking into account the student's work during the semester, intermediate certification, final state certification. Monitoring current progress involves assessing the progress of students during classroom hours of training and SIW, during the period of intermediate and final certification - assessment of testing, OSPE / OSCE, mini-clinical exam, exam at the patient's bedside. The academy uses a rating assessment system, which is updated annually taking into account the views of stakeholders - teaching staff, deans, educational centers, students, RO. The SAC includes experienced teachers of SKMA, representatives of practical health care, employers.

The work of the selection committee is regulated by the relevant Regulations of the SKMA. The policy and procedures for admission to SKMA are clear, consistent with the mission and goals of the university, officially published and available to all future students. The formation of the student contingent is carried out by placing a state educational order for the training of specialists (educational grants), as well as training at the expense of citizens' own funds and other sources.

The results of student admission are annually reviewed at meetings of the administration and the Board of the SKMA. A qualitative and quantitative analysis of the admission of applicants is presented for discussion.

The recruitment of students for the first year of the specialty confirms the demand for specialists and the attractiveness of the program for the population and healthcare.

The management of SKMA, heads of departments, departments, teaching staff, students, employers, parents take part in the assessment of the EP..

The strengths of the standard, according to EEC, are:

1. Availability of a unified system of approval, assessment and revision of educational programs.
2. The system was implemented on the basis of the regulatory framework, mechanisms for monitoring the educational program are provided

The area of improvement is the active involvement of employers, consumers of the educational program at all stages of development, consideration, evaluation of the educational program.

EEC recommendations: Not.

Standard 8. "GOVERNANCE AND PUBLIC INFORMATION»

The structural unit responsible for the implementation of the educational program is the dean's office of the faculty. The main goals of the faculty are to implement the mission and goals set for the Academy for the training of highly qualified, competent healthcare professionals who are familiar with modern methods and technologies in healthcare.

Information about the program being implemented is posted on the SKMA website.

Information about the educational program of the specialty "General Medicine" is posted on the website.

Information about the EP "General Medicine" is placed in various information sheets for applicants and their parents, it is planned to publish about the implemented EP in the newspaper SKMA "Densauyk" and social networks of the university, on the website <http://ukma.kz/>

Information about the teaching staff is posted on the SKMA website <http://ukma.kz/> (section

"Organizational structure", departments <http://ukma.kz/ru/structure/kafedry/kafedra-Vop2-18.html>

The SKMA website (sections main page, development plans, educational process) contains information about the mission, goals, strategic directions of development of SKMA, implemented by the EP <http://ukma.kz/ru/plany-razvitiya-yukma.html>.

The quality management system (QMS) is certified for compliance with ISO 2015 standards. On the SKMA website, in the QMS section, there is a quality manual, quality standards, information on the audits conducted and their results.

The strengths of the standard, according to EEC, are:

Availability of a standard, transparent educational program management system

The area of improvement is to increase awareness of the general public about all the processes of the Academy..

EEC recommendations:

1) To diversify the ways of disseminating information using other more popular Internet platforms (Facebook, Instagram) to raise awareness of all stakeholders about all processes of the Academy.

2) Strengthen the Academy's website in terms of the availability of materials on the implementation of the educational program, as well as post the necessary information for the public not on internal portals, but on the official website.

Thus, according to the results of the primary specialized accreditation, the EEC believes that there is:

1. There is a high need for medical personnel of the specialty "General Medicine" in the region and the region.

2. Contractual relations and close interaction with the city's clinical bases.

3. Good material base and resources for the organization and leisure of students, personal development, support in difficult life situations.

4. Prospects for the growth of competitiveness due to the private ownership of the Academy.

5. Prospects for strategic partnership with a foreign university - a strategic partner.

VI. RECOMMENDATIONS TO SKMA ON THE EDUCATIONAL PROGRAM

1. To improve the science-oriented approach to the implementation of the educational program.

2. Strengthen the motivational component of the teaching staff.

3. Carry out work to inform the public about all the processes of the Academy, as well as to involve interested parties (employers, students) to improve the mission, the strategic plan for the development of the Academy, the educational program at all stages of its development, implementation and monitoring.

4. To improve the technical equipment of Internet systems for the development of distance learning technologies.

5. To modernize the premises for the placement of the laboratories of the Academy, which will meet modern standards and trends and allow the development of teaching staff and students.

6. Renew the material and technical equipment of the laboratories, the Center for Practical Skills.

7. Improve the official website of the Academy in order to further develop the transparency of the university for practical health care, students, develop further popularization of the specialty.

