



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

## **REPORT**

**On the results of the work of the external  
expert commission for assessing compliance  
with the requirements standards for  
specialized accreditation of the specialty  
6B10101 "NURSING"**

**JSC "South Kazakhstan Medical Academy"**

**May 25 - May 27, 2020**

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

**Addressed to the IAAR**

**Accreditation Council**



Независимое агентство  
аккредитации и рейтинга

**REPORT**

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25 - May 27, 2020**

**Shymkent**

**May 30, 2020**

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## I. LIST OF SYMBOLS AND ABBREVIATIONS

NJSC "AMU", University - Non-profit joint-stock company " Astana Medical University ".

EEC - external expert commission.

CQCSGS MH RK - Committee for Quality Control and Safety of Goods and Services  
Ministry of the Healthcare of the Republic of Kazakhstan.

AIS - automated information system;

AUP - administrative and management personnel;

LBC - library and bibliographic classification;

DB - databases;

BRS - point rating system;

VKK - inside the department control;

SJSC - State Attestation Commission;

SCES RK - State Compulsory Education Standard of the Republic of Kazakhstan;

IGA - final state certification;

IPP - an individual teacher's work plan;

IMS - Integrated Management System;

IEP - Individual Curriculum;

CT - complex testing;

KOPS - committee of specialty educational programs;

QED - catalog of elective disciplines;

LEK - local ethical commission;

ISS - interdepartmental meeting;

MH RK - Ministry of Health of the Republic of Kazakhstan;

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

IAAR - Independent Agency for Accreditation and Rating;

Research Institute - Research Institute;

NOT - new educational technologies;

EP - educational program;

Teaching staff - teaching staff;

RUE - working curriculum;

QMS - quality management system;

CPC - Student independent work;

SRSP - Independent work of a student under the guidance of a teacher;

SRO - Student's independent work;

Goods and materials - inventory items;

TUP - standard curriculum;

UMKD - educational and methodological complex of the discipline;

UMC - educational and methodological center;

UMC - educational and methodological council;

EBS - Electronic Library Systems;

GPA - grade point average;

ISO - International Organization for Standardization

## 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 in South Kazakhstan Medical Academy JSC (hereinafter - SKMA) an external expert commission carried out a conformity assessment educational activities accreditation standards of the IAAR educational program undergraduate 6B 10101 "Nursing".

The report of the external expert commission (hereinafter - EEC) contains an assessment of the educational programs of specialty 6B10101, EP bachelor's degree "Nursing", the criteria of the NAA and recommendations of the EEC for further improvement of the University.

### EEC composition:

|                               |  |
|-------------------------------|--|
| <b>Commission chairman</b>    | Omarkulov Bauyrzhan Kadenovich, Ph.D., Associate Professor, NJSC "Medical University of Karaganda" (Karaganda)                   |
| <b>Foreign expert</b>         | Marina Alekseevna Kanushina, Director of the "AS Institute of international Education", PhD, MBA. (Prague, Czech Republic)       |
| <b>Expert</b>                 | Ivanchenko Nellya Nikolaevna, Ph.D., Kazakh National Medical University named by S.D.Asfendiyarova (Almaty)                      |
| <b>Expert</b>                 | Shukirbekova Alma Boranbekovna, Doctor of Philosophy, Associate Professor, JSC "Astana Medical University" (Nur-Sultan)          |
| <b>Expert</b>                 | Dmitry Matyushko, PhD, NAO "Medical University of Karaganda" (Karaganda)   |
| <b>Expert</b>                 | Elena Leonidovna Stepkina, Ph.D., Kazakhstan Medical University "VSHOZ" (Almaty)   |
| <b>Employer</b>               | Rysmakhanov Nuradil Makhanbetkhanovich, Multidisciplinary medical clinic "JAK-med" (c.Shymkent)                                  |
| <b>Student</b>                | Sattarkhan Ənel Aydargyzy, member of the Alliance of Students Kazakhstan, SILKWAY International University University (Shymkent) |
| <b>Observer from the IAAR</b> | Aimurzieva Aigerim Urinbaevna, Head medical projects of the Agency (Nur-Sultan).   |

### III. REPRESENTATION OF SKMA

JSC "South Kazakhstan Medical Academy" (hereinafter the Academy) is the leading medical higher educational institution of the country, for over 40 years providing educational services in the market of Kazakhstan.

The Academy trains specialists in medical, pharmaceutical and engineering and pharmaceutical direction at the level of secondary technical vocational education (medical college), higher (bachelor's degree, internship), postgraduate education (magistracy, residency); at the level continuous professional development of health care personnel (increasing qualifications and retraining of medical and pharmaceutical personnel).

The Academy is licensed by the Committee for the Control of Education and Science of the Ministry of Education and Science RK No. KZ36LAA00011387, dated March 28, 2018, without time limit, on the right implementation of educational activities under the programs of technical and professional, higher and postgraduate education, according to which the academy has the right to issue state-recognized education documents; It has certificate of institutional accreditation issued by NAOKO dated 24.12.2018, registration No. IA-A No. 0095. The certificate is valid on December 22, 2023. <http://ukma.kz/ru/obrazovatelnyj-protsess/institutsionalnaya-akkreditatsiya.html>, and also has certificate of specialized (program) accreditation of educational programs in the specialty 6M110200 "Public health", issued NAOKO dated 25.04.2015, registration SA No. 0050/2. Certificate validity period - 24 April 2020.

#### **Academy management system**

Rector of the Academy - Doctor of Medical Sciences, Professor Rysbekov Myrzabek Myrzashevich.

**The main task of the Academy** is to create the necessary conditions for obtaining higher professional education, postgraduate professional education, aimed at the formation, development and professional development of the personality on based on national and universal values.

#### **To accomplish the set tasks and goals, the Academy performs the following functions:**

- training of qualified specialists with higher and postgraduate medical and pharmaceutical education, provided for by legal acts in the field of education;
- training, retraining and advanced training of workers in the field health care with higher professional education;
- organization and implementation of search, fundamental, applied scientific research on health problems and medical education;
- organization of joint work with healthcare organizations on prevention diseases;
- participation in the organization and conduct of scientific and educational events, exhibitions, seminars, conferences, trainings in the field of healthcare and medical education;
- development, publication and distribution of educational, methodological, scientific and scientific-practical literature, including on electronic media;
- organization and improvement of methodological support of the educational process;
- material and technical support, equipment in accordance with regulatory requirements for the organization of educational and scientific work;
- introduction of innovative educational technologies into the educational process;
- implementation of direct relations with foreign and international organizations and institutions, conclusion of agreements on cooperation in the field of education and scientific activities;
- direction of students, undergraduates, residents, doctoral students to other states, teachers (including through exchange) for education, internships, scientific research, exchange of experience and advanced training;
- participation in international scientific projects and grants.

Students and staff are provided with a high-speed Wi-Fi network covering the area of all academic buildings and dormitories of the Academy. Every student and employee has a personal account to enter the Platonus information system, employees have personal access to the corporate portal for the implementation of electronic workflow. To improve the quality and speed of work, technologies of remote

learning based on Moodle.

The Academy provides training in Kazakh, Russian and English languages.

34 departments at the undergraduate and postgraduate levels of education, according to the following specialties:

**Undergraduate education:** <http://ukma.kz/ru/structure/fakultety/fakultet-farmatsii.html>;  
<http://ukma.kz/ru/structure/fakultety/meditsinskii-fakultet.html>

- 5B130100 / B086 "General Medicine"
- 5B130200 / B087 "Dentistry"
- 5B110100 / B084 "Nursing"
- 5B110200 / B089 "Public Health"
- 5B110300 / B085 "Pharmacy"
- 5B074800 / B072 "Technology of pharmaceutical production"
- 5B074700 / B088 "Pediatrics"

**Postgraduate professional education:**

Master's degree in 4 specialties: <http://ukma.kz/ru/obrazovatelnyjprotsess/poslevuzovskoe-obrazovanie.html>

- 6M110100 / M144 "Medicine"
- 6M110200 / M140 "Public Health"
- 6M110300 / M141 "Nursing"
- 6M110400 / M142 "Pharmacy"

**doctoral studies in 1 specialty:** <http://ukma.kz/ru/obrazovatelnyjprotsess/poslevuzovskoe-obrazovanie.html>

- 6D110400 / D 140 "Pharmacy"

**residency in 13 specialties:** <http://ukma.kz/ru/obrazovatelnyjprotsess/poslevuzovskoe-obrazovanie.html>

- 6R110300 / R 001 "Cardiology, incl. children's "
- 6R111300 / R 011 "Infectious diseases, incl. children "
- 6R111500 / R 037 "Neuropathology, incl. children's "
- 6R111900 / R 014 "Radiation diagnostics"
- 6R112700 / R 036 "General surgery"
- 6R114200 / R 030 "Pediatrics"
- 6R114400 / R 032 "Obstetrics and gynecology, including children"
- R 038 "Family Medicine"
- 6R110100 / R 039 "Therapy"
- 6R113500 / R 025 "Traumatology and orthopedics, including children"
- 6R112600 / R 017 "Anesthesiology and resuscitation, including children's"
- 6R113800 / R 028 "Otorhinolaryngology, including children"
- 6R113400 / R 024 "Oncology"

The quality of education and research at the Academy is ensured by high infrastructure level: 4 educational buildings with classrooms equipped with interactive equipment; scientific library with a reading room and an electronic library room; research laboratory "Medicinal plants and genomic research"; 2 hostels; 37 clinical sites. Within the framework of integration into the European educational space in the context

The Bologna Process on September 17, 2015 the Academy signed the Magna Carta Universities in Bologna (Italy).

The Academy carries out active international cooperation in the field medical education, science and practice with medical universities and research centers countries of near and far abroad. The partners of the Academy are universities such as:

Gdansk Medical University (Poland), etc.

In 2015, with active advisory, informational support

Erasmus + Kazakhstan National Office SKMA first became a participant in the project Erasmus +561857-EPP-1-2015-1-DE-EPPKA2-CBHE-JP «ModernizingHealthEducationinUniversities»

(ModeHEd).<http://erasmus.ukma.kz/ru/%D0%BC%D0%B5%D0%B6%D0%B4%D1%83%D0%BD%D0%B0%D1%80%D0%BE%D0%B4%D0%BD%D1%8B%D0%B5-%D0%BF%D1%80%D0%BE%D0%B3%D1%80%D0%B0%D0%BC%D0%BC%D1%8B-%D1%8E%D0%BA%D0%BC%D0%B0/>

As part of the development of strategic partnership, a memorandum was signed in 2016 cooperation with the Medical University of Gdansk (Poland). 18 students and 44 employees of the Academy took part in international programs of academic mobility.

More than 60 students take part in international scientific conferences and research. So, on the initiative of the Academy, since 2017, international conference of the Foundation of the First President of the Republic of Kazakhstan.

The Academy participates in the implementation of republican programs and projects of scientific health research. Over the past three years, it has increased 6 times the number of publications in publications indexed in authoritative scientific databases information from Thomson Reuters and Scopus. In addition, 1 grant project is being implemented financing of the Ministry of Education and Science of the Republic of Kazakhstan "Comprehensive prevention and reduction in mortality from major cardiovascular diseases in primary health care taking into account climatic, meteorological and environmental factors region ". Since 2020, the employees of the academy have been participating in the program-target financing "National program for the implementation of personalized and preventive medicine in RK".

From 2015 to the present, more than 50 scientific and technical programs have been completed and projects in health care and medical education.

The dental clinic created on the basis of the Academy is equipped with modern medical and diagnostic equipment for providing medical care to the population cities. Passing high-quality and professional practice of students carried out at various bases in the Republic of Kazakhstan and abroad. A significant contribution to the implementation of educational work and youth policy aimed primarily at the formation of a patriotic spirit, an active life position, as well as a healthy lifestyle of students and staff of the Academy brings Department of Social Affairs and Youth Policy. Based on the Academy function:

- self-government organizations (student rector, vice-rectors and deans) and
- youth center "Bolashak"
- creative circle "Shabyt"
- sports club "Barys"
- Women's Council "Aykurkem"
- ethnic club "Birlesu"
- debate club "Ziyaly Kazakh"
- KVN team "MedCity"
- Center for the fight against corruption "Sanaly Urpak"
- youth council of the hostel
- club for learning English "English club"

Students of the Academy take an active part in republican associations students of medical universities of the Republic of Kazakhstan "OKMA student Alliance", "Zhas Otan" and "KazMSA".

The performance of the Academy is confirmed by the reports of the Commission on assessment of the university's activities, successful passage of specialized accreditation. Specialized accreditations have been passed at the national agency IQAA:

- 4 educational undergraduate programs;
- 4 specialties of magistracy;



- 6 specialties of residency.

The National Agency of the IAAR has passed specialized accreditation 5 college educational programs.

In 2018, the Academy was marked with a high national rating and took 3<sup>rd</sup> place in the General Institutional Rating of Medical Universities of the Republic of Kazakhstan, in the rating educational programs "magistracy" 1st place in the specialty "Pharmacy", 2<sup>nd</sup> place in the specialties "Medicine" and "Nursing" (NKAOKO). (Appendix 1)

According to the results of the ranking of indicators of scientific and innovative activity 2017 of the year JSC "SKMA" takes the 2nd overall place among the medical universities of the Republic of Kazakhstan, and in 2018 the 3<sup>rd</sup> a place.

Academy graduates successfully work in all regions of Kazakhstan, as well as countries near and far abroad. Employment rate of graduates from year to year remains at a high level (92%), which undoubtedly speaks of recognition, demand and the competitiveness of our specialists in the labor market.

Graduates of the Academy in different years headed the country's medical service: Vice Minister of Health of the Republic of Kazakhstan - Tsoi Alexey Vladimirovich; Block leader cardiac surgery at the National Cardiac Surgery Center - Ermagambet Kuatbayev;

General Director of Galamat Integra, DBA - Seitzhan Sypabekov; program coordinator

UNICEF Health and Nutrition - Kanat Sukhanberdiev; Johnson & Johnson chapter in the RK - Adilet Nazarbayev.

Also, graduates of the academy occupy leading positions in medical and preventive organizations in Shymkent, Turkestan region and other regions.

Republic of Kazakhstan.

Graduates of Master's Degree in Public Health successfully carry out activities and occupy leading positions: Abdrazakov Artur Uteteleuovich, Master - Director of the branch of the RSE on the REM "National Center expertise "KKKBTU MH RK for Turkestan region, Artykbaeva Indira Zhaparbekovna,

Master - Head of Atameken Rehabilitation Center LLP, Yerlan Kurbanhodjaev Sansyzbaevich, Master - Deputy Head of the Department of Quality Control and safety of goods and services of the Turkestan region, Mynbayev Serik Ibragimovich, master - chief physician of the Municipal Enterprise at the REM "Center for Mental Health" of health care of the city of Shymkent, Kenzhekhanova Almagul Zhumakhanovna, master - acting.

Head of the Department of the Pharmacy Committee of the Ministry of Health of the Republic of Kazakhstan for the Turkestan region, Dauytov Turekhan Bekbulatovich, Master - Department of the Committee for Labor, Social Protection and migration of the Ministry of Labor and Social Protection in Shymkent, Deputy Head of Medical and Social Expertise, Dauey Bauyrzhan Kalmakhanbetuly -

director of the medical center "Dau-Med". The graduating department of the EP is the Department of "Nursing"

<http://ukma.kz/ru/structure/kafedry/kafedra-sotsialnogo-meditsinskogo-strakhovaniya-iobshchestvennogo-zdorovya.html>

Teachers who plan to provide the educational process for EP meet the qualification requirements, 100% of the teaching staff have academic degrees.

