



«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 of the standard of specialized
accreditation of the educational program
specialty 6B10106 (5B110300) "Pharmacy"
JSC "South Kazakhstan Medical Academy"
from "25" to "27" May 2020**

INDEPENDENT ACCREDITATION AND RATING AGENCY

EXTERNAL EXPERT COMMISSION

Addressed to
Accreditation
the IAAR Council



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Shymkent

May 27, 2020

CONTENT

I. LIST OF SYMBOLS AND ABBREVIATIONS	3
II. INTRODUCTION	4
III. REPRESENTATION OF SKMA JSC	5
IV. DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE.....	9
V. DESCRIPTION OF THE EEC VISIT	9
Vi. COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS	11
Standard 1 "MISSION AND FINAL RESULTS"	11
Standard 2 "EDUCATIONAL PROGRAM"	13
Standard 3 "EVALUATION OF THE EDUCATIONAL PROGRAM"	15
Standard 4 "STUDENTS"	16
Standard 5 "STUDENT ASSESSMENT"	18
Standard 6 "ACADEMIC STAFF / TEACHERS"	19
Standard 7 "EDUCATIONAL RESOURCES"	21
Standard 8 "GOVERNANCE AND ADMINISTRATION"	22
Standard 9 "CONTINUOUS IMPROVEMENT"	24
Vii. OVERVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD.....	25
VIII. OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD	25
IX. REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF JSC SKMA.....	26
X. RECOMMENDATION TO THE ACCREDITATION BOARD	26
Appendix 1. "SPECIALIZED PROFILE PARAMETERS"	27
Appendix 2. PROGRAM OF VISIT TO THE EDUCATION ORGANIZATION	54
Appendix 3. RESULTS OF THE QUESTIONNAIRE OF TEACHERS	54
Appendix 4. RESULTS OF STUDENT QUESTIONNAIRE	54

I. LIST OF SYMBOLS AND ABBREVIATIONS

JSC "SKMA" - Joint Stock Company "South Kazakhstan Medical Academy
BD - basic discipline
BIC - library and information center
HEI - higher educational institution
SAC - State Attestation Commission
SCES - State Compulsory Education Standard
SNT or CT - single national testing or complex testing
IC - individual curriculum
KC - component of choice
CCR - a club of cheerful and resourceful
CTPC - computer test publishing center
CTT - credit training technology
MH RK - Ministry of Health of the Republic of Kazakhstan
CED - catalog of elective disciplines
MES RK - Ministry of Education and Science of the Republic of Kazakhstan
MC - methodical council
SRW - student research work
CPD - Continuing Professional Development
CC - compulsory component
CD - compulsory disciplines
RO - Registrar's Office
EP - educational program
OSPE - objectively structured practical exam
MD - major disciplines
RU - rules
Teaching staff – faculty members
QMS - quality management system
IWS- independent work of a student
SC - standard curriculum
SERW - student's educational research work
EMCD - educational and methodological complex of the discipline
EMC - educational and methodological center
SC - Scientific Council
FC - Faculty Council
CEP - committee for the educational program
SKMA - South Kazakhstan Medical Academy
CBL - case-based learning (training based on a clinical case)
GPA - Grade Point Average (grade point average)
MCQ - Multiple Choice Questions
PBL - problem-based learning (problem-based learning)
TBL - team-based learning (team-based learning)

II. INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating (hereinafter referred to as IAAR) No. 32-20-OD dated April 21, 2020, an external expert commission at South Kazakhstan Medical Academy JSC (hereinafter referred to as SKMA) assessed the compliance of educational activities with accreditation standards IAAR educational program of the specialty of bachelor's degree 6B10106 (5B110300) "Pharmacy". The report of the external expert commission (hereinafter - EEC) contains an assessment of the educational program of the specialty 6B10106 (5B110300) "Pharmacy" according to the criteria of the NAA and recommendations of the EEC for further improving the activities of the SKMA.

EEC members:

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

III. REPRESENTATION OF SKMA JSC

The Faculty of Pharmacy of the SKMA was established in 1979 as a branch of the Alma-Ata State Medical Institute, which in 1990 was transformed into an independent pharmaceutical institute. In 1994, the Shymkent State Pharmaceutical Institute was transformed into the Shymkent State Medical Institute with two faculties: general medical and chemical-pharmaceutical, and then in 1997 - in the RSE "South Kazakhstan State Medical Academy".

By the Decree of the Government of the Republic of Kazakhstan dated July 08, 2009 No. 1037, the RSE "South Kazakhstan State Medical Academy" was reorganized into the Republican State Enterprise on the right of economic management "South Kazakhstan State Pharmaceutical Academy".

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

SKMA implements educational activities on the basis of license No. KZ 36LAA00011387.