X. RECOMMENDATION TO THE ACCREDITATION BOARD

Appendix 1. Parameters of a specialized profile

№ II/II	CRITERIA FOR EVALUATION	Position of the educational			
		strong	satisfactory	Suggests improvement	unsatisfactory
2	STANDARD «MISSION AND END RESULTS» Mission statement and end results				
	The medical education organization must define the mission of the undergraduate educational program and widely inform the public and the health sector about the stated mission.		+		
2.1.2	The medical education organization must 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.	+			
2.1.3	The medical education organization must ensure that the main stakeholders are involved in the development (formulation) of the mission of the educational program.		+		
2.1.4	The medical education organization must ensure that the mission of the educational program corresponds to the mission of the organization and allows the preparation of a competent specialist at the level of undergraduate medical education.	+			
2.1.5	The mission statement should contain goals and educational strategy to prepare a competent professional at the level of undergraduate medical education.	+			
2.1.6	Mission of the educational program: - must correspond to the available resources, opportunities and market requirements; - ways to support it should be identified; - - access to information about the mission of the educational program for the public should be provided (availability of information on the website of the university).	+			

2.1.7	The mission and goals of the educational program should be discussed at the advisory councils / commissions of the university and approved by the advisory council of the university.	+			
2.1.8	The medical education organization must systematically collect, accumulate and analyze information about its activities in preparation for the implementation of the educational program; conduct an assessment of strengths and weaknesses (SWOT analysis), on the basis of which the leadership of a medical education organization, together with an advisory board, should determine policy and develop strategic and tactical plans.		+		
2.2	Learning outcomes				
2.2.1	The medical education organization must determine the final learning outcomes that should be achieved by future students as a result of the training program in relation to: achievements at the basic level in terms of knowledge, skills and attitudes; an appropriate foundation for a future career in any branch of medicine; future roles in the health sector; subsequent postgraduate training; commitment to lifelong learning; public health needs, health system needs and other aspects of social responsibility.	+			
2.2.2	The medical education organization must determine the final learning outcomes for general and discipline / specialty-specific components that students need to achieve upon completion of the program.	+			
2.2.3	The medical education organization must determine the final learning outcomes regarding the proper behavior and attitude towards patients and their relatives.	+			
2.3.4	The medical education organization must have mechanisms to guarantee the proper professional behavior and attitude of students towards students and other medical personnel, teachers, other health workers, and compliance with the Code of Honor.		+		
2.2.5	The medical education organization must inform the public about the established final learning outcomes of the program in the relevant specialties.		+		
2.2.6	The medical education organization should guarantee continuity between the final learning outcomes of basic and postgraduate medical education programs.	+			
	Total	9	5		
3.	STANDARD "EDUCATIONAL PROGRAM"				
3.1	Content of the basic medical education program				
3.1.1	The medical education organization must define a model of the educational program including an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or spiral design.	+			

3.1.2	The medical education organization must ensure that the content of the 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.	+			
3.1.3	The medical education organization must describe the content, volume and sequence of courses and other elements of the educational program in order to ensure compliance with the appropriate relationship between the basic biomedical, clinical, behavioral and social disciplines.	+			
3.1.4	The medical education organization should provide for mechanisms for providing the possibility of elective content (electives) and determine the balance between the mandatory and elective parts of the educational program, including a combination of mandatory elements and electives or special components of choice;	+			
3.1.5	The medical education organization must use appropriate teaching and learning methods and guarantee the integration of components in practice and theory, which include didactic classes and experience in assisting the patient as well as independent and active learning	+			
3.1.6	The medical education organization must ensure that training will be conducted in accordance with the principles of equality.	+			
3.1.7	The medical education organization must use a student-centered approach to teaching that stimulates, prepares and supports future students to take responsibility for their own learning process and demonstrate in their practice.	+			
3.1.8	The medical education organization should provide for mechanisms for regular assessment and feedback, informing about the program and the rights and obligations of future students, and also include obligations on ethics in the program.		+		
3.1.9	The medical education organization should provide mechanisms for increasing the independence and responsibility of students regarding their knowledge, skills and development of experience.	+			
3.1.10	Medical education organization should recognize gender, cultural and religious characteristics and prepare future students for appropriate relationships with patients.	+			
3.1.11	The medical education organization should organize educational programs with due regard to patient safety and autonomy. The medical education organization must determine the mechanisms for involving stakeholders in the formulation of the mission and the final learning outcomes for the educational program		+		