### **III. DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

This educational program was not previously accredited in the IAAR.

### **IV. DESCRIPTION OF THE VEK VISIT**

The visit of the external expert commission (EEC) to SKMA was organized from 25 to 27 May 2020 in accordance with the program agreed with the chairman of the EEC. Ph.D.,

associate professor Omarkulov B.K. and approved by the rector of the academy, doctor of medical sciences, Prof. Rysbekov M.M.

The commission examined the regulatory and educational documents on educational disciplines, including standard curricula, working programs, educational-methodical complexes and other materials provided by the university.

All materials requested by the commission were provided to SKMA on time and in full. In order to obtain objective information on the assessment of activities.

The following methods were used by the EEC members of the Academy: visual inspection, observation, interviewing employees of various structural divisions, teachers, students, employers, questionnaires of the teaching staff and students. The SKMA team provided presence of all persons indicated in the visit program. 3-day visit program EEC is fully completed.

On May 24, 2020, a preliminary meeting of the IAAR EEC members took place. During organizational meeting familiarized with the purposes of the visit, clarified the visit program, the responsibility of the EEC members has been distributed. Two main EEC clusters were identified, OP 6V10101 (5V130100) General medicine; OP 6V10105 (5V110200 Public healthcare); OP 6V10104 (5V110100) Nursing; OP 6B101106 (5V110300) Pharmacy. This division is due to the large volume of work of the EEC and the need visits to departments that implement accredited educational programs. Carried out a brief overview of the reports on specialized self-assessment of SKMA specialties, discussion of key issues, identified additional information that must be requested from the university for validation and full awareness of the EEC members when carrying out specialized accreditation.

In accordance with the visit program, on May 25, the EEC members held talks with the leadership of the academy, vice-rectors for directions, teachers, administrative and management personnel. A visual inspection of the objects was carried out accredited educational program. Meetings with leaders, managers accredited educational programs. Online meeting with teachers accredited EP and online survey of teachers. During the visit to the main divisions of SKMA, the employees presented presentations and answers to the questions of the EEC experts. Registrar's office informed about activities, demonstrated the work of the information system "Platonus" in the same day, meetings were held with the heads of the strategic development department and international activities, the head of the department of social affairs youth policy, the head of the educational and methodological center, the head of the scientific and clinical department, the head of the personnel service.

On May 26, EEC members visited the graduating departments of accredited educational programs. Online meetings with students, at the same time online their questioning, online meetings with employers and, in parallel, an online survey of employers. According to the program of the visit of the External Expert Commission, the experts conducted an on-line meeting with alumni for all accredited programs. In accordance with the accreditation procedure, an on-line survey was conducted teachers and students. According to the results of a survey of teachers, in which they accepted participation of 30 people, it was revealed that 100% of respondents noted that they are satisfied content of the educational program, 100% noted that the university provides opportunity for continuous development of the potential of teachers, and more than 93% can actively apply their own teaching methods in the educational process. All the respondents answered that the library has the necessary scientific and educational literature. 100% of teachers who participated in the survey believe that the university provides work safety. The majority of respondents (100%) are confident that their innovative activity is encouraged by management and the same number are satisfied with the work to improve qualifications of teaching staff. Many respondents are satisfied with the support of the management, both in

regarding the development of new educational programs, and motivational approaches. In general, the overwhelming majority of respondents answered all the questions in the questionnaire positively and believe that this is an actively developing university with great opportunities growth and conditions for both faculty and staff, and for students.

A survey of 75 trainers was carried out. According to the survey, 100% are satisfied with the relationship with dean's office, 100% satisfied with the level of accessibility and responsiveness of the university administration, availability of academic counseling (100%), teaching materials (100%), availability of library resources (100%), corporate environment of the university (100%), general quality of curricula (100%), teaching methods (100%), quality of teaching (100%), awareness of various aspects of training (100%), objectivity and fairness of teachers (100%), using effective methods teaching (100%). With regard to the quality characteristics of teachers the majority of the surveyed students spoke positively. May 27 visited: Regional Clinical Hospital, City Infectious Disease hospital, JSC "SKMA" No. 2 building, Hospital for nursing, City clinical hospital No. 1, LLP "Phyto-apipharm", LLP "Zerde-Fito", Research Center JSC "Khimfarm", RSE "CSE" Institute of forensic examinations in Shymkent, LLP Europharma. When visiting clinical bases of educational programs, there was provided complete information on the implementation of the educational process. Thus, the commission visited all the clinical bases of the academy. All clinics academies, in addition to supporting the educational process, are designed for optimal meeting the needs of the population in preventive, medical and diagnostic, medical, social and medicinal assistance. Provide medical assistance within state order for a guaranteed volume of medical care. Conformity clinical bases of the academy regulatory requirements is analyzed according to the results conducted internal and external audits. For the work of EEC, comfortable conditions were created, access to all necessary information resources. The commission notes a good level corporate culture of SKMA, a high degree of openness of the team in providing information to EEC members.

Recommendations for improving the performance of educational programs accredited specialties of the university, developed by the EEC based on the results of the examination, were presented at a meeting with leadership on May 27, 2020.

## **V. COMPLIANCE WITH EDUCATIONAL ACCREDITATION STANDARDS PROGRAMS**

### **Standard 1 "MISSION AND FINAL RESULTS"**

#### **Proof part**

Analysis of the self-assessment report, submissions and results of meetings on specialists from specialized departments, departments of the faculty and target groups allow draw the following conclusions.

The mission of the EP is determined by the State Program for the Development of Education Of the Republic of Kazakhstan for 2011-2020, the State Development Program health care of the Republic of Kazakhstan "Densaulyk" for 2016-2019, strategic directions of JSC "South Kazakhstan Medical Academy" for 2019-2023, corresponding state educational standards, mission and principles of the Academy.

Changes in the Strategic Development Plan of the University are approved on the basis of analysis and harmonization with external strategically important factors, such as the Decree of the President of the Republic of Kazakhstan dated February 1, 2010 No. 922 "On Strategic development plan of the Republic of Kazakhstan until 2020 ", the Strategic plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2014- 2023, Message and programmatic work of the First President of the Republic of Kazakhstan N.A. Nazarbayev to the people Kazakhstan, Digital Kazakhstan Program, Five Institutional Reforms,

"Kazakhstan in a new global reality: growth, reforms, development" - "100 specific steps "Modern state for all", National program "Mangilik El", Roadmap for the development of trilingual education, Decree of the President of the Republic of Kazakhstan dated February 15 2018 No. 636 "On approval of the Strategic Development Plan of the Republic of Kazakhstan until 2025", "Kazakhstani way 2050:

common goal, common interests, common future". Mission of the Academy: Preparation of highly qualified competitive medical and pharmaceutical specialists for the Southern region and the country in overall, based on the achievements of modern science and practice, ready to adapt to rapidly changing conditions in the medical and pharmaceutical industry by continuous improvement of competence and development of creative initiative. The vision of the university: An effective system of medical and pharmaceutical education, based on a competency-based approach and the needs of practical health care and pharmaceutical industry, focused on the training of specialists, relevant international quality and safety standards. The basic ethical principles that SKMA relies on to implement its mission: The principle of high professionalism of the teaching staff of SKMA is a constant improving their knowledge and skills, ensuring the provision of high-quality educational services to students at all levels of training. Quality principle in

SKMA is the implementation of the concept of modernization of Kazakhstani education, the main the direction of which is to ensure modern quality of education based on preservation of its fundamentality and compliance with current and promising the needs of the individual, society and the state, which is ensured by educational process, research activities and consultative and diagnostic work of innovative technologies and new achievements of science and practice.

The principle of teaching orientation is the implementation of student-centered the educational process along flexible trajectories of educational programs, taking into account quickly changing economic conditions and current trends in the labor market, creating students of the most effective conditions for their professional growth, development of motivation and monitoring of learning outcomes, continuous updating educational programs, expanding the scope of knowledge and competencies necessary for effective professional activity.

The standard presents the purpose of the EP - the preparation of scientific, pedagogical and management personnel capable of implementing science-based professional activities in the field of public health, capable carry out a comprehensive assessment and monitoring of the health status of the population, identify determinants of public health, develop conservation measures and strengthening the health of the population, put them into practice and evaluate them efficiency.

The EP model is built on a modular credit basis, developed and presented competence at the master's level.

The Academy approved an internal document "Academic Policy".

The organizational structure of the academy, processes and decision-making policies are clear and align with its mission and support the effectiveness of the organization. System management of the academy involves the participation of all stakeholders, including the sector health, student representatives and reflects the responsibility of leadership academy. The Academy provides an opportunity for students to actively participate in the work structural units influencing the quality of educational programs (Scientist

council, UMC, student government). Freedom in the formation and implementation of the educational program is achieved through an optional component, the disciplines of which are offered by the departments in the catalog of elective disciplines. The department independently determines the forms of conducting classes, uses a variety of teaching methods, applies teaching materials, offers

forms of control and assessment of educational achievements of undergraduates. The content of the OP may be changes and additions were made, which are discussed at the meetings of the department and the Scientific advice. In addition, the department independently determines the needs for providing educational

process with the necessary resources and draws up applications for the purchase of office equipment, laboratory equipment, consumables, educational literature and other information resources.

Academic freedom of the undergraduate is achieved through the choice of elective disciplines EP, the choice of the educational trajectory of the student. Thus, the implementation of the EP is aimed at training qualified specialists for science and practice, which corresponds to the mission and vision of the Academy and maintains the quality of teaching.

### **Analytical part**

Experts note that the current quality assurance policy of the university reflects the link between research, teaching and learning. Also the experts were convinced that at the current stage of activity the management system University is focused on the development of strategic planning, use modern management methods, multilateral internal quality assessment and continuous improvement.

***According to standard 1 "Mission and final results" external expert commission noted the following strengths:***

- Compliance of goals, objectives and end results of training in the specialty mission and priority directions of the University development;
- Image and metropolitan status of the University with a strong staff teaching and research corps;
- Availability of a certificate of institutional accreditation of the University;
- University as a center for the implementation of innovative management systems and systems quality management in the field of higher medical education;
- Introduction of credit-modular training technology;
- Stimulating point-rating.

*The area for improvement is: Improving the communication process stakeholders on decision-making, strategic and other documents through posting them on the website in order to ensure the transparency of the decisions made by the SKMA; Make changes to the Mission of SKMA, with the obligatory reflection of aspects in it public and global health, health system needs;*

*Provide access to the public (availability of information in the media, on the university website, social networks) to information about the changed: Mission, goals of SKMA, decisions made, strategic and other documents.*

**Recommendations:**

1. Develop and implement routing of the university website to increase awareness of all stakeholders in the implementation of the mission of the university and educational program.
2. To allocate additional material resources to improve the site university.

***EEC conclusions by criteria: total parameters 28, of which strong positions - 12, satisfactory - 16, suggest improvements - 0, unsatisfactory - 0.***

## **Standard 2 "EDUCATIONAL PROGRAM"**

### **Proof part**

The EP consists of the foundational theory and practice of nursing, especially basic chemical, biomedical, behavioral and social sciences, organizational skills, management decision-making skills, communication ability and medical ethics.

According to the OP, the key tasks of a nursing specialist are:

- organization and implementation of preventive, medical and health-improving activities;
- provision of pre-medical care;
- implementation of the nursing process focused on individual the needs of the patient;
- organization and provision of ambulance and emergency care;
- effective interaction with the patient, patient's relatives, colleagues, representatives of social services in compliance with the principles of medical ethics and deontology;
- educating the population through public appearances and publications in the mass media;
- participation in anti-epidemic measures;
- monitoring the sanitary and hygienic state of departments hospitals, for the sanitary treatment of incoming patients;

- general management and ensuring the rational organization of nursing staff;
- implementation of quality control of medical records by nursing staff;
- providing the department with medicines, medical products appointments and medical equipment; safety of property and medical equipment department, timely repair of medical devices and medical equipment, catering for patients in the department, distribution and storage of dressing materials, medicines, including poisonous, psychotropic and narcotic drugs, accounting for their expenditure;
- development of long-term and current plans for advanced training of secondary and junior staff, assessing the professional performance of nurses (brothers), midwives (s), submitting them for certification to obtain qualification categories;
- compliance with the rules of labor protection and safety measures;
- planning, monitoring and evaluating the activities of nursing staff;
- planning and conducting scientific research;
- presentation and publication of results;
- participation in pedagogical and educational activities in organizations of higher education;
- implementation of pedagogical and educational activities in organizations technical and vocational, post-secondary education;
- self-education throughout life;
- analysis of work and assessment of the potential for the development of nursing services;
- analysis and assessment of the health status of patients;
- generalization and presentation of results for making management decisions;

effective use of information and communication technologies for access to reliable information, solving medical problems, providing assistance population, work in a single information network of the health care system and for self-study. In accordance with the mission and development goals of NJSC "MUA"

the main emphasis in the provision of educational services development is training highly qualified specialist in the field of his competence.

One of the main learning outcomes of a medical student in specialty "Nursing" is the mastery of knowledge, skills and abilities, necessary for the effective solution of the problems of organizing the provision of medical assistance to the population. Starting from the 1st year, students are involved in the educational process, participate in social life of the university, the capital and the state as a whole (events international level), make reports and abstracts at scientific and practical conferences, seminars, disputes on medical and pharmaceutical problems as within the country, and in the near and far abroad.

An important role is also played by the results of questionnaires, polls, reviews, meetings at different levels, because allow you to analyze the proposals and wishes of students.

In order to prepare for all training activities, access to library fund, electronic resources, student's educational and methodological complex (plans, syllables, etc.), as well as to existing video, audio materials, equipment, devices, equipment.

To integrate with the European educational space since the opening in Since 2007, the University of the specialty "Nursing" has held the following events:

1. Integration with the research space:

- creation of a regional research and training center with international participation of leading foreign organizations;
- implementation of internships for young researchers at the workplace in leading world scientific centers, training specialists in the field of effective scientific management;
- ensuring the active participation of specialists in the work of international forums, publications in prestigious foreign scientific journals;
- introduction of new criteria for assessing the implementation of scientific programs (expertise with involvement of international experts, analysis of scientific products, citation analysis);
- ensuring the quality of scientific products that meet the requirements international standards.