The management of SKMA is represented by: Rector, First Vice-Rector for Strategic Development and Innovation, Vice-Rector for Financial and Economic Activities, advisor to the rector, vice-rector for educational, methodological and educational work, vice-rector for scientific and clinical work. Collegial governing bodies of SKMA: Rectorate, Academic Council, Methodical Council, Faculty Council, Clinical Council and Scientific Council. The Academic Council of SKMA is an elected representative body that carries out general management and decides the most important issues of educational, research and medical activities of SKMA, headed by the Academic Council Rector, MD professor Rysbekov MM, meetings of the Academic Council are held monthly. Collegial management body educational and methodical work is a methodical council headed by the vice-rector for educational and methodical work. The structural unit responsible for planning educational program (hereinafter - EP) is an educational and methodological center (hereinafter - UMC), dean's office and office-registrar. Faculty Council is a representative body, carrying out general management of the work of the departments of SKMA.

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

The infrastructure of SKMA includes:

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

2. Educational building No. 2, acquired in 2018 and located at AlFarabi Square, No. 3. The building is adapted, 5-storey with a ground floor, total area is 7293.4 sq.m. The building has 6 lecture halls. In the basement floor there are: offices of the AHD, warehouses, an elevator unit, an

electrical control room, a cloakroom, several rooms of the department of dentistry and rooms for technical staff. The ground floor houses:

Departments of Dentistry and Microbiology, Faculty of Continuing Education, Department of Master's and Doctoral Studies, Medical Center, Office of the Director of the Academy of Arts and Student Service Center. The 2nd floor is completely occupied by the medical college of SKMA. On the 3rd floor there is Center for Practical Skills (hereinafter - CPC). The 4th floor houses the Department of Pathological Anatomy and Histology, the Department of Normal and Pathological Physiology. On the 5th floor the Department of Normal and Pathological Physiology and the Department of Social Medical Insurance and Public Health are located.

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

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

5. Student hostel number 1 for 390 places is located between Baitursynov street and Zhandosov passage. The building is 5 storey, consists of 2 blocks connected by a one-storey an extension with a computer classroom connected to the Internet, a reading room, a library, and a hall for cultural events. total area hostels 4400.0 sq.m., living area is 2440.9 sq.m.

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

7. Educational and production base (land plot area of 4.5 hectares), is an educational and production and sports and recreation base of SKMA. Base located in with Keregetas of the Kaskasusky s / o of the Turkestan region. At the base there is a dining room for 75 seats, a canopy for holding vacations, bathrooms and showers, an open swimming pool and 14 sleeping trailers.

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

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

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

The bases of industrial practice "Industrial Technology of Drugs" are enterprises for the production of drugs and partner universities of the CIS countries: JSC "Khimfarm", LLP "Eva-fito", LLP "Fito-Zerde", NMU named after S. Asfendiyarov (Almaty), Tashkent Pharmaceutical

Institute, GBOU VPO St. Petersburg State Chemical-Pharmaceutical Academy (Russia), Gdansk Medical University (Poland).

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

To take into account the requests of employers and the formation of a bachelor's degree program for the 2019-2020 academic year, on 02/07/2020, a round table was held at SKMA "Joint responsibility universities and employers in the training of pharmaceutical personnel" with employers. Taking into account their proposals, at the meeting of the Pharmaceutical Faculty Council (Protocol No. 7 dated 02/18/2020), it was decided to make proposals to the nomenclature of medical and pharmaceutical specialties and abandon trajectories and create one general program for the bachelor's level.

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

The mission of the South Kazakhstan Medical Academy is formulated as: training highly qualified competitive medical and pharmaceutical specialists for the South region and the country as a whole based on the achievements of modern science and practice, ready to adapt to rapidly changing conditions in

the medical and pharmaceutical industries through continuous competence development and the development of creativity. The mission was approved by the decision of the Academic Council of SKMA, protocol No. 2 of September 25, 2019. The staff of departments, students, management and representatives of practical pharmacy were acquainted with the mission.

It should be noted that the mission does not reflect public health problems.

Educational program 6B10106 (5B110300) "Pharmacy", its mission and goals are developed in accordance with the general strategy of the state and SKMA, comply with the Charter and determine the main directions of the SKMA activity. The development of educational programs at JSC SKMA is carried out by committees for educational programs, whose members are representatives of practical pharmacy, leading specialists of general education, basic, as well as major disciplines of SKMA, and students. The committee for the educational program 6B10106 "Pharmacy" includes 33 people (Order No. 136 dated November 26, 2018). The educational program 6B10106 "Pharmacy" was approved at the meeting of the CPC No. 10 dated 06/15/2019.