3.2	Scientific method				
3.2.1	The educational program should contain disciplines aimed at the development of analytical and critical thinking, such as scientific foundations and methodology of medical research, including clinical research.			+	
3.2.2	The medical education organization must ensure that future students will study and know evidence-based medicine, which should be an integral part of the educational program.	+			
3.2.3	The medical education organization should provide for teaching and learning critical assessment of literature, articles and scientific data, the use of scientific developments.	+			
3.3	BASIC BIOMEDICAL SCIENCES, BEHAVIORAL, SOCIAL SCIENCES AND MEDICAL ETHICS				
	The medical education organization must define and include in the educational program:				
3.3.1	achievements of basic biomedical sciences to form students' understanding of scientific knowledge;	+			
3.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.	+			
3.3.4	The medical education organization must determine and include in the educational program achievements that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditioning of the causes, spread and consequences of medical health problems, as well as knowledge about the national system health and patient rights, which will contribute to the analysis of social health problems, effective communication, clinical decision-making and ethical practice, by including disciplines in the field of behavioral sciences in the EP; social sciences; medical ethics; medical jurisprudence.	+			
3.4	Clinical Sciences and Skills				
3.4.1	The medical education organization must determine and implement the achievements of clinical sciences in the educational program and ensure that students acquire sufficient knowledge, clinical and professional skills in order to take on the appropriate responsibility, including activities related to health promotion, disease prevention and care patients	+			

3.4.2	The medical education organization must provide for at least one third of the educational program in the planned contacts with patients at clinical sites;	+			
3.4.3	The medical education organization must establish a certain amount of time for teaching the basic clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, and pediatrics.	+			
3.4.4	The medical education organization should provide mechanisms for the organization of clinical training with appropriate attention to patient safety, including monitoring the student's actions in the conditions of clinical bases.	+			
3.4.5	The medical education organization should ensure that each student will have early contact with real patients, including his gradual participation in providing assistance to the patient, including responsibility for the examination and / or treatment of the patient under supervision, which will be carried out in the appropriate clinical bases.	+			
3.4.6	The medical education organization should structure the various components of teaching clinical skills in accordance with a specific stage of the training program.	+			
3.5	PROGRAM MANAGEMENT AND TRAINING ORGANIZATION				
3.5.1	The medical education organization must determine the structural unit (s) responsible for the basic educational programs, and having the authority (s) for planning and implementing the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, assessment students and evaluation of the educational program and courses of study to achieve the final learning outcomes.	+			
3.5.2	The medical education organization should provide for representation from teachers and students in structures / councils / commissions responsible for educational programs.	+			
3.5.3	The medical education organization must 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.	+			
3.5.4	The medical education organization should provide	+			

	program.				
	Total	21	5	1	
4	STANDARD "STUDENT EVALUATION POLICY"				
4.1	Assessment methods				
4.1.1	The medical education organization must formulate and implement a student assessment policy, including principles, goals, methods and practice for assessing students, including the number of exams and other tests, maintaining a balance between written and oral examinations, using assessment methods based on criteria and reasoning, and special exams (OSCE or Mini-Clinical Exam), as well as determine the criteria for establishing passing points, grades and the number of allowed retakes;		+		
4.1.2	The medical education organization should use a set of methods and formats of assessment in accordance with their "applicability", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of methods and formats of assessment in relation to the established learning outcomes.	+			
4.1.3	The medical education organization should study and document the reliability, validity and fairness of assessment methods.	+			
4.1.4	The medical education organization should use the system of appeal of assessment results based on the principles of fairness and through compliance with the legal process.	+			
4.1.5	The medical education organization should ensure that the process and methods of assessment are open (accessible) for examination by external experts.	+			
4.2	RELATIONSHIP BETWEEN ASSESSMENT AND TRAINING				
4.2.1	The medical education organization must use the principles, methods and practices of assessment that are compatible with the established learning outcomes and teaching methods.	+			
4.2.2	The medical education organization should have mechanisms for providing timely, specific, constructive and fair feedback to future students based on the results of assessing their knowledge and skills.			+	
4.2.3	The medical education organization should use the principles, methods and practices of assessment that contribute to integrated learning and involvement in practical clinical work, the achievement of the final learning outcomes, provide interprofessional training.	+			