2. Integration with the educational space:

Implementation of the mandatory principles of the Bologna Process:

- creation of continuity of programs of different levels of education, implementation a three-tier higher education system;
- implementation of a credit training system (SU-MUA-22 "Organization of educational credit technology process ");
- adaptation of the program to the labor market, training based on the study staffing needs;
- expanding the boundaries of academic freedom of subjects of the educational process, the formation of academic culture;
- successful completion of the first among medical universities of the institutional accreditation with international participation of experts;
- introduction of a unified system of academic credits of the ECTS type (SU-MUA-22 University standard "Organization of the educational process on credit technology training ")
- issuance of the European Diploma Supplement (PL-MUA-40 "Regulations on European Diploma Supplement ");
- introduction of the education quality control system inside the university and attraction of external assessment of the activities of the university, students and employers by including them in the collegial bodies and commissions of the University;
- active involvement of students in the active positions of the university;
- improving the mechanisms of social protection of students, providing access to quality higher education for all, including disadvantaged groups population ("Regulation on the provision of benefits for tuition fees to individual categories of students SKMA).
- carrying out a strategy for the preparation of teaching staff and the formation of the main competencies of University teachers (seven main competencies of the teaching staff: professionalism, communication skills, teaching, assessment and examination, scientific research, information literacy) according to the program development of the teaching staff of SKMA and a plan to increase qualifications of the teaching staff for 2020 - 2021 (approved Vice-Rector for Academic Affairs;
- improvement of educational technologies;
- implementation of the system of academic ratings of students and teachers (Regulation on the encouragement and motivation of SKMA employees).
- forming e-learning courses ("SKMA Guidelines for the preparation materials for creating electronic courses "), etc.

The university currently has formal framework agreements on

interuniversity cooperation with more than 38 foreign universities from all regions of the world.

The main areas of cooperation with foreign universities are:

- scientific and technical cooperation;
- international joint educational programs;
- student exchanges (mobility);
- faculty mobility.

Graduates of the University in the specialty "Nursing" are employed in medical institutions, medical colleges, continue their education in magistracy.

### ***Analytical part***

EEC notes the compliance of the bachelor's program with the requirements for competencies of graduates of a bachelor's degree specialty. "Nursing business".

The University is doing a lot of work to improve the educational the program takes into account the opinions, wishes of the shoes, employers, as well as international exchange in the field of science and education is carried out.

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

- Availability of educational trajectories of training in nursing,
- Orientation in choosing EP on the requirements of the labor market, development priorities health care and medical education.

*The area of improvement is implementation in the educational process fundamental, applied research with the involvement of students in EP Nursing.*

**EEC recommendations:**

1. On an ongoing basis, collect and analyze proposals from representatives practical health care, employers in the evaluation of the educational program and consider revising the OP, taking into account the proposals of representatives of the practical health care and employers.

2. Involve employers, students and other stakeholders in the development Catalog of elective disciplines based on the developed learning paths

*EEC conclusions by criteria: total parameters 48, of which strong positions - 47, satisfactory - 1, suggest improvements - 0, unsatisfactory - 0.*

**Standard 3 "EVALUATION OF THE EDUCATIONAL PROGRAM"**

**Proof part**

To analyze the internal and external environment, a monitoring system has been created and operates external and internal environment, the "SWOT-analysis" method is applied (analysis of strong and weaknesses, analysis of opportunities and threats). The analysis carefully determines external and internal environmental factors influencing strategically important decisions, affecting the functioning of the University (legislation, funding, shareholders, consumers, competitors, technologies, suppliers, personnel, opportunities own material resources).

At the end of the discipline, students fill out a portfolio in which they indicate acquired competencies. Departments conduct an analysis of the achievability of students final results, feedback is provided with students in the form of anonymous questionnaires, when identifying shortcomings and problems in the educational program a corrective action plan is developed and discussed at meetings departments and the Faculty Council.

The best advanced experience (benchmarking) of similar universities, universities of the Republic of Kazakhstan and the world is studied, regardless of the profile and directions of the university. Marketing research results form the basis for changes in the university's strategy.

The top management of the university pursues a consistent policy of changes in the university, initiates the processes of discussion of changes in the university with employees, students and other interested parties.

Surveys are conducted regularly to determine satisfaction with different parties to the academic process by a number of categories of stakeholders: students, listeners, teachers, parents, students, alumni, employers.

The registration and analysis of students' educational achievements is carried out on a regular basis. Advisors (curators) and tutors (leading teachers of departments) during the academic years spend work on the choice of elective disciplines by students in order to form



individual trajectory of the student. The functions of the advisor are also organization of presentation of elective disciplines of the catalog. Catalog of elective disciplines is annually developed and approved by the departments conducting training in specialty, as well as at meetings of the Faculty Council, the Commission for Academic and scientific work.

In the development and evaluation of educational programs in areas of training carried out at the Faculty Council, which includes representatives student asset and practical health care.

The teaching staff of the departments develop syllabuses by module / discipline with the obligatory inclusion of protocols of agreement with

indicating the pre- and post-requisites of the discipline. The final consideration and approval of the educational program is carried out by the Commission for Academic and Scientific Work

at the Senate. The priority direction in the work of the Commission on Academic and Scientific Work under the Senate is the introduction and implementation of medical education in university, improving the structure and content of educational programs implemented in accordance with the program for the development of scientific and educational activities

of the university, the requirements of international standards and consumers of educational services - the state, is carried out at the Faculty Council, which includes representatives of student activists and practical health care. The teaching staff of the departments develop syllabuses by module / discipline with the obligatory inclusion of protocols

coordination with indication of pre- and post-requisites of the discipline. The final consideration and approval of the educational program is carried out by the Commission for Academic and

scientific work at the Senate. The priority direction in the work of the Commission for Academic and Scientific Work under the Senate is the implementation and implementation of medical

education at the university, improving the structure and content of educational programs implemented in accordance with the program for the development of scientific and educational

activities of the university, the requirements of international standards and consumers of educational services - the state, society, employers, society, employers.

According to the State Educational Standard of Education 2019, the competencies of the graduate are spelled out for the EP "Nursing".

The student enters into the portfolio his results at the end of each discipline. This is an analysis and visual presentation of the most important learning outcomes student, demonstration of his cultural and educational growth, therefore its compilation starts with the first course and continues throughout the entire period of study.

### **Analytical part**

To improve the educational program, a systematic monitoring of academic processes, with the involvement of different categories of interested parties: students, trainees, teachers, parents of students, alumni, employers. All interested levels and persons take part in the development and evaluation of the EP university and beyond

***According to standard 3 "Evaluation of the educational program" the following are marked strengths:***

- Orientation in choosing EP on the requirements of the labor market, development priorities health and medical education;

- High level of quality control of educational programs.

The area of improvement is planning processes for improving the educational program, providing access to stakeholders to the results of the assessment of the educational program, as well as the introduction of criteria and methods for assessing the applied distance learning technologies in EP.

### **EEC recommendations:**

1. Engage employers, consumers and other stakeholders in educational program at all stages of development, consideration, assessment of educational programs.

2. Develop an internal document regulating practice-oriented orientation of training for EP.

**EEC conclusions by criteria:**

*total parameters 32, of which strong positions - 21, satisfactory - 11, suggest improvements - 0, unsatisfactory - 0.*

#### **Standard 4 "STUDENTS"**

##### **Proof part**

Based on the Model Rules, the admissions committee draws up Rules annually admission to study at SKMA, which are discussed at a meeting of the selection committee and approved by the decision of the University Board.

The admission of persons entering the university is carried out through accommodation state educational grant of higher education at the expense of republican budget or local budget, as well as tuition fees at the expense of the student's own funds and other sources. Reception of citizens is carried out by their applications on a competitive basis in accordance with the points of the certificate issued by

results of UNT. The main requirement for participation in the competition is the minimum threshold the level of points obtained with the UNT.

During the year, work is carried out on vocational guidance for young people.

Various forms and methods of propaganda and vocational guidance work are used.

Advertising and informational materials, booklets are developed and published; organized Open Doors Days; information stands of the selection committee are being created; materials are published in the media (radio, television and print), visits to schools, lyceums, medical colleges are organized.

The main goal of the marketing activities of the University in the educational market services is to achieve a sustainable long-term balance between needs and interests of all consumer groups, the state and society as a whole, by formation of an integrated system of continuing professional education,

meeting the highest national and international standards. Target consumer groups for SKMA are all individual consumers, but above all graduates of secondary educational institutions and medical colleges interested in higher education. The university regularly conducts work to study the needs of the Southern region. In the training of medical personnel, which allows the University to plan recruitment of the contingent of applicants in the context of specialties and evenly distribute graduates by region, including in rural areas.

To solve professional problems, a graduate of the specialty "Nursing case "in the learning process, the following universal and professional skills:

- general education;
- social and ethical skills;
- communication skills;
- teamwork skill;
- research skill;
- leadership and leadership skills;
- professional skills (skills to provide assistance);
- the skill of constant self-improvement.

- The objects of professional activity are:

- adults and children, enterprises and organizations of various forms property engaged in activities in the field of health (bodies management, medical organizations, educational organizations, science, social protection, health insurance, pharmaceutical companies and companies, agencies to ensure the quality of health care services, public and professional associations, etc.)

*Bachelors in the specialty "Nursing" can perform the following types professional activity:*

- therapeutic and prophylactic;
- sanitary and hygienic, anti-epidemic;
- organizational and managerial;
- research;
- pedagogical;
- information and analytical.

*The main functions of the professional activity of a bachelor in the specialty "Nursing" are:*

- prevention, diagnosis, treatment, rehabilitation;
- social care;
- management (administration);
- research;
- control;
- training;
- information.

*The subject of professional activity of a graduate of the specialty "Nursing" is:*

- health of the adult and child population;
- public health;
- policy and management of nursing in health care;
- normative legal regulation and legislation in the field of health care;
- research and education in the field of nursing;
- social services.

SKMA systematically carries out work to support students who have material and financial difficulties. This work is supervised by the educational department and deans of specialties. According to the Resolution of the Government of the Republic of Kazakhstan "On approval of the size, sources, types and Rules for the provision of social assistance to citizens who receive social assistance "No. 320 dated 12.03.2012. in university for students orphans, children left without parental care, graduates orphanages during the period of their education are allocated funds for:

- food;
- uniforms (clothes, shoes, bedding);
- one-time free meals in university canteens;
- monthly travel tickets;
- free accommodation in a hostel.

At the beginning of the semesters, the deans inform the departments about students from socially vulnerable categories. At the departments during training, this category is addressed extra attention. Conditions are created for mastering the subject (individual consultations, provision of literature from the funds of departments, etc.). Orphans and children left without parental care, in the presence of an academic debts on disciplines are re-visited free of charge.

To innovate and develop leadership, cultural diversity, critical thinking, creativity, social interaction and service society at the University there is a dean's office for youth affairs, which also organizes social support for students from among orphans and children left without parental care: uniforms; monthly travel pass; free meals in the canteens of the university; allocation of funds for food; accommodation in hostel.

In SKMA, for material and social support of students, next steps: carrying out activities for the social protection of students, introducing flexible payment schedule for tuition fees for students enrolled in a contract basis, carrying out activities for concessional lending of education, providing grants, employment. According to the Decree of the Government of the Republic of Kazakhstan dated March 12, 2012 No. 320 "On approval of the size, sources, types and rules for the provision of social assistance to citizens who are

provided with social assistance", students from among orphans, graduates of orphanages and those left without parental care are paid compensation for food, once a year compensation is paid for clothing and uniforms. For a socially unprotected category of students at the University free meals are organized in the canteens of the University. Free accommodation was organized for 100% of students from among orphans, graduates of orphanages and those left without parental care in the University hostels. More than 500 students from large families are provided with free travel tickets. The University has a system of rewarding students for achievements in the field of sports and creativity. The University holds events for the development of students in honor of: public holidays, Knowledge Day, attracts talented students to participate in the "Dedication to students", in city and republican KVN games, city and republican festivals, competitions and sports days, contests, forums.

In order to inform students about social support measures and to familiarize themselves with the ongoing social policy of the University, the dean's office for youth organizes meetings with students, information is also posted in the guidebook for students and on the University website.

The University provides organizational support and coordination of the academic mobility program; the University operates a center international cooperation and academic mobility. The Center for International Cooperation and Academic Mobility, together with the deans, organizes the work of the commission for holding a competition among students.

The main criteria for competitive selection are: completion of one academic period, semester, module at the University, academic performance in "A", "A-", "B +", "B", "B-".

The selection of students is carried out taking into account the GPA. For students traveling under the academic mobility program at the expense of the GPA University (abroad and / or in the Republic) is not less than 3.67. For students traveling under the academic mobility program at the expense of personal funds, the GPA is at least 3.0.

The coordinator of the academic mobility programs organizes with the students who have passed the competition, the conclusion of a bilateral agreement between the sending and host universities. Students at the host university undergo administrative admission procedures in accordance with the rules of the partner university. After finishing academic mobility programs, students submit to the University a transcript, an advance report (travel tickets, residence documents), a report International Department. Based on the transcript to the student in accordance with the Kazakhstani system of credit transfer by ECTS type center office registrar The University carries out a mandatory transfer of credits (hours).

The student who has chosen the university for training submits an application to the program coordinator.

On the basis of the application, the Center for International Cooperation and Academic Mobility organizes the conclusion of an agreement (memorandum). When concluding an agreement (memorandum), the accreditation of the partner university and its educational programs is taken into account. After signing an agreement between universities, an agreement is drawn up for training programs

academic mobility, which is the main document regulating the learning process under the academic mobility program. Based on the official

inviting a partner university and comparing educational programs, an individual plan of students is drawn up.

### **Analytical part**

Thus, the university has and adheres to an admission policy for various categories of applicants. The university is actively developing a student support service in various spheres and improves the individually oriented organization of the educational process.

According to Standard 4 "Students", the following strengths are noted:

- Availability of admission policy for various categories of applicants.
- Availability of a student transfer policy (from paid tuition to a grant, from one EP to another, from one university to another).
- Developed student support service in various fields.

- Developed individually-oriented organization of the educational process.

*The area of improvement is to improve counseling and planning the professional career of undergraduate students "Nursing business".*

**EEC recommendations:**

1. Revise the system of financing academic mobility in order to expanding educational, scientific, practical activities and implementation friendly experience.

***Conclusions of the EEC by criteria: there are 16 parameters in total, of which strong positions - 14, satisfactory - 2, suggest improvements - 0, unsatisfactory - 0.***

**Standard 5 "ASSESSMENT OF STUDENTS"**

**Proof part**

The general policy of SKMA on student assessment, including the timing of the assessment, evaluation criteria, methods and forms of conduct, reflected in the syllabuses of the disciplines.

Academic achievements (knowledge, abilities, skills and competencies) of students are evaluated in points on a 100-point scale, corresponding to international practice letter system with a digital equivalent.

The main types of control of the level of educational achievements of students (knowledge, skills, skills and personal qualities - competencies) within the framework of an individual point-rating system for a discipline or practice (educational, industrial) during semesters are: current, midterm and final control. All forms of current and midterm control are recorded in the discipline work program and syllabus. Assessment the rating of students consists of the assessments of the current and midterm control. Based recommendations of the National Center for Testing and Examination of the Republic of Kazakhstan determined the percentage, form, difficulty and level of test items for all disciplines for all levels of training for all educational programs, implemented by SKMA.

In order to ensure high performance of students for each training module, a module component policy is developed, in which the criteria are prescribed assessment of knowledge, the establishment of passing points and their characteristics.

1. The student must necessarily attend practical classes, hand over the topics of the extracurricular SRO.
2. Missed practical classes and SROs are worked out if there is an admission from the dean's office, indicating the reason for the omission.
3. When working out a lesson missed for a good reason, the student is given a grade in accordance with the demonstrated knowledge and skills.

The student can simultaneously work out 2 lessons missed for a good reason. In case of untimely working out of classes missed for a good reason

the student receives 0 points in the pedagogical and electronic journal. In case of receiving an unsatisfactory mark (49 points or less), retaking for a positive mark is not allowed.