Modular educational programs have been formed for EP "Pharmacy":

General Practitioner, Clinical Pharmacist, Pharmacy Manager and MUPs:

1. Basics of communication in the modern world
2. Socio-political knowledge
3. Physics and chemical disciplines
4. Botany, resource science and ecology of medicinal plants
5. Pharmacognosy
6. Quality control of medicines
7. Standardization of medicines
8. Pharmacology, pharmacotherapy and rational use of medicinal funds
9. Clinical pharmacology in pharmacy
10. Technology of dosage forms
11. Industrial technology of drugs
12. Fundamentals of the organization of pharmaceutical activities

13. Management and economics of pharmacy
14. Pharmaceutical management and marketing
15. Toxicological chemistry

Within the framework of the educational program being implemented, the departments of the Faculty of Pharmacy have developed educational and methodological complexes of disciplines (hereinafter - UMKD) in accordance with the requirements of regulatory acts of the Ministry of Education and Science (hereinafter - MES) and the Ministry of Health (hereinafter - MH) of the Republic of Kazakhstan. For all areas of the educational program, modular educational programs (hereinafter referred to as MOPs) and modular educational programs (hereinafter referred to as MUPs) have been drawn up, which are discussed at meetings of departments, the committee on the educational program (hereinafter referred to as CPC), methodological council (hereinafter - MS), approved by the vice-rector for educational and methodological work. Mastering the prerequisites and, accordingly, the learning outcomes of the bachelor's degree is the basis for mastering the master's program.

Development program of JSC "SKMA" for 2019-2023 approved by the Academic Council of SKMA, protocol No. 9 dated 03.27.2019 and includes the following strategic directions:

Strategic direction 1. Strengthening the position of the university in the educational and scientific space.

Strategic direction 2. Development of effective technologies for human resource management.

Strategic direction 3. Creation of an effective system of financing the university management and the development of an innovative structure.

In SKMA, the results of monitoring and measurements are analyzed for all major processes of the quality management system (hereinafter - QMS) in order to assess:

- educational, educational, methodological, scientific, material and technical support of the educational process;
- the level of teaching, content and study of disciplines (courses);
- provision of human resources;
- provision of processes with equipment;
- the effectiveness of the applied teaching methods;
- the effectiveness of the implementation of research work (hereinafter - R&D):
the release of educational, methodological and scientific literature according to the number and level of scientific publications, scientific conferences and seminars;
- the quality of pharmaceutical activities (heads of pharmacy organizations, heads of pharmaceutical industries);
- the effectiveness of measures for the employment of graduates (in terms of employment indicators).

When determining the compliance of the Mission, the Quality Policy and the target objectives of the Strategic Direction of SKMA with the available resources, a SWOT analysis is carried out annually. The results of the SWOT analysis of the external and internal environment of SKMA (assessment of strengths and weaknesses, opportunities and threats to development) are annually reviewed at the meeting of Academic Council.

The directions of research work of SKMA are determined in accordance with the potential for priority areas of science development, as well as the needs of the region.

Information and library services for students and teaching staff of SKMA are carried out by the library and information center (hereinafter - BIC), where a significant fund of scientific, educational and educational-methodical literature, periodicals on all cycles of the studied disciplines. The library's task is to provide students with a basic and additional educational and

educational-methodical literature, scientific publications, including reference literature and periodicals necessary for organizing educational process in all disciplines implemented by EP in accordance with the requirements of the State Educational Standard of Education, as well as meeting the requests of the teaching staff. To meet the needs for educational, scientific and information requests for users of the Academy, the library provides access to various databases:

- Web of Science database of Thomson Reuters www.webofknowledge.com;
- ScienceDirect database of Elsevier www.sciencedirect.com;
- Scopus database of Elsevier www.scopus.com;
- Republican Interuniversity Electronic Library (RMEB);
- EPATIS www.eapatis.com;
- full-text informational legal system "Zak";
- information system "Paragraph", section "Medicine" - electronic library the system "Student advisor for a medical university";
- Electronic library of SKMA www.lib.ukma.kz.

SKMA is a member of the pharmaceutical cluster of South Kazakhstan, an association of legal entities, which provides an opportunity for dual training for students of pharmaceutical specialties. Cooperation of SKMA with large pharmaceutical industries in the region, with the largest pharmaceutical concern "Polpharma" provides unique opportunities for students of the pharmaceutical faculty of SKMA for dual training and industrial practice.

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

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

Student scientific circles are organized at the departments of the Faculty of Pharmacy, where students have the opportunity to choose areas of study in accordance with

their interests and preferences, which subsequently determines the choice of a specialty for continuing education. The most important results are presented by students at republican and international scientific conferences.

During the last years (2015-2019), the teaching staff of the Faculty of Pharmacy SKMA has completed 7 scientific and technical programs (hereinafter referred to as NTP) and 1 NTP on the topic "Development of effective and safe medicinal products based on domestic plant raw materials" continues (completion date - 2021.). Of the seven NTPs, one scientific and technical program was implemented at the departments: "Organization and management of pharmaceutical business ", " Technology of drugs "and" Pharmaceutical and toxicological chemistry "and four NTP were performed at the Department of Pharmacognosy.

There is a decrease in the publication activity of the teaching staff of the Faculty of Pharmacy of the SKMA: the number of abstracts of employees published in the materials of international conferences decreased from 94 in 2018 to 17 in 2019.

The number of reports at international conferences made by the teaching staff of the Faculty of Pharmacy of the SKMA decreased from 85 in 2018 to 8 in 2019.