	Total	6	1	1	
5	STANDARD "STUDENTS"				
5.1	Admission policy and selection				
5.1.1	The medical education organization must determine and implement an admission policy, including the established regulation / rules for the student selection process, which includes the rationale and methods of selection;	+			
5.1.3	The medical education institution must have a policy and implement the practice of transferring students from other programs and medical educational institutions.	+			
5.1.4	The medical education organization must guarantee the transparency of the selection procedure and equality of access to basic education.	+			
5.1.5	The medical education organization should develop an appeal procedure against the decision of the selection committee.	+			
5.2	Number of students				
5.2.1	The medical education organization must determine the number of admitted students in accordance with the material and technical and capabilities at all stages of education and training, and making a decision on the recruitment of students implies the need to regulate national requirements for human resources for health, in the case when medical educational organizations do not control the number of recruited students, it is necessary to demonstrate their commitment, by explaining all relationships, paying attention to the consequences of decisions made (imbalance between student enrollment and the material, technical and academic potential of the university).		+		
5.2.2	The medical education institution should have accessible information about the health needs of the community, which includes consideration of a balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, including the potential need for a special policy for recruiting and admitting their groups of small peoples and students from rural areas.	+			
5.2.3	The medical education organization should determine the number of students through consultation with stakeholders.	+			
5.3	SUPPORT AND CONSULTATION OF STUDENTS				
5.3.1	The medical education organization must have a system of academic counseling for future students.	+			
5.3.2	The medical education organization must have a system of academic counseling for future students.	+			

	allocating appropriate resources for social and personal support.				
5.3.3	The medical education organization must guarantee confidentiality in relation to counseling and support.	+			
5.3.4	The medical education organization should provide for the allocation of resources to support students	+			
5.3.5	The medical education organization should provide support in the event of a professional crisis and problem situations. Candidates for a PhD doctoral program must have a level of education corresponding to a master of science degree in the relevant doctoral profile or have completed a residency in medical specialties.	+			
5.4	Student representation				
5.4.1	The medical education organization should develop and implement a policy on student representation, including in the formulation of the mission and the final learning outcomes, participation in the development of the training program, planning of working conditions, evaluation of the training program, management of the training program, and other issues related to students, which includes student self-government, participation of student representatives on faculty councils, university and other relevant bodies, as well as in community activities and local health projects.	+			
	Total	12	1		
6	STANDARD "ACADEMIC STAFF / TEACHERS"				
6.1.1	The medical education organization must develop and implement a policy for recruiting and accepting teachers, employees, determines their category, responsibility and balance of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper ratio between teachers of medical and non-medical, full-time and part-time faculty and balance between academic and non-academic staff;	+			
6.1.2	A medical education institution should, in its selection policy, take into account the criteria for the scientific, pedagogical and clinical merits of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;	+			
6.1.3	The medical education organization must determine and implement a policy of activity and development	+			

	employees, which allows you to maintain a balance between teaching, research and service functions, which includes setting time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;				
6.1.4	The medical education organization must implement a policy of activity and development of employees that guarantees recognition of the merit of academic activity, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;	+			
6.1.5	The medical education organization must implement a policy of activity and development of employees, which guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration;	+			
6.1.6	The medical education organization should implement a policy for the activities and development of employees, which includes training, development, support and evaluation of the activities of teachers, which involves all teachers, not only newly recruited, but also teachers recruited from hospitals and clinics.	+			
6.1.7	A medical education organization should, when selecting employees / teachers, take into account the attitude to its mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical education organization and educational program;	+			
6.1.8	The medical education organization should develop and implement a policy for promoting employees / teachers.		+		
	Total	7	1		
7	STANDARD "EDUCATIONAL RESOURCES"				
7.1	Logistics and equipment				
7.1.1	The medical education organization must have a sufficient material and technical base for teachers and students, allowing to ensure adequate implementation of the educational program;		+		
7.1.2	The medical education organization must provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety rules in the laboratory and when using equipment.			+	

7.1.3	The medical education organization should provide the necessary resources for the acquisition of adequate clinical experience by students, including the number and categories of clinical bases, which include clinics (for the provision of primary, specialized and highly specialized care), outpatient and polyclinic services (including primary health care), primary health care facilities. care, health centers and other community health care providers, and clinical skills centers / laboratories that enable clinical training to be delivered using the capabilities of clinical sites and rotate across major clinical disciplines; a sufficient number and categories of patients; the possibility of observing the clinical practice of students.	+			
7.1.4	The medical education organization should improve the learning environment for students by regularly updating, expanding and strengthening the material and technical base, which should correspond to the development in teaching practice.			+	
7.2	Information Technology				
7.2.1	The medical education organization must determine and implement a policy that is aimed at the effective use and assessment of appropriate information and communication technologies in the educational program.	+			
7.2.2	The medical education organization must provide library resources, including a fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases.	+			
7.2.3	The medical educational organization must provide access to educational Internet resources, the functioning of WI-FI on the territory of the educational organization			+	
7.2.4	The medical education organization should provide teachers and students with opportunities to use information and communication technologies for self-study; access to information; patient management; work in the health care system.	+			
7.2.5	The medical education organization should provide students with access to relevant patient data and health information systems.	+			
7.3	MEDICAL RESEARCH AND SCIENTIFIC ACHIEVEMENTS				