4. If classes are missed for an unjustified reason and they are worked off for a positive assessment (50 points and above), the student, regardless of the grade received, is given 0 points in the pedagogical and electronic journal. In this case, information about the pass is not submitted to the dean's office. If, however, a student who missed a practical lesson for an unjustified reason received an unsatisfactory mark (49 points or less) or did not complete a pass, then in addition to being put in a pedagogical journal 0 points

information is submitted to him to the dean's office indicating the missed hours, as an offender educational discipline. If you receive an unsatisfactory mark (49 points or less), retaking for a positive mark is not allowed.

5. Do not be late for classes. Students entering and exiting the classroom after the start of classes is allowed only with the permission of the teacher. In case of violation of this requirement for each lesson, 1 point is deducted from the admission rating and regarded as missed for no valid reason.

6. Hand over the topics of extracurricular self-regulating organizations according to the calendar-thematic plan. If tasks are not completed on time, the grade is "unsatisfactory" without retake rights for a positive assessment.

7. Actively participate in the educational process (preparation of theoretical material, test assignments, preparation of reports and presentations). Upon receipt unsatisfactory assessments in practical classes, colloquia and SRO retake for a positive assessment is not allowed.

8. Students with at least 50% admission rating are allowed to take the exam. If the requirements of the department are not met, the student undergoes a second course of study on a paid basis.

9. It is prohibited to take cell phones, smartphones, tablet computers and other means of information electronic service, as well as paper information carriers. In case of using prohibited means

the student is removed from the exam and given 0 points (grade F). It is also strictly forbidden to use prohibited means when performing tests, and also read text from the textbook for oral answers. If these requirements are not met, the student is given 0 points (grade F).

10. Follow the internal rules of the department and department. Do not talk during classes, turn off the cellular phone.

11. Observe the ethics of relationships and behavior with fellow students and teachers, be polite, benevolent, tolerant.

12. Take good care of educational furniture, equipment, equipment of the department.

13. The student is obliged to wear a medical gown, change of shoes and a cap during practical training.

The summative assessment at the end of the study of each section is passed in the form of midterm control, which includes a practical lesson, SROP and SRO. Practical

topics and SROP are evaluated in the form of testing and oral questioning, the weight share of tests is 20%, oral questioning is 60%. SRO 20%.

**Discipline rating is calculated using the formula:**

$$OPД = \frac{PK_1 + PK_2}{2}$$

**Evaluation criteria:**

1. Testing: 20 test tasks, for each correct answer - 1 point, maximum score - 20 points.
2. Oral survey: maximum score - 60 points.

The results of current and midterm control are entered into educational and electronic journals. The results of the intermediate attestation of students are entered into the student's record books. The results of the control are recorded in educational and electronic journals, analyzed at the department meetings and reflected in the annual reports of the department.

The forms of the final assessment are determined by the RUE of the educational program and the MOP: differential credit, exam, final state certification. The forms are developed by the department with the participation of the Center for Planning, Organization and Control of the Educational Process, the Dean's Office of the Faculty. During training

the final assessment is carried out at the end of the semester as part of the midterm assessment.

**Analytical part**

Thus, the university uses a criterion to maintain transparency and objectivity, the human factor is excluded from the assessment process. Throughout

In recent years, the method of computerized examination in real time, which is conducted centrally, has been used. Test results are available immediately

after completing the exam. Points earned in other forms of assessment are available in Platonus in the student's personal account. All students

enjoy equal rights when appealing or correcting academic results.

**The strengths of the 5th standard "Assessment of students" include:**

- The university has formed and implemented a student assessment policy.
- Participation of students in the development of the curriculum through the choice of elective disciplines.
- Representation of students in the councils of faculties of the university and other relevant bodies, as well as in the social activities of the university.

An area of improvement is the mandatory introduction of proctoring.

**VEC recommendation:**

- 1 To increase the percentage of external / internal academic mobility of students by EP;
2. Monitoring on a consistent basis the level of student participation in various forms of student self-government, creative teams, participation in local and international Olympiads, etc.

*EEC conclusions by criteria: total parameters 15, of which strong positions - 11, satisfactory - 4, suggest improvements - 0, unsatisfactory - 0.*

**Standard 6: "ACADEMIC STAFF / TEACHERS"**

**Proof part**

SKMA has developed and approved a personnel policy, which reflects the policy, principles and rules for the selection, selection, admission, assessment and rotation of personnel.

The work of the teaching staff is carried out in accordance with the IPP.

The IPP is the main document that regulates the activities of each member of the department. In the process of drawing up an individual plan, the load of the first (study) and the second (outside of class) half of the day.

The main document that determines the work of each teacher is an individual plan, in which the academic planned for the current academic year (in hours), methodical, scientific, educational work, including advanced training. An individual work plan is considered at a meeting of the department, after which is approved by the head of the department, then the supervising dean.

Individual work plans of teachers are focused on the possibility of a fuller use of their knowledge and qualifications for the preparation of highly qualified specialists, for improving the teaching methods, providing the educational process with the necessary teaching aids and documentation, performing scientific research on topical problems of medicine.

An individual teacher's work plan is drawn up on the basis of the annual work plan of the department. When drawing up an individual plan, indicators and indicators of the strategic plan for the development of the educational program, university.

Questions about the implementation of the individual plans of teachers are considered twice in the academic year - at the end of the 1st semester and at the end of the 2nd semester - at meetings

department, and at the end of the academic year, the department prepares a report on the implementation of the department's work plan.

The individual plans reflect the discrepancies discovered during the analysis of the implementation of individual plans. Their results are corrected either in the following semester, or are postponed to the next academic year. The results of the implementation of individual plans serve as the basis for material and moral incentives, taking administrative measures.

The University conducts a rating assessment of teaching staff for all types of activities in accordance with the Regulations "On the rating for educational, scientific and clinical activities of the teaching staff of the NJSC "Astana Medical University".

The purpose of the rating assessment of teaching staff activity is to provide an objective assessment and self-assessment of the level of performance of professional duties of teaching staff for determining ways to further improve pedagogical skills and motivate the creative activity of teaching staff through moral and material incentives for labor.

The University conducts various activities to motivate and stimulate employees: ensuring working conditions in accordance with the labor legislation of the Republic of Kazakhstan, labor agreement and

collective agreement, providing employees with equipment, tools, technical documentation and other means necessary for fulfillment of labor duties; timely remuneration and payment of incentive bonuses for quality work; every year teachers take advanced courses qualifications on the basis of the faculty of advanced training and additional education at the expense of the university; systematic referral of employees for promotion qualifications outside the university; training of scientific and pedagogical personnel from among young scientists and employees; training and specialization of teaching staff abroad, including the program "Bolashak".

The teaching staff of the University constantly interacts with the regional health care, providing consultative, diagnostic and medical assistance.

#### **Analytical part**

The university maintains a high level of teaching staff, which ensures the quality of the educational process, which is supported by the introduction of effective mechanisms formation and renewal of the staff of the teaching staff at the university.

#### ***The strengths of the 6th standard "Academic staff / teachers" include:***

- High level of teaching staff of the university, ensuring the quality of educational activities.
- Implementation of effective mechanisms for the formation and renewal of the staff of the teaching staff at the university.
- Provision of a unified system for teaching teaching staff innovative educational technologies, including with the involvement of specialists from the world's leading medical schools.
- Development and implementation of intra-university training programs.

#### **EEC recommendations:**

1. Provide funding for the participation of young teachers in academic mobility programs, "Bolashak", conferences of all levels, competitions, scientific projects.
2. To increase the proportion of teaching staff involved in the implementation of scientific projects.

***Conclusions of the EEC by criteria: there are 12 parameters in total, of which strong positions - 7, satisfactory - 5, suggest improvements - 0, unsatisfactory - 0.***

### **Standard 7. "EDUCATIONAL RESOURCES"**

#### **Proof part**

The success of the EP at the Faculty of Public Health of the Academy is ensured by the presence of a strong and effective research environment that promotes the development and formation of research skills of undergraduates. Its main goal in accordance with the Law of the Republic of Kazakhstan "On Education" and the State Educational Standard of the Republic of Kazakhstan is to train highly specialized specialists for the system of higher and postgraduate education, for practical health care.

The organization of a strong and effective educational environment consists in a combination of a strong competence level of the teaching staff, a high-tech research resource base (Scientific Research Laboratory of Medicinal Plants and Scientific Research Laboratory of the Department of Pharmaceutical and Toxicological Chemistry), collaboration with leading medical research organizations and institutions of Kazakhstan, near and far abroad: Gdansk Medical University (Gdansk, Poland); Institute for Biomedical Research University of Barcelona (Spain); Pamukkale University (Denizli, Turkey).

In order to implement the EP, improve fundamental knowledge, highly qualified visiting professors from the CIS countries and far abroad are involved. IN within the program of "visiting professors" from the Bukhara State Medical Institute named after Abu Ali Ibn Sino read for students of the educational program lectures Professor of the Department of Infectious Diseases Oblakulov Abdurashid Rakhimovich (10-16.05.2018)

Also, within the framework of the visiting professors program, in the period from 19.04.2019 to 26.04.



2019 Master classes were held by Doctor of Neurophysiology and Master of Biophysics, John and Sophia Prokop Prize Laureate, Member of the American Society neurophysiological control Alexander Razumovsky, vice president and director of NeuroCare SpecialtyCare.

The listeners got acquainted with the new scientific data in the field of cerebral hemodynamics research, the rationale for the formation of the EEG and its diagnostic value, and other pathological condition.

Federal State Institution of Science Institute of Higher Nervous Activity and Neurophysiology of the Russian Academy of Sciences and State Institution "Republican Specialized Scientific and Practical Medical Center for Surgery named after Vakhilov" Ministry of Health of the Republic of Uzbekistan has been cooperating with the Academy since 2018. Students of the Academy traveled within the framework of academic mobility.

The Bukhara State Medical Institute named after Abu Ali Ibn Sino (Republic of Uzbekistan, Bukhara) has been cooperating with the Academy since 2017. Students of the Academy of Medical Specialties undergo scientific training. Implemented incoming and outgoing mobility of teaching staff involved in the implementation of the OP.

Also, a Memorandum was concluded with the Bashkir State Medical University (Ufa, Russia) - in 2017, the Memorandum of Cooperation was reissued. In 2019 Head of the Department of Infectious Diseases and Dermatovenereology Abuova G.N. went with a training program. Associate Professor of the Department Berdalieva Farida Abdullaevna, in within the framework of the concluded Agreement, I traveled with a training program from the Research Institute of Children's Infectious Diseases in St. Petersburg.

In the framework of scientific cooperation with the Bashkir State Medical University (Ufa, RF), scientific research is carried out on the synthesis and standardization of biologically active compounds, and master's theses are being carried out.

In 2017, the agreements on cooperation with the Tashkent Pediatric Institute and the Tashkent Medical Academy were reissued. In TashPMI and TashMA undergraduates have repeatedly undergone scientific training on research topics.

International cooperation is a prerequisite for the successful implementation of scientific research in the implementation of the EP in medicine, cooperation in the field scientific and technical information, registration of joint patents, etc.

On the basis of contracts and memorandums with leading medical universities in Kazakhstan, the following is carried out:

- exchange of students and teachers within the framework of academic mobility;
- passing practice and internships for students;
- participation in conferences, publication of abstracts and reports, etc.

The Academy, in accordance with the Strategic Plan of the Ministry of Health of the Republic of Kazakhstan for 2017-2021, the creation and strengthening of international relations with leading universities, research, institutions and production organizations of the near and far abroad in the field of medicine and pharmacy signed bilateral agreements on cooperation with medical and pharmaceutical universities and organizations of the Republic of Kazakhstan:

- Kazakh National Medical University named after S. D. Asfendiyarov;
- Astana Medical University;
- Karaganda State Medical University;
- Kazakh-Russian Medical University;
- Kazakh National University named after Al-Farabi;
- West Kazakhstan State Medical University named after M. Ospanov;
- State Medical University of Semey;

**Russian Federation:**

- Sechenov University, Moscow;
- Bashkir State Medical University, Ufa;

- Tyumen State Medical Academy.

**CIS:**

- Tashkent Medical Academy;
- Bukhara State Medical Institute named after Abu Ali Ibn Sino;
- Kyrgyz-Russian Slavic University named after B.N. Yeltsin, Kyrgyzstan;
- Kyrgyz State Medical Academy named after I.K. Akhunbaeva.

**Far abroad:**

- Medical University of Gdansk, Poland;
- Medical University of Lublin, Poland;
- Vienna Medical University (VNU), Austria;
- University of Transylvania Brasov, Romania;
- Charles University in Prague, Czech Republic (Faculty of Medicine);
- Tuscan University in Viterbo, Italy;
- University named after Necmettin Erbakan, Konya, Turkey.
- Medical and Pharmaceutical University named after Iuliu Hatieganu, Cluj Napoca, Romania;
- Medical University named after Sh.Beheshti (Tehran, Iranian Islamic Republic)

**Analytical part**

At the Academy, the main task is to train specialists who are competitive both domestically and in the international labor market, the Academy ensures that students acquire the necessary knowledge and competencies based on the study of basic and specialized disciplines, the formation of skills and abilities during professional internships. Training sessions are conducted by persons with the academic degree of Doctor or Candidate of Science, Doctor of PhD, specialists with a great experience.

The highly professional level of teachers, scientific advisers, consultants is confirmed by the fact that 57% of the teaching staff have academic degrees of doctor or candidate of sciences, extensive experience in the field of higher education, and participation in the implementation of research projects at various levels.

It should be noted that many faculty members involved in the implementation of the EP and are the leaders of students' theses have a nonzero Hirsch index (ThomsonReuters, Scopus, Web of Science, Google Scholar, RSCI).

The Academy is working to attract external funding in the form of grants from the Ministry of Education and Science of the Republic of Kazakhstan, which contributes to the development of research skills and material with the support of the Academy, part of scientific research is carried out at the expense of grant research projects.

**For Standard 6 "Educational Resources", the Commission noted the following strengths:**

1. Providing an effective educational, research environment.
2. The growth of publications in indexed editions among the teaching staff.
3. The implementation of the educational program is planned and carried out with the joint responsibility of the teacher and the student, aimed at the final results.

*The area of improvement is - improving the information system, communication quality, information portals used at the university for uninterrupted access of teaching staff and students to library and other resources used in research activities.*

**The strengths of the "Educational Resources" standard include:**

- Continuous improvement of the material and technical base of the university and faculty.
- Creation and development of the Clinical Training Center for the development of clinical / practical skills by trainees and the conduct of OSKE.

**EEC recommendations:**

1. To develop information systems of the university, improve the quality of communication, tools, technologies and information platforms to improve distance learning technologies.

**EEC conclusions by criteria: total parameters 31, of which strong positions - 9, satisfactory - 22, suggest improvements - 0, unsatisfactory - 0.**

## **Standard 8 "GOVERNANCE AND ADMINISTRATION"**

### **Proof part**

According to the structure, the main structural divisions involved in the direct implementation of the EP magistracy are the specialized departments and the department of postgraduate education. For the effective functioning of all structures, the relevant Regulations have been developed that determine the interactions of various departments, including on the implementation of the EP.

The structural unit responsible for the OP is the Air Defense Department. The functions of the air defense department are spelled out in the Regulations on the unit.