Tertiary scientific developments (guidelines, protocols for diagnosis and treatment, guidelines, atlases, stat. Collections, analytical reviews, etc. prepared by the teaching staff of the

Faculty of Pharmacy SKMA) decreased from 16 in 2016 to 4 in 2018. Nothing was published for 2019.

IV. DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

This educational program has not previously been accredited by the IAAR.

V. DESCRIPTION OF THE EEC VISIT

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

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

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

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

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

Cluster 1:

OP 6V10101 (5V130100) General medicine

OP 6V10105 (5V110200) Public health

OP 6V10104 (5V110100) Nursing

OP 6B10106 (5V110300) Pharmacy

Cluster 2: OP M144 / 6M110100 Medicine

OP M 140 / 6M110200 Public health

OP M141 / 6M110300 Nursing

OP M142 / 6M110400 Pharmacy

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

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

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

On the second day of the visit (May 26, 2020), experts visited the graduating departments for educational programs. The following departments were visited Faculty of Pharmacy SKMA: "Organization and management of pharmaceutical business", "Technology of drugs", "Pharmacognosy", "Pharmaceutical and toxicological chemistry".

When working with the heads and teaching staff of departments, members of the EEC were provided for review: EP in the specialty 6B10106 "Pharmacy", modular training programs,

educational and methodical complexes of disciplines, maps of discipline security, methodological developments for independent work of students, methodological developments for laboratory studies, lecture complexes, control and measuring instruments, methodological developments for conducting midterm control, educational journals of attendance and progress, methodological materials (manuals, textbooks) and methodological recommendations for conducting classes in distance educational technologies.

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

The scheduled visit on the third day of the visit (May 27, 2020) to the production practice bases took place only in the First Health Supermarket pharmacy of the Zerde-Pharma chain, located at: st. Turkestan 9/4, Shymkent. The head of the pharmacy Alibek A.A. answered the questions of the experts.

The rest of the bases of practical training of objects in the field of circulation of medicines and medical devices, declared in the Program, were not visited by members of the EEC in the reason for the closure of their quarantine (documentary evidence of the quarantine of these objects was not provided), in connection with which it is impossible to form an opinion on the compliance / non-compliance of all declared bases for passing production practitioner.

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

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

72 people took part in the anonymous survey of students, 23 of them were bachelors in the specialty "Pharmacy".

83.3% of all respondents are fully satisfied with the relations with the dean's office; 69.4% are completely satisfied with the level of accessibility and responsiveness of the university administration; with the level of accessibility of library resources, 68.1% of respondents are fully satisfied.

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

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

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

VI. COMPLIANCE WITH SPECIALIZED STANDARDS ACCREDITATIONS

Standard 1 "MISSION AND FINAL RESULTS"

Proof part

To prepare students for professional activity, in the structure of the EP provides for various activities that develop key qualifications, intellectual, academic and practical skills required in professional activities:

- educational work (lectures, practical, seminars, laboratory classes, independent work);
- industrial practice;
- research work.

According to the results of the presented SWOT - analysis, SKMA has 7 strengths, 2 weaknesses, 3 opportunities and no danger (threats).

Analytical part

The current Mission of SKMA was approved by the decision of the Academic Council, protocol No. 2 of 09/25/2019. Review and revision of Mission, structure, Quality Policy carried out in accordance with production needs, but at least once a year. When revising and approving the Mission, staff structure and the Quality Policy, the SKMA staff relies on state program documents, regulatory documents of the Ministry of Education and Science (hereinafter - MES) of the Republic of Kazakhstan and the Ministry of Health (hereinafter - the Ministry of Health) of the Republic of Kazakhstan, instructional letters of Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan, the annual message of the President of the Republic of Kazakhstan to the people of Kazakhstan.

Educational program 6B10106 (5B110300) "Pharmacy", its mission and goals are developed in accordance with the general strategy of the state and SKMA, comply with the Charter and determine the main directions of the SKMA activity. The educational process is implemented through curricula and programs based on the principles of integrity, objectivity and flexibility to achieve the final result in the face of continuous changes in the external information environment, revision of the goals of higher education and increasing requirements for the level and quality of training of pharmaceutical specialists.

Educational program 6B10106 (5B110300) "Pharmacy" allows students in the process of studying various cycles of disciplines to master new professional, information and communication technologies.

For Standard 1 Mission and Outcomes, the External Review Panel highlighted the following strengths / best practices:

1. The main stakeholders are involved in the development of the Mission of the educational program.
2. Guaranteed academic freedom for teaching staff and students.
3. The expected final learning outcomes that students can show in subsequent postgraduate training have been determined.

The area for improvement is the Mission of SKMA, improving the process of informing stakeholders about decision-making, strategic and other documents by posting them on the website in order to ensure the transparency of the decisions made by the SKMA, as well as a more thorough SWOT analysis.

EEC recommendations:

1. Make changes to the Mission of the SKMA, with the obligatory reflection in it of aspects public and global health, health system needs.
2. Provide access for the public (availability of information in the media, on the website, social networks) to information about the changed: Mission, goals of the SKMA, adopted decisions, strategic and other documents.