7.3.1	A medical education institution must have research activities in the field of medicine and scientific achievements as the basis for an educational program;		+		
7.3.2	The medical education organization must define and implement a policy that promotes the relationship between research and education;	+			
7.3.3	The medical educational organization must provide information on the research base and priority areas in the field of scientific research of the medical educational organization.			+	
7.3.4	Medical education organization should ensure that the relationship between research and education is taken into account in teaching; encourages and prepares students to participate in medical research and development			+	
7.4	Expertise in Education				
7.4.1	A medical education organization should have access to expertise in the field of education, and conduct an examination that studies the processes, practices and problems of medical education and can involve doctors with experience in research in medical education, psychologists and sociologists in the field of education, which is provided by the department for the development of medical education university or by involving experts from other national and international institutions.	+			
7.4.2	The medical education organization must define and implement a policy on the use of expertise in education: - in the development of an educational program; - - in the development of teaching methods and assessment of knowledge and skills.	+			
7.4.3	Medical education organization should provide evidence of the use of internal or external expertise in medical education to develop the capacity of employees;	+			
7.4.4	Medical education organization should be given due attention to the development of expertise in educational assessment and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;	+			
7.4.5	Medical education organization should to promote the aspirations and interests of staff in research in medical education.	+			
7.5	Exchange in education				
7.5.1	The medical education organization must		+		

	define and implement policies for national and international collaboration with other medical schools, schools of public health, dentistry, pharmacy and other university departments;				
7.5.2	A medical education institution should have mechanisms for the transfer and offset of educational loans, which can be facilitated by the conclusion of agreements on the mutual recognition of elements of the educational program and the active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements.	+			
7.5.3	Medical education organization should facilitate regional and international exchange of staff (academic, administrative and teaching staff) and students, providing appropriate resources;		+		
7.5.4	The medical education organization should ensure that the exchange is organized in accordance with the objectives, taking into account the needs of employees, students, and in compliance with ethical principles. The medical education organization / scientific organization should determine, approve and publish the principles, methods and practices used to assess doctoral students, including criteria for evaluating scientific work.	+			
	Total	13	4	5	
8.	STANDARD "EVALUATION OF THE EDUCATIONAL PROGRAM"				
8.1	The medical education organization must have mechanisms for monitoring the educational program, taking into account the mission, the required final learning outcomes, the content of the educational program, assessment of knowledge and skills, educational resources..	+			
8.2	The medical education organization must assess the program regarding the student admission policy and the needs of education and the health care system in medical personnel.	+			
8.3	The medical education organization must guarantee the participation of interested parties in the evaluation of the program.	+			
8.4	The medical education organization should provide mechanisms to ensure transparency of the process and results of the evaluation of the educational program for the management and all stakeholders.	+			
	Total	4	0		
9	STANDARD PUBLIC GOVERNANCE AND INFORMATION				
9.1	The medical education organization must determine the structural unit responsible for educational programs and	+			

9.2	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, student assessment, evaluation of the educational program and training courses.	+			
9.3	The medical education organization must define the responsibilities and duties of the management / staff for basic medical education.	+			
9.4	The medical education organization must have a clear range of responsibilities and authorities for the provision of educational programs with resources, including the target budget for training, must allocate the resources necessary for the implementation and implementation of the training program and distribute educational resources in accordance with needs.	+			
9.5	The medical education organization must publish accurate, objective, up-to-date information about the specifics of the EP, which must include the programs being implemented, indicating the expected learning outcomes; information on the possibility of qualifying at the end of the EP; information about teaching, learning, assessment procedures; information about passing scores and learning opportunities provided to students; information about the employment opportunities of graduates.	+			
9.6	The medical education organization should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and stakeholders.			+	
9.7	The medical education organization must publish adequate and objective information about the teaching staff of the EP, about cooperation and interaction with partners within the EP.	+			
9.8	The medical education organization must demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of educational programs.			+	
9.9	Medical education organization should develop a quality management program, including regular reviews.		+		
9.10	The medical education organization should ensure the transparency of the management system and the decisions made, which are published in bulletins, posted on the website of the university, included in the protocols for review and execution.			+	
	Total:	6	1	3	
	TOTAL:	65	39		

application 2. VISIT PROGRAM TO THE EDUCATION ORGANIZATION

application 3. QUESTIONNAIRE RESULTS OF TEACHERS

application 4. STUDENT QUESTIONNAIRE RESULTS