The Air Defense Department also interacts with other external (Ministries and departments of the Republic of Kazakhstan) and internal divisions of the Academy (Academic Council, Scientific and Clinical Council, Methodological Council, rectorate, library council, registrar's office, educational and methodological center, library and information center (LIC), Computer- test, publishing center (CTIC), scientific and clinical department, department of "Evidence-based medicine", economic planning department, accounting department, administrative and economic department, quality management system, legal support department, departments and others).

All decisions made at the level of the administration, the Scientific and Clinical Council, the Academic Council of the Academy (orders, Orders, decisions) are brought to the attention of the interested subdivisions in the form of mailings by corporate mail, the most important documents are brought to the attention of interested persons, responsible persons and executors, which recorded in the acquaintance sheets.

The Academy has introduced corporate governance based on the principles of collegiality and openness of decisions, separation of management bodies and their responsibilities, and financial transparency. The Academy is governed by the Board of Directors.

The work of the Academy departments involved in the implementation of the EP is also regularly assessed by the leadership of the Academy. The list of the main tasks of the administration of the Academy, according to the regulations on the administration <http://ukma.kz/ru/structure.html>, includes: control and coordination of work on the organization of the educational process, work is underway to improve the pedagogical process, to introduce new educational innovative technologies, organizational issues.

For a systematic assessment of the competence of teachers, the administration of the Academy conducts certification of the teaching staff, in accordance with the rules of the Ministry of Education and Science of the Republic of Kazakhstan on certification university teachers. Based on the results obtained, the Academy draws conclusions about the teacher's suitability for the position held, makes recommendations for further improving professional development.

There is also a rating assessment of the activities of the teaching staff - separately among the heads of the department, professors, associate professors, senior teachers, teachers / Resources for the implementation of the EP correspond to the norms for calculating the cost of training one student in higher educational institutions of the Republic of Kazakhstan according to the state educational order. Appendix 8. Funding for Master's programs is carried out in accordance with the regulatory documents (Order of the Acting Minister education and science of the Republic of Kazakhstan dated August 7, 2009 No. 374 On the approval of financial standards for higher and postgraduate education).

Funding sources are budgetary and extrabudgetary funding (state educational order, income from the provision of paid educational services, research and development work and other works that do not contradict legislation, international funds, organizations, grants, etc.).

The expenditure side of the Academy's budget is formed on the basis of a consolidated calculation of the need for the staff of the teaching staff, teaching and auxiliary, administrative and managerial and service personnel, consolidated applications of departments and structural divisions for additional staff requirements, equipping classrooms with equipment and materials for the educational process. The volume of expenses is based on the indicators characterizing the actually achieved level of expenses of the previous period, taking into account the annual consumer price index and the planned increase in salaries of

employees. In order to ensure the implementation of the educational program and appropriate activities, and to ensure the proper management and allocation of resources. The Academy has appropriate administrative and academic staff.

The number of staff at the Academy is regulated by the Law of the Republic of Kazakhstan "On Education", chapter 7 Status of a teacher, article 52, by order of the Ministry of Education and Science of the Republic of Kazakhstan No. 374 dated August 7, 2009 "On the approval of financial standards for higher and postgraduate education "and the needs of the Academy for the implementation of the mission and strategic direction.

The staff of the graduating department, providing EP meets the regulatory requirements. The number of teaching staff involved in the preparation of undergraduates at the department is only 8 people, of which all 8 are staff members of the university. Graduation (availability of a scientific degree of Doctor, Candidate of Science, PhD Doctor) of staff members is 100%. 100% of the number of teaching staff participating in the educational process of the EP have academic degrees, including 13% Doctor of Medical Sciences (Anartaeva M.U.) 62% Candidate of Medical Sciences (Bapaev Zh.B., Sarsenbaeva G.Zh., Sadibekova Zh. .U., Sultanbekov K.A., Akhmadieva K.E.) 25% PhD of the doctor (Abdrakhmanova Z.B., Omarova B.A.) Regulatory framework ensuring compliance of the management system quality to the requirements of international standards, fundamental concepts and criteria of the Model of Excellence, are the documents of the management system (CM) of the Academy developed by the quality management department and working groups.

There is a clear hierarchy in the structure of the CM documentation in accordance with IS ISO 9001: 2015. *According to the Standard "Management and Administration", the Commission noted the following strengths:*

1. Close interaction with the health sector, the quality of the EP can be 100% employment of graduates.
2. The structural unit responsible for the implementation of the EP has been determined.

*The area of improvement is the optimization of the management of all structural divisions of the University.*

#### ***Recommendations***

1. With the aim of uninterrupted access to information systems and the effectiveness of the development of EP, improve the work of IT communications.
2. To finalize the website of the university in terms of improving routing and finding the necessary information, both for students, employees and for the public and employers.
3. Strengthen the elements of the corporate management culture, namely, strategic planning, marketing of the educational services market, generating scientific ideas and their embodiment in the form of innovations, which are then brought to the stage of implementation.

***EEC conclusions by criteria: total parameters 17, of which strong positions - 9, satisfactory - 8, suggest improvements - 0, unsatisfactory - 0.***

### **STANDARD 9. "CONTINUOUS IMPROVEMENT"**

The Academy plans and applies processes of continuous monitoring, evaluation, analysis and improvement of educational services, taking into account the tasks of the national legislation, requirements and expectations of stakeholders, contributing to the development of quality education based on competencies and learning outcomes.

The process of constant updating is based on the introduction of new teaching methods, information technologies, the development of assessment criteria, the expansion of academic mobility, increased efficiency and transparency of the decision-making process.

The results of the analysis on the quality of the EP analysis are heard at meetings of the Academic Council, the rectorate and are the basis for measuring and improving efficiency activities in the preparation of undergraduates.

The revision of the mission and the final results of the educational program is carried out in compliance with the principle of transparency, with the participation of all those involved in process of the parties: scientific and pedagogical personnel, undergraduates, administrative structures at the level of the department, department, University.

Every year, in all divisions of SKMA, internal and external audits are carried out in order to determine the degree of compliance with the requirements of the QMS; evaluations efficiency, functionality and identification of opportunities for quality improvement, proposals are developed to improve and introduce new assessment methods knowledge, achievements and competencies.

In order to monitor the quality of educational services and improve it, students are surveyed to identify the needs of stakeholders, for studying the quality of education processes, improving and improving the activities of all departments of the university. The questionnaire procedure is carried out systematically throughout the entire training period. The questionnaires can be of different designs, depending on the category of respondents. The survey covers all aspects of student learning and life: the share of students' knowledge, learning conditions, material and technical, methodological, informational support of the educational process, living conditions, nutritional conditions, etc.

The mechanism aimed at monitoring the implementation of the educational program and the progress of students is constant feedback from teaching and teaching staff. The participants in the educational process, students and teaching staff of the university have a direct interest in the implementation of the educational program, and can express their opinion through questionnaires and interviews. The questionnaire "A teacher through the eyes of a student", questionnaires that include questions about the expectations and actually acquired competencies of students, the environment for the implementation of the educational program, the availability of information resources and conditions, the results of the analysis of the contents of the boxes of confidence reflect the mechanisms of participation of students and teaching staff in monitoring the program.

The university regularly conducts a survey, collects, analyzes and uses the data received from stakeholders about the educational program.

Students can be involved in the process of evaluating educational programs by expressing their opinions and wishes at the end of the course of study or mastering a specific discipline or by anonymous questioning to identify opinions and take into account the comments, suggestions of direct consumers. The participation of students in the assessment of the educational program is also facilitated by the improvement of student self-government at the university. The survey process has been authorized for convenience and the efficiency of collecting information on the educational and educational portal "Platonus" created the module "Questionnaire", thanks to which it is possible to fully cover the contingent of students, electronic counting and distribution of survey results to students.

Thus, the survey of students is one of the mechanisms for periodic review, study and evaluation of the educational programs being implemented, which ensures the quality of the program management process. Achieving final results by students is also a mechanism for assessing the educational program and progress students, since they are sufficiently valid and reliable methods and require basic data on the educational program.

The knowledge, abilities, skills and competencies of students in all types of control are determined by the scores of the point-rating letter system, which have a directly proportional ratio. The application of new or changed criteria and methods for assessing knowledge of students is possible only on the basis of the decision of the Academic Council. The accepted criteria and methods for assessing knowledge of students cannot be changed in during the semester. Their revision is possible only at the beginning of a new academic period.

The applied criteria and assessment methods should be announced to the students at the first lesson in the discipline.

Developing feedback from stakeholders in order to study requirements, expectations and study the satisfaction of key stakeholders with quality the provision of educational services attaches great importance

to the university. Feedback from employers and other stakeholders is monitored and the basis for revising the goals, objectives and activities of the University and the content of the EP.

#### **Analytical part**

The university operates an effective system for monitoring the activities of the university, the organizational structure is built in accordance with the goals and objectives of the strategic directions. There is regular feedback from trainees, employers and other stakeholders.

#### ***Strengths of Standard 9 for Continuous Improvement include:***

The organizational structure of the University is built in accordance with the goals and objectives of the strategic directions.

The collegial body for managing educational and methodological work is the Faculty Council.

Implementation of the "Program for the development of the teaching staff, Strategic directions of SKMA" for 2019-2023.

*The area of improvement is the actualization and updating of educational resources in accordance with the changing needs of the external and internal environment of SKMA.*

#### **EEC recommendations:**

1 To develop multilingual education at the undergraduate level by developing syllabuses and UMCD in three languages;

2 Expand the geography of universities to ensure academic mobility of teaching staff with the involvement of leading foreign and domestic teachers to conduct joint research.

***EEC conclusions by criteria: total parameters 15, of which strong positions - 12 satisfactory - 3, suggest improvements - 0, unsatisfactory - 0.***

**Thus, based on the results of the primary specialized accreditation, the EEC believes that SKMA has:**

1. Material and technical resources for the implementation of the educational program.
2. Agreements with medical organizations for students to undergo practical training in the specialty "Nursing".
3. Availability of partner universities, both in the Republic of Kazakhstan and beyond the pipeline.
4. Students wishing to continue their further education at the postgraduate level in the EP "Nursing".
5. Long-term partnerships with employers in the region, ensuring the adjustment of the OP based on proposals from stakeholders.

## **VII. OVERVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD**

***For Standard 1 "Mission and Outcomes", the external panel of experts noted the following strengths:***

1 Correspondence of goals, objectives and end results of training in the specialty of the mission and priority areas of the University's development;

2. Image and metropolitan status of the University, which has a strong staff of the teaching and research corps;

3. Availability of a certificate of institutional accreditation of the University;

4. University as a center for the implementation of innovative management systems and quality management systems in the field of higher medical education;

5. Introduction of credit-modular training technology;

6. Stimulating point-rating.

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

1. Existence of educational trajectories of training in nursing,

2. Orientation in the choice of EP to the requirements of the labor market, priorities for the development of health care and medical education.

***According to standard 3 "Evaluation of the educational program" the following strengths are noted:***

1. Orientation in the choice of EP on the requirements of the labor market, priorities for the development of health care and medical education;
2. High level of quality control of educational programs.
- 3.

***According to Standard 4 "Students", the following strengths are noted:***

1. Availability of an admission policy for various categories of applicants.
2. Availability of a student transfer policy (from paid tuition to a grant, from one EP to another, from one university to another).
3. Developed student support service in various fields.
4. Developed individually-oriented organization of the educational process.

***The strengths of the 5th standard "Assessment of students" include:***

- 1 The university has developed and implemented a student assessment policy.
- 2 Participation of students in the development of the curriculum through the choice of elective disciplines.
- 3 Representation of students in the councils of the faculties of the university and other relevant bodies, as well as in the social activities of the university.

***The strengths of the 6th standard "Academic staff / teachers" include:***

1. High level of teaching staff of the university, ensuring the quality of educational activities.
2. Implementation of effective mechanisms for the formation and renewal of the staff of the teaching staff at the university.
3. Providing a unified system of teaching teaching staff innovative educational technologies, including with the involvement of specialists from the world's leading medical schools.
- 4 Development and implementation of intra-university training programs.

***The strengths of Standard 7 "Educational Resources" include:***

1. Continuous improvement of the material and technical base of the university and faculty.
2. Creation and development of the Educational and Clinical Center for the development of clinical / practical skills by trainees and the conduct of OSKE.

***The strengths of Standard 8 "Management and Administration" include:***

1. Close interaction with the health sector, the quality of the EP can be 100% employment of graduates.
2. The structural unit responsible for the implementation of the EP has been determined.

***The strengths of Standard 9 Continuous Improvement include:***

1. The organizational structure of the University is built in accordance with the goals and objectives of the strategic directions.
2. The faculty Council is the collegial body for managing educational and methodological work.
3. Implementation of the "Program for the development of the teaching staff, Strategic directions of SKMA" for 2019-2023.

## **VIII. OVERVIEW OF RECOMMENDATIONS FOR IMPROVING THE QUALITY OF SOFTWARE TO EACH STANDARD**

### **1. "Mission and final results"**

2. Develop and implement routing of the university website to raise awareness of all stakeholders in the implementation of the university's mission and educational program.

3. Allocate additional material resources for work on improving the university website.

## **2 "Educational program"**

1. On an ongoing basis, collect and analyze proposals from representatives of practical healthcare, employers to assess the educational program and consider revising the EP, taking into account the proposals of representatives of practical healthcare and employers.
2. To involve employers, students and other stakeholders in the development of the Catalog of elective disciplines based on the developed learning paths

## **3 "Evaluation of the educational program"**

1. To involve employers, consumers and other interested persons in the educational program at all stages of development, consideration, evaluation of educational programs.
2. Develop an internal document regulating the practice-oriented orientation of training in EP.

## **4 "Students"**

1. To revise the system of financing academic mobility with the aim of expanding educational, scientific, practical activities and the introduction of friendly experience.

## **5 "Assessment of students"**

1. To increase the percentage of external / internal academic mobility of students by EP;
2. Monitoring on an ongoing basis the level of student participation in various forms of student self-government, creative teams, participation in local and international significance, etc.

## **6 "Academic staff / teachers"**

1. Provide funding for the participation of young teachers in academic mobility programs, "Bolashak", conferences of all levels, competitions, scientific projects.
2. To increase the proportion of teaching staff involved in the implementation of scientific projects.

## **7 "Educational resources"**

1. To develop information systems of the university, improve the quality of communication, tools, technologies and information platforms to improve distance learning technologies.

## **8 "Management and administration"**

1. To improve the work of IT communications with the aim of uninterrupted access to information systems and the effectiveness of the development of EP.
2. To finalize the website of the university in terms of improving routing and finding the necessary information, both for students, employees and for the public and employers.
3. Strengthen the elements of the corporate management culture, namely, strategic planning, marketing of the educational services market, generating scientific ideas and their embodiment in the form of innovations, which are then brought to the stage of implementation.

## **9 "Continuous improvement"**

1. To develop multilingual education at the undergraduate level by developing syllabuses and UMCD in three languages;
2. Expand the geography of universities to ensure academic mobility of teaching staff with the involvement of leading foreign and domestic teachers to conduct joint research.