EEC conclusions by criteria: (strong / satisfactory / suggests improvement / unsatisfactory)

In general, according to this Standard, the organization's activities meet the specified criteria.

The quantitative indicators reflecting the organization's compliance with the Standard's criteria are as follows: strong positions - 11, satisfactory - 15, suggest improvements - 2, unsatisfactory - 0.

Standard 2 "EDUCATIONAL PROGRAM"

Proof part

Teaching and learning methods are consistent with the content and end results of learning, contribute to the active learning of students and interns. Methods used training based on modern principles (the report provides links to 22 acts on the introduction of active teaching methods into the educational process).

In the learning process, students are responsible for learning outcomes - students' independent work (hereinafter - SRO). In SKMA developed "Regulations on the organization of independent work of students (SRO)", approved by the rector of SKMA on 25.05.2019. This provision provides for the introduction of an informal approach in SIW organizations, a variety of types, their objective assessment and the share of the assessment for the SRO in the admission rating and the final assessment of the discipline. SRO provides for students of an analytical review of topical issues of the discipline, preparation of presentations, acquaintance with innovative technologies in a particular area of medicine and pharmacy, search and use of information in the evidence base, etc.

In SKMA there is a department of evidence-based medicine, which implements the principles and methodology of evidence-based medicine in the educational process. Basic biomedical sciences, behavioral, social sciences and medical ethics, according to the educational program of the specialty, are studied in the initial courses.

The collegial body for managing educational and methodological work in SKMA is the Methodical Council, headed by the vice-rector for educational and methodological work.

The structural units responsible for planning the EP are the educational and methodological center, the dean's office, and the registrar's office. Resource support of the EP is carried out computer test center, library and information center and other structural divisions of SKMA.

At the suggestion of employers, the following changes were made to OP 6V10106 Pharmacy:

- the number of academic hours of the discipline "Pharmacology" was increased from 180 to 240 academic hours;

- a new optional component "Office work and QMS in pharmaceutical organizations" was introduced;

- a new optional component "GMP and cleanroom technology" was introduced.

Analytical part

SKMA implements an educational program in the specialty 6B10106 "Pharmacy".

EP "Pharmacy" was approved at the meeting of the CPC # 10 dated 06/15/2019.

The educational program in the specialty 6B10106 "Pharmacy" determines the goals, content and organization of the educational process, taking into account the list of vocational training specializations and is a set of normative documents developed on the basis of the State Educational Standard of the Republic of Kazakhstan and model programs of disciplines, Instruction letters approved by the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic Kazakhstan.

The goal of the EP in the specialty 6B10106 "Pharmacy" is formulated as: "Formation of general cultural, universal and professional competencies in accordance with the requirements of the State Educational Standard, allowing a graduate to work successfully in the pharmaceutical industry, constantly grow professionally and be in demand in the labor market"

In the educational program for the specialty 6B10106 "Pharmacy", the achievements of pharmaceutical disciplines for the acquisition of sufficient knowledge and professional skills are identified and implemented, including:

- basic principles of organizing assistance to the population;
- fundamentals of pharmacy economics;
- processes of marketing management in pharmacy, conducting and analyzing marketing research, the basics of pharmaceutical management;
- basic principles of organizing the technological process of production and manufacture of medicines of extemporaneous and industrial production, phytopreparations, medical and cosmetic, parapharmaceutical and veterinary drugs, biologically active additives and natural products;
- basic principles and provisions regulating the quality of medicines;
- basic principles of pharmaceutical analysis; basic methods and techniques for researching the quality of medicines;
- fundamentals of chemical and toxicological examination of toxicologically important substances;
- basic principles of GACP (cultivation), distribution areas, harvesting, drying and protection of medicinal plants;
- main issues of macro-, microscopic, merchandising and phytochemical analysis and standardization of medicinal plant raw materials.

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

Within the framework of the educational program of the specialty, the departments of the pharmaceutical faculty have developed educational and methodological complexes of disciplines in accordance with the requirements of the normative acts of the Ministry of Education and Science and the Ministry of Health of the Republic of Kazakhstan. In all areas of the specialty, according to standard curricula, work programs have been drawn up, which are discussed at meetings: departments, CPC, MS, after which they are approved by the vice-rector for educational and methodological work. The content and design of working curricula meet the requirements of the State Educational Standard of the Republic of Kazakhstan.

The following strengths / best practices are highlighted for Standard 2 "Education Program":

1. An educational program based on competence-based learning has been developed.
2. Methods of teaching and learning have been identified that ensure the formation responsibility of students for their learning process.
3. Feedback results are used to improve the educational program.

The area of improvement is the introduction into the educational process of new electives or components of choice, for example, in jurisprudence in the pharmaceutical field, demanded by practical pharmacy and students.

EEC recommendations: no.