## **X. RECOMMENDATION TO THE ACCREDITATION BOARD**



**Appendix 1. Evaluation table "Parameters of a specialized profile"**

| №<br>P\P | №<br>P\P | №<br>Crit. | CRITERIA FOR EVALUATION  | Organization position<br>education |              |                        |                |
|----------|----------|------------|--|------------------------------------|--------------|------------------------|----------------|
|          |          |            |  | Strong                             | Satisfactory | Assumes<br>improvement | Unsatisfactory |
|          |          | 1. 1.1     | <b>MISSION AND FINAL RESULTS"</b><br><b>Mission definition</b>   |                                    |              |                        |                |
| 1        | 1        | 1.1. 1.    | The medical education organization must define its mission and communicate it to stakeholders and the health sector.   |                                    | +            |                        |                |
| 2        | 2        | 1.1.2      | The mission statement should contain objectives and educational strategy to prepare a competent physician / pharmacist at the level of undergraduate medical education;  |                                    | +            |                        |                |
| 3        | 3        | 1.1.3      | with an appropriate foundation for a further career in any field of medicine / pharmacy, including all types of medical practice / pharmaceutical services, production pharmaceuticals, administration and scientific research in medicine;        |                                    | +            |                        |                |
| 4        | 4        | 1.1.4      | able to fulfill the role and functions doctor / pharmacist in accordance with established sector requirements health care and pharmacy;  |                                    | +            |                        |                |
| 5        | 5        | 1.1.5      | prepared for postgraduate training including internship, residency, specialization   |                                    | +            |                        |                |
| 6        | 6        | 11.6       | with the obligation to study at throughout life, including professional responsibility for maintaining the level of knowledge and skills through performance evaluation, audit, study of their own practice and recognized activities in CPD / CME |                                    | +            |                        |                |
| 7        | 7        | 1.1.7      | Medical education organization it should be ensured that the mission statement includes public health issues, global health aspects, health care needs and other aspects of social responsibility reflecting major international health issues.    | +                                  |              |                        |                |
| 8        | 8        | 1.1.8      | Medical education organization it should be ensured that the strategic development plan corresponds to the stated mission, goals of the medical educational organization and is approved by the advisory council of the MOO / university.          |                                    | +            |                        |                |
| 9        | 9        | 1.1.9      | The medical education organization must systematically collect and analyze information about its activities; assess the strengths and weaknesses of the university (SWOT analysis), on based on which the  |                                    | +            |                        |                |

|    |    |        |  |   |   |  |  |
|----|----|--------|--|---|---|--|--|
|    |    |        | administration together with advisory board<br>The university must determine the policy and develop strategic and tactical plans.  |   |   |  |  |
| 10 | 10 | 1.1.10 | Mission and goals of a medical organization education must comply available resources, opportunities medical education organization, market requirements and should be identified ways to support them and access to information on mission, goals of the medical organization education for the public (availability of information in the media, on the university website), the mission and goals of the medical educational organizations are approved on the advisory board MOO / university. |   | + |  |  |
| 11 | 11 | 1.1.11 | Medical education organization should ensure that the mission includes advances in medical research in the field of biomedical, clinical, behavioral and social sciences.  |   | + |  |  |
|    |    | 1.2    | Participation in the formulation of the mission  |   |   |  |  |
| 12 | 12 | 1.2.1  | Medical education organization must ensure that the main stakeholders participate in development of the EP mission.  | + |   |  |  |
| 13 | 13 | 1.2.2  | Medical education organization it should be ensured that the declared mission based on opinions / suggestions of others relevant interested parties.   | + |   |  |  |
| 14 | 14 | 1.2.3  | Medical education organization should create permanent monitoring, evaluation and documenting progress in achieving goals and objectives strategic plan, in general, and in in particular regarding pharmaceutical education   |   | + |  |  |
|    |    | 1.3    | Institutional autonomy and academic freedom  |   |   |  |  |
|    |    |        | Medical education organization should have an institutional autonomy for development and implementation policies for which responsibility carry the teaching composition and administration, especially in respect:  |   |   |  |  |
| 15 | 15 | 1.3.1  | development of an educational program;   | + |   |  |  |
| 16 | 16 | 1.3.2  | use of allocated resources, necessary for implementation educational program.  |   | + |  |  |
|    |    |        | Medical education organization the academic freedom for its employees and students:  |   |   |  |  |
| 17 | 17 | 1.3.3  | regarding the current educational program in which will be allowed to rely on various points of view in description and analysis questions about medicine;   |   | + |  |  |
| 18 | 18 | 1.3.4  | in possible use results of new research, for improving the study of specific disciplines /   |   | + |  |  |

|    |    |        |  |    |    |  |  |
|----|----|--------|--|----|----|--|--|
|    |    |        | questions without extension educational program.   |    |    |  |  |
|    |    |        | 1.4 Learning outcomes  |    |    |  |  |
|    |    |        | Medical education organization should determine the expected end learning outcomes that students must exercise after completion, regarding:  |    |    |  |  |
| 19 | 19 | 1.4.1  | their achievements at the basic level in knowledge, skills and relationships;  | +  |    |  |  |
| 20 | 20 | 1.4.2  | an appropriate basis for the future careers in any branch of medicine and pharmacy;  | +  |    |  |  |
| 21 | 21 | 1.4.3  | 21 21 1.4.3 their future roles in the sector health care and pharmacy;   | +  |    |  |  |
| 22 | 22 | 1.4.4  | their subsequent postgraduate preparation;   | +  |    |  |  |
| 23 | 23 | 1.4.5  | their commitment to training in throughout life;   | +  |    |  |  |
| 24 | 24 | 1.4.6  | health needs public health, needs health care systems and other aspects of social responsibility.  | +  |    |  |  |
| 25 | 25 | 1.4.7  | Medical education organization must ensure that the student fulfills obligations regarding doctors, pharmacists, technologists, teachers, patients and their relatives according to Code of Conduct.               | +  |    |  |  |
|    |    |        | Medical education organization follows:  |    |    |  |  |
| 26 | 26 | 1.4.8  | define and coordinate communication final learning outcomes, required upon completion, with those which are required in the postgraduate learning;   | +  |    |  |  |
| 27 | 27 | 1.4.9  | determine the results of engagement students in research in medicine;  |    | +  |  |  |
| 28 | 28 | 1.4.10 | pay attention to the final results related to global health.   |    | +  |  |  |
|    |    |        | Total  | 12 | 16 |  |  |
|    |    |        | 2 EDUCATIONAL PROGRAM  |    |    |  |  |
|    |    |        | Model of the educational program and teaching methods  |    |    |  |  |
| 29 | 1  | 2.1.1  | Medical education organization should define educational a program including integrated model based on disciplines, organ systems, clinical problems and diseases, model based on modular or spiral design.        |    |    |  |  |
| 30 | 2  | 2.1.2  | Medical education organization should define the methods used teaching and learning that stimulate, prepare and support students and provide formation of students responsibility for the process of its learning. |    | +  |  |  |
| 31 | 3  | 2.1.3  | Medical education organization must ensure that educational program develops students' ability to learn in throughout life.  |    | +  |  |  |
| 32 | 4  | 2.1.4  | Medical education organization must ensure that the educational program is implemented in according to the principles  | +  |    |  |  |

|    |    |       |  |   |  |  |  |
|----|----|-------|--|---|--|--|--|
|    |    |       | of equality.   |   |  |  |  |
| 33 | 5  | 2.1.5 | provide the opportunity to elect content (elective disciplines) and find a balance between mandatory and elective education a program combining required elements and electives or special components to choose from.  | + |  |  |  |
|    |    | 2.2   | Scientific method  |   |  |  |  |
|    |    |       | Medical education organization must throughout the program learning to teach students:   |   |  |  |  |
| 34 | 6  | 2.2.1 | principles of scientific methodology, including methods of analytical and critical thinking;   | + |  |  |  |
| 35 | 7  | 2.2.2 | scientific research methods in medicine;   | + |  |  |  |
| 36 | 8  | 2.2.3 | Evidence-Based Medicine require appropriate competence of teachers and will be an obligatory part educational program and will involve medical students in conducting or participating in small scientific - research projects,  | + |  |  |  |
| 37 | 9  | 2.2.4 | Medical education organization should be included in educational program elements of fundamental or applied research, including mandatory or elective analytical and experimental research, topics most contributing to participation in scientific development of medicine as professionals and colleagues. | + |  |  |  |
|    |    |       | Basic Biomedical Sciences<br>Medical education organization should in the educational program define and include:  |   |  |  |  |
| 38 | 10 | 2.3.1 | 10 2.3.1 Advances in basic biomedical sciences for the formation of students understanding scientific knowledge;   | + |  |  |  |
| 39 | 11 | 2.3.2 | concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.   | + |  |  |  |
| 40 | 12 | 2.3.3 | Medical education organization follows in the educational program correct and introduce new advances in biomedical sciences, which are necessary to form and development of professional competence in medicine and pharmaceutical practice graduate for:  | + |  |  |  |
| 41 | 13 | 2.3.4 | scientific, technological and clinical developments;   | + |  |  |  |
| 42 | 14 | 2.3.5 | current and expected needs societies and health systems.   | + |  |  |  |
|    |    | 2.4   | Behavioral and social sciences and medical ethics  |   |  |  |  |
| 43 | 15 | 2.4.1 | Medical education organization should define and include in educational program of achievement:  | + |  |  |  |

|    |    |       |   |   |   |  |  |
|----|----|-------|---|---|---|--|--|
| 44 | 16 | 2.4.2 | behavioral sciences   | + |   |  |  |
| 45 | 17 | 2.4.3 | Social Sciences;  | + |   |  |  |
| 46 | 18 | 2.4.4 | medical ethics;   | + |   |  |  |
| 47 | 19 | 2.4.5 | medical jurisprudence, which will provide knowledge concepts, methods, skills and attitudes, necessary to understand socio-economic, demographic and cultural conditioning reasons, spread and impact medical health problems as well knowledge of the national system health care and patient rights that will facilitate problem analysis public health, effective communication, acceptance of clinical decisions and ethical practices. | + |   |  |  |
|    |    |       | Medical education organization follows in the educational program correct and introduce new achievement of behavioral and social sciences and also medical ethics for:  |   |   |  |  |
| 48 | 20 |       | scientific, technological and clinical developments;  |   | + |  |  |
| 49 | 21 |       | current and expected needs societies and health systems;  |   | + |  |  |
| 50 | 22 |       | changing demographics and cultural conditions.  |   | + |  |  |
|    |    | 2.5   | Clinical sciences and skills Medical education organization should in the educational program identify and implement achievements clinical sciences and ensure that students:   |   |   |  |  |
| 51 | 23 | 2.5.1 | acquire sufficient knowledge and clinical and professional skills in order to take over corresponding responsibility, including activities related to strengthening health, prevention diseases and care patients;  |   | + |  |  |
| 52 | 24 | 2.5.2 | spend a reasonable part (one third) programs in scheduled contacts with patients, including consideration of the purpose corresponding quantity and their sufficiency for training in relevant clinical / industrial bases;   |   | + |  |  |
| 53 | 25 | 2.5.3 | carry out health promotion activities and prevention.   |   | + |  |  |
| 54 | 26 | 2.5.4 | Medical education organization should establish some amount of time for training Major clinical / pharmaceutical disciplines.   |   | + |  |  |
| 55 | 27 | 2.5.5 | Medical education organization should organize a clinical learning with appropriate attention to patient safety, including monitoring the student's performance action in the context clinical / production bases.  |   | + |  |  |
|    |    |       | Medical education organization follows in   |   |   |  |  |

|    |    |       |   |   |   |  |  |
|----|----|-------|---|---|---|--|--|
|    |    |       | the educational program correct and introduce new advances in clinical sciences for:  |   |   |  |  |
| 56 | 28 | 2.5.6 | scientific, technological and clinical developments;  |   | + |  |  |
| 57 | 29 | 2.5.7 | current and expected needs societies and health systems.  |   | + |  |  |
| 58 | 30 | 2.5.8 | Medical education organization it should be ensured that everyone student has early contact with real patients, including its gradual participation in providing patient care, including responsibility for examination and / or treating the patient under supervision carried out in the relevant clinical / industrial bases.  | + |   |  |  |
| 59 | 31 | 2.5.9 | Medical education organization structure different clinical education components skills according to specific stage of the training program.  | + |   |  |  |
|    |    | 2.6   | The structure of the educational program, content and duration  |   |   |  |  |
|    |    |       | Medical education organization should in the educational program identify and implement achievements pharmaceutical disciplines and ensure that students:   |   |   |  |  |
| 60 | 32 | 2.6.1 | acquire sufficient knowledge and professional skills, including:<br>basic principles of organization<br>drug assistance to the population;<br>fundamentals of pharmacy economics;<br>marketing management processes in pharmacy, conduct and analysis<br>marketing research, basics<br>pharmaceutical management;<br>basic principles of organization<br>technological production process<br>and manufacture of medicines<br>extremal and industrial<br>production, phytopreparations, medical and cosmetic, parapharmaceutical and veterinary drugs, biologically active additives and natural products; basic principles and provisions, regulating quality medicines; general principles of pharmaceutical analysis, basic methods and techniques research on the quality of medicinal funds; nomenclature of medicinal vegetable raw materials, procurement issues<br>medicinal plants by botanical featured; basic principles of macro and microscopic, commodity analysis and standardization of medicinal vegetable raw materials. | + |   |  |  |
| 61 | 33 | 2.6.2 | Medical education organization must ensure that students spend at least one third programs in laboratories  | + |   |  |  |

|    |    |       |  |   |   |  |  |
|----|----|-------|--|---|---|--|--|
|    |    |       | production, with the aim of developing professional practical skills.  |   |   |  |  |
| 62 | 34 | 2.6.3 | Medical education organization should organize practical learning with appropriate attention to patient and consumer safety medicines, including monitoring the student's performance actions in the conditions of clinical sites, laboratories and production.  |   | + |  |  |
| 63 | 35 | 2.6.4 | Medical education organization follows in the educational program correct and introduce new advances in pharmaceutical sciences for scientific, technological and clinical developments, as well as ongoing and the expected needs of society and health systems;  |   | + |  |  |
| 64 | 36 | 2.6.5 | Medical education organization structure different training components for practical skills according to specific stage of the training program.   |   | + |  |  |
|    |    | 2.7   | The structure of the educational program, content and duration   |   |   |  |  |
| 65 | 37 | 2.7.1 | Medical education organization must describe the content, the volume and sequence of courses and other elements of educational programs to ensure compliance with appropriate relationship between basic biomedical, behavioral and social and clinical disciplines.   | + |   |  |  |
|    |    |       | Medical education organization follows in the educational program:   |   |   |  |  |
| 66 | 38 | 2.7.2 | provide horizontal integration related sciences and disciplines;   | + |   |  |  |
| 67 | 39 | 2.7.3 | provide vertical integration clinical sciences with basic biomedical and behavioral and social sciences;   |   | + |  |  |
| 68 | 40 | 2.7.4 | provide the opportunity to elect content (electives) and determine balance between mandatory and elective part of the educational program, including a combination of mandatory elements and electives or special components of your choice  | + |   |  |  |
| 69 | 41 | 2.7.5 | determine the relationship with complementary medicine, including non-traditional traditional or alternative practice  |   | + |  |  |
|    |    | 2.8   | Program management   |   |   |  |  |
| 70 | 42 | 2.8.1 | Medical education organization should define the structural unit responsible for educational programs that are under management of academic leadership carried responsible and empowered to planning and implementation educational program including allocation of dedicated resources for planning and implementation of | + |   |  |  |

|    |    |       |   |    |   |  |  |
|----|----|-------|---|----|---|--|--|
|    |    |       | methods teaching and learning, assessment students and educational assessment programs and training courses in order to ensure the achievement of the final learning outcomes.  |    |   |  |  |
| 71 | 43 | 2.8.2 | Medical education organization must guarantee representation from teachers and students in structural unit, responsible for educational programs.   |    | + |  |  |
| 72 | 44 | 2.8.3 | Medical education organization follows through structural unit responsible for educational programs to plan and innovate educational program.   | +  |   |  |  |
| 73 | 45 | 2.8.4 | Medical education organization should include representatives from other relevant stakeholders in structural unit medical education organization, responsible for educational programs including other participants in the educational process, representatives from clinical sites, graduates of medical organizations education, specialists health care involved in the process training or other teachers faculties of the university.  | +  |   |  |  |
|    |    | 2.9   | Relationship with medical practice and health system  |    |   |  |  |
| 74 | 46 | 2.9.1 | Medical education organization should provide an operating link between educational program and subsequent stages vocational training (internship, specialization, teaching staff / CME) or the practice to which the student will start at the end of the training, including problem definition health and determination of the required learning outcomes, clear definition and description of elements educational program and their relationships at various stages preparation and practice, with due taking into account local, national, regional and global conditions, and also feedback for / from the sector health and participation teachers and students at work teams of specialists in providing medical care. | +  |   |  |  |
|    |    |       | Medical education organization should ensure that the structural unit responsible for educational program:  |    |   |  |  |
| 75 | 47 | 2.9.2 | takes into account the specifics of the conditions in which graduates will work and accordingly modify educational program;   | +  |   |  |  |
| 76 | 48 | 2.9.3 | Medical education organization should use the results feedback for improvement educational program.   |    | + |  |  |
|    |    |       | Total   | 47 | 1 |  |  |



|    |   |       |  |   |   |  |  |
|----|---|-------|--|---|---|--|--|
|    |   |       | 3. ASSESSMENT OF STUDENTS  |   |   |  |  |
|    |   |       | 3.1 Assessment methods   |   |   |  |  |
|    |   |       | Medical education organization should:   |   |   |  |  |
| 77 | 1 | 3.1.1 | have a program regarding educational program for monitoring processes and results, including routine collection of data on key aspects of educational programs to ensure that the educational process is carried out appropriately and for identify any areas requiring interventions and data collection is part of the administrative procedures in connection with the admission of students, student assessment and completion learning; |   | + |  |  |
|    |   |       | Medical education organization should establish and apply mechanisms for assessing educational programs that:  |   |   |  |  |
| 78 | 2 | 3.1.2 | are aimed at educational the program and its main components, including a model of educational programs, structure, content and duration of educational programs, and use compulsory and elective parts (see the Standard "Educational program);   | + |   |  |  |
| 79 | 3 | 3.1.3 | focused on student progress;   | + |   |  |  |
| 80 | 4 | 3.1.4 | identify and address problems which include insufficient achieving the expected end learning outcomes, and will assume collecting information about learning outcomes, including number of identified deficiencies and problems, and be used as feedback for conducting actions and plans for corrective actions to improve educational program and training discipline programs;  |   | + |  |  |
|    |   |       | Medical education organization should periodically comprehensive assessment of educational programs aimed at:  |   |   |  |  |
| 81 | 5 | 3.1.5 | on the context of the educational process, which includes the organization and resources, learning environment and culture medical education organization;   | + |   |  |  |
| 82 | 6 | 3.1.6 | for special components educational programs that include a description of the discipline and teaching and learning methods, clinical rotations and assessment methods  | + |   |  |  |
| 83 | 7 | 3.1.7 | on overall outcomes that will be measured by results national examinations in licensing procedure benchmarking, international exams, career choices and the results of postgraduate studies;   | + |   |  |  |
| 84 | 8 | 3.1.8 | on their social responsibility;  | + |   |  |  |

|    |    |       |   |   |   |  |  |
|----|----|-------|---|---|---|--|--|
|    |    |       | 3.2 Teacher and student feedback  |   |   |  |  |
| 85 | 9  | 3.2.1 | Medical education organization must collect systematically, analyze and provide feedback to teachers and students a link that includes information about process and products of educational programs, and also include information about unfair practice or misconduct teachers or students with and / or legal implications   |   | + |  |  |
| 86 | 10 | 3.2.2 | Medical education organization should use the results feedback for improvement educational program;   |   | + |  |  |
|    |    | 3.3   | Academic achievement of students and graduates  |   |   |  |  |
|    |    |       | Medical education organization should analyze training achievements of students and graduates regarding:  |   |   |  |  |
| 87 | 11 | 3.3.1 | of its mission and end results teaching the educational program, which includes information about the average duration of training, points academic performance, failure rate and failure rate at exams, cases of successful completion and deductions, student reports on learning conditions on the passed courses, about the time spent for exploring areas of interest, including optional components and interviews with students on refresher courses, and an interview with students who leave training program; |   | + |  |  |
| 88 | 12 | 3.3.2 | educational programs  |   | + |  |  |
| 89 | 13 | 3.3.3 | resource availability   |   | + |  |  |
|    |    |       | Medical education organization should analyze training student achievements in relation to:   |   |   |  |  |
| 90 | 14 | 3.3.4 | their previous experience and conditions, including social, economic, cultural conditions;  | + |   |  |  |
| 91 | 15 | 3.3.5 | level of training at the time admission to medical organization of education.   | + |   |  |  |
|    |    |       | Medical education organization analysis of training achievements of students, to ensure feedback to structural units responsible for:   |   |   |  |  |
| 92 | 16 | 3.3.6 | selection of students;  |   | + |  |  |
| 93 | 17 | 3.3.7 | educational planning programs;  | + |   |  |  |
| 94 | 18 | 3.3.8 | student counseling Medical education organization follows for other interested parties including other representatives of academic and administrative staff, members of the public, authorized bodies for education and healthcare, professional organizations as well persons responsible for postgraduate education:  | + |   |  |  |

|     |    |       |   |    |    |  |  |  |
|-----|----|-------|---|----|----|--|--|--|
| 95  | 19 | 3.4.3 | share results course assessment and educational programs;   |    | +  |  |  |  |
| 96  | 20 | 3.4.4 | collect and study feedback from them on clinical practice of graduates;   |    | +  |  |  |  |
| 97  | 21 | 3.4.5 | collect and study feedback from them on the educational program.  |    | +  |  |  |  |
|     |    |       | Total   | 10 | 11 |  |  |  |
|     |    | 4.    | STUDENTS  |    |    |  |  |  |
|     |    | 4.1   | Admission and selection policy<br>Medical education organization should:  |    |    |  |  |  |
| 98  | 1  | 4.1.1 | define and implement an admission policy, including clearly defined position on the student selection process, which includes rationale and selection methods, such as learning outcomes in secondary school, other appropriate academic experience, others entrance exams and interviews, assessment of motivation to become doctor, including changes in diversity needs medical practice;    | +  |    |  |  |  |
| 99  | 2  | 4.1.2 | have a policy and practice admission of students with disabilities capacities in line with applicable laws and regulations of the country;  | +  |    |  |  |  |
| 100 | 3  | 4.1.3 | have a policy and practice transfer of students from other programs and medical education organizations.  | +  |    |  |  |  |
|     |    |       | Medical education organization follows:   |    |    |  |  |  |
| 101 | 4  | 4.1.4 | Establish the relationship between selection students and the mission of medical educational organizations, educational program and the desired quality of graduates;   | +  |    |  |  |  |
| 102 | 5  | 4.1.5 | periodically review the policy admission, based on appropriate data from the public and specialists in order to meet health needs population and society as a whole, including consideration of recruiting students taking into account their gender, ethnicity origin and language, and potential need special admission policy for students from low-income families and national minorities; | +  |    |  |  |  |
| 103 | 6  | 4.1.6 | use the system for appeal decisions on admission.   | +  |    |  |  |  |
|     |    | 4.2   | Student recruitment   |    |    |  |  |  |
| 104 | 7  | 4.2.1 | Medical education organization should quantify admitted students in accordance with logistical and opportunities at all stages of education and preparation, and decision-making on recruitment involves need for regulation national staffing  | +  |    |  |  |  |

|     |    |       |  |   |   |  |  |
|-----|----|-------|--|---|---|--|--|
|     |    |       | requirements health care resources, in case when medical organizations education does not control the amount recruited students, then demonstrate their commitment, by explaining all relationships, paying attention consequences of decisions (imbalance between student recruitment and logistical and academic potential of the university).   |   |   |  |  |
| 105 | 8  | 4.2.2 | Medical education organization should be reviewed periodically the number and contingent of received students in consultation with relevant stakeholders parties responsible for planning and development of personnel resources in the health sector, also with experts and organizations for global aspects of human health resources (such as insufficiency and uneven allocation of human resources healthcare, migration of doctors, opening of new medical universities) and adjust to satisfy public health needs and society as a whole. | + |   |  |  |
|     |    | 4.3   | Counseling and support students Medical education organization should:   |   |   |  |  |
| 106 | 9  | 4.3.1 | have a system of academic advising their students, which includes questions related to selection of electives, preparation for residency, planning professional career, appointment academic mentors (mentors) for individual students or small groups of students;  |   | + |  |  |
| 107 | 10 | 4.3.2 | Offer a support program students aimed at social, financial and personal needs, which includes support for social and personal problems and events, health problems and financial issues, availability medical care, programs immunization and medical insurance and financial services assistance in the form of material assistance, scholarships and loans;   | + |   |  |  |
| 108 | 11 | 4.3.3 | allocate resources to support students;  | + |   |  |  |
| 109 | 12 | 4.3.4 | ensure confidentiality regarding counseling and support.   | + |   |  |  |
|     |    |       | Medical education organization counseling should be provided, which:   |   |   |  |  |
| 110 | 13 | 4.3.5 | based on monitoring progress student and is aimed at social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial questions;  |   | + |  |  |
| 111 | 14 | 4.3.6 | includes counseling and planning professional career.  | + |   |  |  |
|     |    | 4.4   | Student Representation   |   |   |  |  |

|     |    |       |   |    |   |  |  |
|-----|----|-------|---|----|---|--|--|
| 112 | 15 | 4.4.1 | offer a support program students aimed at social, financial and personal needs, which includes support for social and personal problems and events, health problems and financial issues, availability medical care, programs immunization and medical insurance and financial services assistance in the form of material assistance, scholarships and loans.                                    | +  |   |  |  |
| 113 | 16 | 4.4.2 | Medical education organization should be promoted and support for student activities and student organizations including providing technical and financial support for student organizations.   | +  |   |  |  |
|     |    |       | Total   | 14 | 2 |  |  |
|     |    | 5.    | STANDARD"ASSESSMENT OF STUDENTS"  |    |   |  |  |
|     |    | 5.1   | Assessment methods  |    |   |  |  |
|     |    |       | Medical education organization should:  |    |   |  |  |
| 114 | 1  | 5.1.1 | define, approve and publish principles, methods and practice, used to assess students, including the number of exams and other tests, balance between written and oral exams, use of methods criteria-based and reasoning-based assessments and special examinations (OSKE or Mini Clinical Exam), and define criteria for establishing passing points, grades and the number of retakes allowed; | +  |   |  |  |
| 115 | 2  | 5.1.2 | ensure that the assessment covers knowledge, skills and attitudes;  | +  |   |  |  |
| 116 | 3  | 5.1.3 | use a wide range of methods assessment and formats depending on their "evaluating utility" which includes combination of validity, reliability, impact on learning, acceptability and efficiency of methods and format estimates.   | +  |   |  |  |
| 117 | 4  | 5.1.4 | ensure that methods and results assessments avoid conflicts of interest;  | +  |   |  |  |
| 118 | 5  | 5.1.5 | ensure that the process and methods evaluations are open (available) for outside expertise external experts   | +  |   |  |  |
|     |    |       | Medical education organization follows:   |    |   |  |  |
| 119 | 6  | 5.1.6 | Document and evaluate reliability and the validity of assessment methods that requires an appropriate process quality assurance of existing evaluation practices;   | +  |   |  |  |
| 120 | 7  | 5.1.7 | introduce new assessment methods in compliance with the need;   |    | + |  |  |
| 121 | 8  | 5.1.8 | use the system for appeal evaluation results.   |    | + |  |  |
|     |    | 5.2   | Relationship between assessment and learning  |    |   |  |  |

|     |    |       |   |    |   |  |  |
|-----|----|-------|---|----|---|--|--|
|     |    | 5.2.1 | Medical education organization must use principles, methods and evaluation practices that include student academic achievement and assessment knowledge, skills, professional relationship values that:   |    |   |  |  |
| 122 | 9  |       | clearly comparable to teaching methods, teaching and outcomes learning;   | +  |   |  |  |
| 123 | 10 |       | Ensure that students achieve final learning outcomes;   | +  |   |  |  |
| 124 | 11 |       | promote learning  | +  |   |  |  |
| 125 | 12 |       | provide the appropriate balance between formative and summative assessment to guide learning and assess academic progress student, which requires the establishment rules for assessing progress and their relationship to the evaluation process.  | +  |   |  |  |
|     |    |       | Medical education organization follows:   |    |   |  |  |
| 126 | 13 | 5.2.2 | adjust the quantity and nature exams of various elements educational program to promoting knowledge and integrated learning, and that avoid negative impact on learning process and exclude the need to examine excessive the amount of information and congestion of educational programs;   |    | + |  |  |
| 127 | 14 | 5.2.3 | guarantee the provision of feedback communication to students based on results estimates  |    | + |  |  |
| 128 | 15 | 5.3   | Medical education organization update process should be guided to develop valuation principles, and methods and quantity exams according to changes in learning outcomes and teaching and learning methods.   | +  |   |  |  |
|     |    |       | Total:  | 11 | 4 |  |  |
|     |    | 6     | STANDARD "ACADEMIC STAFF / TEACHERS "   |    |   |  |  |
|     |    | 6.1   | Selection and recruitment policy Medical education organization must define and implement a policy selection and hiring of employees, which:  |    |   |  |  |
| 129 | 1  | 6.1.1 | defines their category, responsibility and balance of academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for adequate implementation of educational programs, including due ratio between teachers medical and non-medical profile, teachers, full-time and part-time rate and balance between academic and non-academic staff; | +  |   |  |  |
| 130 | 2  | 6.1.2 | contains criteria for scientific, pedagogical and clinical the merits of the applicants,  |    | + |  |  |