EEC conclusions by criteria: (strong / satisfactory / suggests improvement / unsatisfactory)

In general, according to this Standard, the organization's activities meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the Standard, the following: strong positions - 9, satisfactory - 38, suggest improvements - 0, unsatisfactory - 0.

Standard 3 "EVALUATION OF THE EDUCATIONAL PROGRAM"

Proof part

Internal mechanisms for evaluating EP include self-assessment of units; internal audit of structural units; inside the department control; performance indicators of Teaching staff, individual

planning and implementation of the plan; rating of students; current, intermediate, final certification of students and certification of teaching staff. To assess the EP in SKMA uses the following monitoring mechanisms and tools:

1. Monitoring the implementation of the Development Program of SKMA JSC for 2019-2023.

2. Monitoring the activities of the SKMA collegial governing bodies: the educational programs, faculty council, methodical council, clinical council, scientific council, administration, academic council.

3. Activities within the university commission for quality assurance (hereinafter - WUCQA), acting on the basis of the Regulation on WUCQA. The Commission ensures the quality of test items for the intermediate, final certification, the reliability of supporting documents on the nomenclature of affairs of the departments of the university;

4. Activities of the educational and methodological center, ensuring the quality of teaching materials, teaching materials, planning the educational process of EP (working curricula, modular curricula, planning and implementation of the teaching load of the teaching staff, monitoring the use of the classroom fund, developing a class schedule, etc.) ...

6. Activities of the Office of the Registrar, the Dean's Office, the Department of Internship and Employment of Graduates, ensuring monitoring of the achievements of students at all stages of certification and control of knowledge, skills and abilities of students.

7. Results of the survey of students on the degree of satisfaction educational processes (the results of the questionnaire based on the results of the intermediate certification are considered by the Administration and the Academic Council 2 times a year).

8. Meetings with employers, holding round tables with representatives of practical pharmacy to discuss issues of improving EP specialties, developing an effective work plan, modularity of EP, etc.

Analytical part

SKMA conducts continuous monitoring of the quality of EP 6V10106 "Pharmacy" to analyze the completeness of the implementation of educational standards for the specialty, the requirements of the labor market. Evaluation of EP provides for the assessment of curricula, UMKD in the context of modules and disciplines. The system of approval, assessment and revision of the EP is regulated by the Academic Policy of SKMA.

External and internal mechanisms are used to evaluate the EP. External mechanisms include a certification audit of the quality management system (hereinafter referred to as the QMS); supervisory

QMS audit; independent certification of graduates; external evaluation of educational achievements (hereinafter - EOUD) of students, institutional and program accreditation of SKMA. The following strengths / best practices are noted for Standard 3 "Evaluation of the Study Program":

1. An Academic Policy has been introduced that regulates uniform requirements for student assessment.

2. The results of feedback received from students on the educational process are the basis for measures to improve the EP.

The area of improvement is to provide access for all interested parties to the results of the course and educational program assessment, as well as the introduction of criteria and methods for assessing the distance learning technologies used in the EP.

EEC recommendations: no.

EEC conclusions by criteria: (strong / satisfactory / suggests improvement / unsatisfactory)

In general, according to this Standard, the organization's activities meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria. The following standards are: strong positions - 5, satisfactory - 16, suggest improvements - 0, unsatisfactory - 0.

Standard 4 "STUDENTS"

Proof part

In SKMA at the Faculty of Pharmacy, 3-language training is being introduced.

Groups of students studying in the Kazakh language prevail. The number of groups with the Kazakh language of instruction is 7 in the first year, 5 in the second year, and in the third course - 8, on the 4th year - 8 and on the fifth year - 7, in total - 35 groups.

The number of groups with Russian as the language of instruction is 2 in the first year, 1 in the second year, 1 in the third year, 3 in the 4th year and 3 in the fifth year, 10 groups in total.

The number of groups with English as the language of instruction is 0 in the first year, 1 in the second year, 3 in the third year, 2 in the 4th year and 2 in the fifth year, total - 8 groups.

The rules of transfer and restoration are a component of the Academic policy of SKMA and comply with the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 "On Approval of the Model Rules for the Activities of Educational Organizations of the appropriate types" (Appendix 5).

A student who disagrees with the test results has the right to appeal.

Controversial issues on the content of test items are considered by the appeal commission.

The appeal procedure is spelled out in the Academic Policy of SKMA (dated November 28, 2018).

Training begins with an orientation week, during which annually the educational and methodological center, deans of faculties, the office of the registrar, the department for social affairs and youth policy and others hold meetings to familiarize themselves with the Charter, mission and strategy of the university, rules of conduct; with rules learning; current, intermediate, final certification of students' knowledge; summer semester; calculating GPA; transfer from course to course, to another EP, posting; passing professional practice. The measures taken to adapt students at the university are covered in the newspaper of JSC SKMA "Densaulyk", materials of meetings of first-year students with the leadership are posted on the academy website (<http://www.ukma.kz>).

A student of the 1st year of study at the beginning of the academic year is given a guidebook, the electronic version is posted on the academy website (<http://www.ukma.kz>). The student's guide contains the necessary information.