|     |    |       |   |   |   |  |  |
|-----|----|-------|---|---|---|--|--|
|     |    |       | including proper balance between pedagogical, scientific and clinical qualifications;   |   |   |  |  |
| 131 | 3  | 6.1.3 | defines and provides monitoring responsibilities of academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.   |   | + |  |  |
|     |    |       | Medical education organization follows in its selection policy and to take into account such criteria like:   |   |   |  |  |
| 132 | 4  | 6.1.4 | attitude towards one's mission, significance local conditions, including gender, nationality, religion, language and others conditions related to medical education organization and educational program;   | + |   |  |  |
| 133 | 5  | 6.1.5 | economic opportunities that take into account institutional conditions to fund employees and efficient use of resources.  |   | + |  |  |
|     |    | 6.2   | Development policies and activities employees   |   |   |  |  |
|     |    |       | Medical education organization must define and implement a policy activities and development of employees, which:   |   |   |  |  |
| 134 | 6  | 6.2.1 | strikes a balance between teaching, scientific and service functions which include setting time for each species activities taking into account the needs medical education organization and professional qualifications teachers;  | + |   |  |  |
| 135 | 7  | 6.2.2 | guarantees recognition of merit academic activity, with appropriate focus on pedagogical, research and clinical qualifications and carried out in the form of awards, promotion and / or rewards;   | + |   |  |  |
| 136 | 8  | 6.2.3 | ensures that clinical activities and research used in teaching and learning;  | + |   |  |  |
| 137 | 9  | 6.2.4 | guarantees sufficiency of knowledge each educational program that includes knowledge about teaching / learning methods and general content of the educational program, and other disciplines, and subject areas to stimulate cooperation and integration;                       | + |   |  |  |
| 138 | 10 | 6.2.5 | includes training, development, support and assessment of the activities of teachers, which involves all teachers, not only newly hired, but also teachers recruited from hospitals and clinics, laboratories, pharmacies, pharmaceutical industries, pharmaceutical companies. |   | + |  |  |
|     |    |       | Medical education organization follows:   |   |   |  |  |
| 139 | 11 | 6.2.6 | take into account the ratio of “teacher-to-student” depending on different components of educational programs;  | + |   |  |  |
| 140 | 12 | 6.2.7 | develop and implement policy promotion of   |   | + |  |  |

|     |   |       |  |   |   |  |  |
|-----|---|-------|--|---|---|--|--|
|     |   |       | employees.   |   |   |  |  |
|     |   |       | Total  | 7 | 5 |  |  |
|     |   | 7.    | EDUCATIONAL RESOURCES  |   |   |  |  |
|     |   | 7.1   | Material and technical base  |   |   |  |  |
|     |   |       | Medical education organization should:   |   |   |  |  |
| 141 | 1 | 7.1.1 | have an adequate material and technical base for teachers and students to provide adequate performance of educational programs;  |   | + |  |  |
| 142 | 2 | 7.1.2 | Provide a safe environment for employees, students, patients and those who cares for them, including providing the necessary information and protection against harmful substances, microorganisms, compliance with the rules laboratory safety andwhen using the equipment.   |   | + |  |  |
| 142 | 3 | 7.1.3 | Medical education organization the learning environment should be improved students through regular renovation, expansion and strengthening material and technical base, which should be consistent with development in training practice.   |   | + |  |  |
|     |   | 7.2   | Resources for clinical / training  |   |   |  |  |
|     |   |       | Medical education organizationmust provide the necessary resources for students to acquire adequate clinical experience,including, sufficient:   |   |   |  |  |
| 143 | 4 | 7.2.1 | number and categories of patients;   |   | + |  |  |
| 144 | 5 | 7.2.2 | quantity and categoriesclinical / production bases, which include clinics (providing primary, specialized and highly specialized care), outpatient polyclinic services (including PHC), primary care health care centers health care and other institutions medical care population as well as centers / laboratories clinical skills, research centers, laboratories, production, centers developing pharmaceutical skills, which allow for clinical training using capabilities of clinical sites and ensure rotation of major clinical and main pharmaceutical disciplines; |   | + |  |  |
| 145 | 6 | 7.2.3 | Monitoring clinical / industrial practice of students.   | + |   |  |  |
| 146 | 7 | 7.2.4 | Medical education organization should be studied and evaluated adapt and improve resources for clinical training to meeting the needs of the population served, which willinclude consistency and quality for clinical training programs regarding clinical sites,equipment, quantity and category   |   | + |  |  |



|     |    |       |   |   |   |  |  |
|-----|----|-------|---|---|---|--|--|
|     |    |       | patients and clinical practice, supervision as a supervisor and administration.   |   |   |  |  |
|     |    | 7.3   | Information technology  |   | + |  |  |
| 147 | 8  | 7.3.1 | Medical education organization must define and implement a policy which aims at effective use and evaluation relevant information and communication technologies in educational program.                        |   | + |  |  |
|     |    |       | Medical education organization should be provided to teachers and students opportunities for use of information and communication technologies:   | + |   |  |  |
| 148 | 9  | 7.3.2 | for self-study  | + |   |  |  |
| 149 | 10 | 7.3.3 | access to information;  | + |   |  |  |
| 150 | 11 | 7.3.4 | patient management;   |   | + |  |  |
| 151 | 12 | 7.3.5 | work in the health care system;   | + |   |  |  |
| 152 | 13 | 7.3.6 | Medical education organization students should have access to relevant patient data and information systems health care.  |   | + |  |  |
|     |    | 7.4   | Research in medicine and scientific achievements  |   |   |  |  |
|     |    |       | Medical education organization should:  |   |   |  |  |
| 153 | 14 | 7.4.1 | have research activities in the field of medicine and scientific achievements as a basis for educational programs;  |   | + |  |  |
| 154 | 15 | 7.4.2 | define and implement a policy, promoting linkages between research and education  |   | + |  |  |
| 155 | 16 | 7.4.3 | provide information on the research base and priority directions in scientific research medical organization education.   |   | + |  |  |
|     |    |       | Medical education organization it should be ensured that the relationship between research and education:   |   |   |  |  |
| 156 | 17 | 7.4.4 | use of medical scientific research as a basis for curriculum;   |   | + |  |  |
| 157 | 18 | 7.4.5 | taken into account in teaching  |   | + |  |  |
| 158 | 19 | 7.4.6 | encourages and prepares students to participate in research in the field medicine and their development   |   | + |  |  |
| 159 | 20 | 6.4.5 | taken into account in teaching;   |   | + |  |  |
| 160 | 21 | 6.4.6 | encourages and prepares students to participate in research in the field medicine and their development.  |   | + |  |  |
|     |    | 7.5   | Expertise in education Medical education organization should:   |   |   |  |  |
| 161 | 22 | 7.5.1 | have access to expertise in education where needed, and conduct an examination that examines processes, practices and problems medical education and can involve doctors with experience in research in medical |   | + |  |  |

|     |    |       |  |   |    |  |  |
|-----|----|-------|--|---|----|--|--|
|     |    |       | education, psychologists and sociologists in the field of education provided by the development department medical university education or by involving experts from other national and international institutions   |   |    |  |  |
|     |    |       | Medical education organization must define and implement a policy on the use of expertise in the field education:  | + |    |  |  |
| 162 | 23 | 7.5.2 | in the development of educational programs;  | + |    |  |  |
| 163 | 24 | 7.5.3 | in developing teaching methods and assessment of knowledge and skills.   | + |    |  |  |
|     |    |       | Medical education organization follows:  |   |    |  |  |
| 164 | 25 | 7.5.4 | provide evidence using internal or external expertise in the field of medical education for capacity development employees;  |   | +  |  |  |
| 165 | 26 | 7.5.5 | Pay due attention to development expertise in education assessment and research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education;  |   | +  |  |  |
| 166 | 27 | 7.5.6 | Promote aspirations and interests staff in research in medical education.  |   | +  |  |  |
|     |    | 7.6   | Education Exchange Medical education organization must define and implement a policy for:  |   |    |  |  |
| 167 | 28 | 7.6.1 | cooperation at national and internationally with other medical universities, schools public health, faculties of dentistry, pharmacy and other faculties of universities;  |   | +  |  |  |
| 168 | 29 | 7.6.2 | translation and offset of educationalloans, which includes consideration limits of educational programs that can be transferred from other organizations education and who can facilitate the conclusion of agreements on mutual recognition of elements educational program and active coordination of programs between universities and using a transparent system credit units and flexible requirements courses. | + |    |  |  |
|     |    |       | Medical education organization follows:  |   |    |  |  |
| 169 | 30 | 7.6.3 | promote regional and international staff exchange (academic, administrative and teaching staff) and students providing appropriate resources;  | + |    |  |  |
| 170 | 31 | 7.6.4 | ensure that the exchange is organized in compliance with the objectives, taking into attention to the needs of employees, students, and in an ethical principles.  | + |    |  |  |
|     |    |       | Total  | 9 | 22 |  |  |
|     |    | 8     | MANAGEMENT AND ADMINISTRATION  |   |    |  |  |

|     |    |       |  |   |   |  |  |
|-----|----|-------|--|---|---|--|--|
|     |    | 8.1   | Management   |   |   |  |  |
| 171 | 1  | 8.1.8 | Medical education organization should define management structures and functions, including relationship with the university if medical education organization is a part or affiliate university.                                  | + |   |  |  |
|     |    |       | Medical education organization follows in its management structures to define structural divisions with the establishment responsibility of each structural subdivisions and include in their composition:                         |   |   |  |  |
| 172 | 2  | 8.1.2 | representatives of academic employees;   | + |   |  |  |
| 173 | 3  | 8.1.3 | students;  |   | + |  |  |
| 174 | 4  | 8.1.4 | other interested parties, including representatives ministries of education and health sectorhealth care and the public.   |   | + |  |  |
| 175 | 5  | 8.1.5 | Medical education organization transparency should be ensured management systems and decisions that are published in newsletters posted on the website University are included in the protocols for familiarization and execution. | + |   |  |  |
|     |    | 8.2   | Academic leadership  |   |   |  |  |
| 176 | 6  | 8.2.1 | Medical education organization must clearly define responsibility academic leadership for development and management educational program.  | + |   |  |  |
| 177 | 7  | 8.2.2 | Medical education organization should periodically evaluate academic leadership regarding the achievement of their mission and final learning outcomes.  |   | + |  |  |
|     |    | 8.3   | Training budget and appropriation resources  |   |   |  |  |
|     |    |       | Medical education organization should:   |   |   |  |  |
| 178 | 8  | 8.3.1 | have clear terms of reference and powers to ensure educational program resources, including targeted training budget;  |   | + |  |  |
| 179 | 9  | 8.3.2 | Allocate the resources necessary for implementation of the educational program and allocate educational resources according to their needs.  |   | + |  |  |
| 180 | 10 | 8.3.3 | Medical financing system educational organizations should be based on principles efficiency, effectiveness, priority, transparency, responsibility, delineation and independence of all levelsbudgets.                             |   | + |  |  |
|     |    |       | Medical education organization follows:  |   |   |  |  |
| 181 | 11 | 8.3.4 | provide sufficient autonomy in resource allocation including worthy reward teachers in order of achievement final learning outcomes;   |   | + |  |  |

|     |    |       |  |   |   |  |  |
|-----|----|-------|--|---|---|--|--|
| 182 | 12 | 8.3.5 | when allocating resources, take into consideration, scientific achievements in fields of medicine and health problems societies and their needs.   |   | + |  |  |
|     |    | 8.4   | Administrative staff and management<br>Medical education organization should have an appropriate administrative staff including quantity and composition in accordance with qualifications in order to:  |   |   |  |  |
| 183 | 13 | 8.4.1 | ensure the implementation of educational programs and related types activities;  | + |   |  |  |
| 184 | 14 | 8.4.2 | ensure proper management and resource allocation.  | + |   |  |  |
| 185 | 15 | 8.4.3 | Medical education organization should be developed and implemented internal support program quality management, including consideration of needs for improvement, and conduct regular management review and analysis.  | + |   |  |  |
|     |    | 8.5   | Sector Interaction<br>health care  |   |   |  |  |
| 186 | 16 | 8.5.1 | Medical education organization must have a constructive sector engagement health care, with related public health sectors and government, including exchange information, cooperation and initiative of an organization that contributes to ensuring qualified doctors in according to the needs of society. | + |   |  |  |
| 187 | 17 | 8.5.2 | Medical education organization should be formalized cooperation with partners in the sector health care, which includes conclusion of formal agreements with defining content and forms cooperation and / or conclusion joint contract and creation the coordinating committee, and holding joint events.    | + |   |  |  |
|     |    |       | Total  | 9 | 8 |  |  |
|     |    | 9.    | CONTINUOUS UPDATING  |   |   |  |  |
|     |    |       | Medical education organization should, as a dynamic and socially responsible institution:  |   |   |  |  |
| 188 | 1  | 9.1.1 | Initiate regular review and revision of content, results / competence, assessment and learning environment, structure and function, document and correct deficiencies;   | + |   |  |  |
| 189 | 2  | 9.1.2 | revise structures and functions  |   | + |  |  |
| 190 | 3  | 9.1.3 | allocate resources for continuous improvements.  |   | + |  |  |
|     |    |       | Medical education organization follows:  |   |   |  |  |
| 191 | 4  | 9.1.4 | Base the update process on prospective studies and analyzes and on the results of their own study, assessments and   |   | + |  |  |

|     |    |        |   |   |  |  |  |
|-----|----|--------|---|---|--|--|--|
|     |    |        | literature on medical education;  |   |  |  |  |
| 192 | 5  | 9.1.5  | ensure that the upgrade process and restructuring leads to revision their policies and practices in accordance with previous experience, current activities and prospects for future; guide the renewal process to the following questions:   | + |  |  |  |
| 193 | 6  | 9.1.6  | Adaptation of the mission statement and end results to scientific, socio-economic and cultural development of society.  | + |  |  |  |
| 194 | 7  | 9.1.7  | Modification of Outcomes training graduates in accordance with documented needs postgraduate training environments, including clinical skills, training in public health and participation in the process of providing medical care to patients in accordance with the responsibilities that assigned to graduates after the end of the MOO.  | + |  |  |  |
| 195 | 8  | 9.1.8  | Adapting the educational model programs and methodological approaches with to ensure that they are appropriate and appropriate and take into account modern theory in education, methodology adult learning, principles of active learning.   | + |  |  |  |
| 196 | 9  | 9.1.9  | Adjustment of educational elements programs and their relationship in line with advances in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health conditions / structures morbidity in the population and socio-economic and cultural conditions, and the adjustment process will ensure inclusion of new relevant knowledge, concepts and methods, and exclusion of obsolete. | + |  |  |  |
| 197 | 10 | 9.1.10 | Development of assessment principles and methods holding and number of exams in according to changes in the final learning outcomes and methods teaching and learning.  | + |  |  |  |
| 198 | 11 | 9.1.11 | Adapting student recruitment and methods of student selection taking into account changing expectations and circumstances, staffing needs resources, changes in the system pre-university education and needs educational program.  | + |  |  |  |
| 199 | 12 | 9.1.12 | Adapting recruitment policy and formation of academic staff employees according to changing needs.  | + |  |  |  |
| 200 | 13 | 9.1.13 | Updating educational resources in line with changing needs, such as a set students, number and profile academic staff, educational program.   | + |  |  |  |
| 201 | 14 | 9.1.14 | Improving the monitoring and evaluation of the educational program.   | + |  |  |  |

|     |    |        |   |     |    |  |  |
|-----|----|--------|---|-----|----|--|--|
| 202 | 15 | 9.1.15 | Improving organizational structure and management principles for ensuring effective performance in changing circumstances and needs, and, in the future, for meeting the interests of various stakeholder groups. | +   |    |  |  |
|     |    |        | <b>Total</b>  | 12  | 3  |  |  |
|     |    |        | <b>TOTAL</b>  | 111 | 78 |  |  |

**Appendix 2. PROGRAM OF VISIT TO THE EDUCATION ORGANIZATION**

**Appendix 3. RESULTS OF THE QUESTIONNAIRE OF TEACHERS**

**Appendix 4. RESULTS OF STUDENT QUESTIONNAIRE**