Specialty advisors hold meetings for freshmen in order to get acquainted with the prospects for future professional activities, the formation of an individual educational trajectory, etc. Advisors introduce students to the catalog of elective disciplines, which includes a list of optional disciplines.

Dates of educational and control events, professional practices during the academic year, indicating the days of rest (vacations and holidays) are presented in the academic calendar, which is developed by the educational and methodological center for each academic year and approved by the Academic Council of the Academy.

Assistance in planning the career of graduates is provided by the department of internship and employment of graduates, which is engaged in studying the labor market, searching for vacancies for employment of graduates. The annual fair of vacancies for future graduates held by SKMA provides an opportunity to meet a future specialist and an employer. Representatives of leading pharmaceutical and medical enterprises of the southern region of Kazakhstan take part in the fairs. During the fair, students have the opportunity to talk with employers, get advice from specialists from the Office for the Coordination of Employment and Social Programs for Employment on the current youth employment programs, and use the database of vacancies in the region and the republic. Also, graduate students are registered in the electronic portal "Enbek.kz", which allows them to get online access to the vacancy database.

To provide nonresident students with housing, there are 2 student dormitories for 890 beds with a total area of 8195.6 m². The hostels have reading rooms equipped with computers and connected to the Internet, there are food points, household rooms for preparing hot meals, and sanitary and hygienic living standards are provided.

In order to provide students with hot food, there are canteens and canteens for 400 seats in educational buildings and hostels, with a total area of 931.0 m².

To provide first aid to students and employees of SKMA, 2 medical centers with an area of 54.5 m² function in educational buildings. Medical points equipped with the necessary medical equipment, complete with kits for first aid.

In SKMA function: student self-government, volunteer movement "Erikti zhasak"; dormitory student council; representative office of MK "ZhasOtan"; branch Kazakhstan Medical Student Association (KazMSA); branch of the Alliance of Students of Kazakhstan; Peoples' Friendship Club "Birlesu"; KVN team; debater club "Ziyaly Kazak"; intellectual club "IQ" and sports sections.

SKMA has a commission for granting benefits for tuition fees and a commission for awarding a rector's grant for training. In the amount of 100% of the cost of tuition fees, benefits are received: orphans; children left without parental care; disabled people; disabled parents; children from large families (mothers, holders of the badges "Kumis alka", "Altyn alka"); children from poor families, children from incomplete families; oralmans, winners of sports competitions; winners of Olympiads and scientific competitions in educational disciplines; student activists participating in the social and political life and mass cultural events of the academy; excellent students. Students from among orphans, left without parental care, living in a remote area, and first-year students have priority when settling in dormitory. Orphan students are exempted from paying for living in a hostel.

The Academy practices a flexible schedule of tuition fees, provides discounts to socially vulnerable students and facilitates the transfer of honors students from paid departments for state educational grants.

Analytical part

The policy of selection and admission of students to SKMA complies with the current legislation: the Law of the Republic of Kazakhstan "On Education", Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "On Approval of the Model Rules for Admission to Education in Educational Institutions Implementing Higher Education Programs and postgraduate education "(with amendments and additions dated June 14, 2019, No. 269).

The work of the admissions committee is reflected in the "Regulations on the admission committee of SKMA AO", "Rules for admission to bachelor's degree at SKMA AO", as well as documented procedures regulating the educational process.

The formation of the student contingent is carried out through the placement of an educational grant at the expense of the republican budget or the local budget, or funds received from the republican budget within the framework of targeted transfers, as well as payment for education at the expense of citizens' own funds and other sources. The SKMA admits persons with general secondary, technical and vocational, after secondary, higher education. The admission of citizens to the SKMA is carried out on a competitive basis in accordance with the points of the certificate issued based on the results of the unified national testing carried out according to technologies developed by the National Testing Center of the Ministry of Education and Science of the Republic of Kazakhstan.

Paid education enrolls persons who have passed the UNT who, according to the test results, scored at least 65 points, including at least 5 points - in the history of Kazakhstan, mathematical literacy, reading literacy - the language of instruction, and at least 5 points for each profile subject.

Foreign citizens are accepted for training based on the results of an interview conducted by the selection committee of SKMA in accordance with the "Regulations on the interview for admission on a paid basis of foreign students to JSC SKMA "in the form of matrix testing in

disciplines: language of instruction (Kazakh / Russian / English), mathematics, biology, chemistry. The passing score is at least 65 of the total number of 100 tests, including at least 5 points in each discipline.

The following strengths / best practices are highlighted for Standard 4 "Students":

1. There is an admission policy for various categories of applicants.
2. There is a student transfer policy.
3. Developed student support service in various fields.

The area of improvement is counseling and career planning.

EEC recommendations: no

EEC conclusions by criteria: (strong / satisfactory / suggests improvement / unsatisfactory)

In general, according to this Standard, the organization's activities meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the Standard's criteria are as follows: strong positions - 8, satisfactory - 8, suggest improvements - 0, unsatisfactory - 0.

Standard 5 "ASSESSMENT OF STUDENTS"

Proof part

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

An important criterion for maintaining transparency and objectivity is the exclusion of the human factor from the assessment process. For this purpose, over the past years, the method of computerized examination in real time has been applied, which is carried out centrally at the CTPC. 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 have equal rights to appeal or correct academic results.

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 UMC, the dean's office of the faculty. During training, the final assessment is carried out at the end of the semester as part of an examination session, which may include 4-6 exams. A student can take an exam in one discipline per day, and the interval between 2 consecutive exams must be at least 2 days.

Analytical part

The general policy of SKMA on student assessment, including the timing of the assessment, assessment criteria, methods and forms of conduct, is reflected in the syllabuses of the disciplines and reference guide. Academic achievements (knowledge, abilities, skills and competencies) of students are assessed in points on a 100-point scale corresponding to that adopted in international practice the letter system with a digital equivalent.

The following strengths / best practices are highlighted for Standard 5 Student Assessment:

1. Availability of the procedure for appeal of the results of the assessment.

2. The process and methods of student assessment are available to external experts.

The area for improvement is the regulation of the proctoring procedure.

EEC recommendation: no

EEC conclusions by criteria: (strong / satisfactory / suggests improvement / unsatisfactory)

In general, according to this Standard, the organization's activities meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria

The standard is as follows: strong positions - 6, satisfactory - 9, suggest improvements - 0, unsatisfactory - 0.

Standard 6 "ACADEMIC STAFF / TEACHERS"

Proof part

There is a decrease in the number of teaching staff from 237 people (2015-2016 academic year) to 193 people (2019-2020 academic year), and, accordingly, a decrease in the degree of teaching staff in the specialty Pharmacy. In the 2015-2016 academic year, this indicator was 46.6%, in the 2019-2020 academic year, this indicator decreased to 38.6%.

The language policy of the Republic of Kazakhstan adheres to the concept of trilingualism, in connection with which, when selecting a job in SKMA, the level of English proficiency is taken into account the applicant and provides for the creation of conditions for material motivation of teachers teaching in English - an additional system of payment to the employee's salary.

The KPI system that existed until 2018 is currently not operational.

The approximate ratio (balance) between the activities of the teaching staff as a percentage is:

Educational work - 40%;

methodical work - 25%;

research work - 25%;

Educational work, including social work - 10%.

The teaching load of the teaching staff is planned based on the total fund of teaching hours for each academic year, taking into account the contingent of students and the developed RUPs, is agreed with the economic department and the personnel department. The time limits and workload for the academic year are approved at the beginning of the academic year by the Academic Council.

The academy has a system of rewarding teachers for teaching excellence, scientific and clinical results, and dedication. At the departments of the specialty "Pharmacy" there are winners of awards:

Medal "Enbek ardageri" - 2 persons;

"Densaulyk saktau isine koskan alesi ashin" - 4 people;

"Densaulyk saktau isinin uzdigi" - 4 people;

Certificate of honor of the Ministry of Health of the Republic of Kazakhstan - 2 persons;

Letter of thanks from the Ministry of Health of the RK - 3 people;

Jubilee medal "To the 25th anniversary of Independence of the Republic of Kazakhstan" - 3 persons;

Certificate of honor of the Ministry of Education and Science of the Republic of Kazakhstan - 1 person;

Letter of thanks from the Ministry of Education and Science of the Republic of Kazakhstan - 2 people.

Also, the management of SKMA notes the merits of teachers, awarding certificates of honor, gratitude and monetary rewards on the eve of state and professional holidays.

In SKMA, professional development of teaching staff is being carried out. The number of teachers in the specialty "Pharmacy" who improved their qualifications in:

The 2018-19 academic year was: in the pedagogical profile - 5 people;

by the profile of the specialty - 32 people;

2019-20 academic year was: in the pedagogical profile - 18 people;
on the profile of the specialty - 31 people.

The ratio of the number of academic staff and students of SKMA is about 1: 6, which corresponds to the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 606 dated October 31, 2018.

For vertical rotation of employees and teaching staff, SKMA adheres to the policy of forming and training a personnel reserve. When selecting candidates for managerial positions, the professional, personal and business qualities of the employee are taken into account.

Analytical 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.

Academic staff balance, medical to non-medical faculty ratio, full-time and part-time employment, and balance between academic and non-academic staff is determined in accordance with the Orders of the Minister of Education and Science, as well as the requirements for employment, approved by the rector of SKMA (dated March 23, 2019). The staffing of the teaching staff according to the staffing table is 100%.

The teaching staff providing the implementation of the educational program in the specialty "Pharmacy" is represented by specialists in the field of pharmacy with basic and postgraduate pharmaceutical education "pharmacist", "bachelor of pharmacy", as well as the highest and I qualification categories of clinical pharmacologist (medical education).

The following strengths / best practices are highlighted for Standard 6 Academic Staff / Faculty:

1. There is a Personnel policy.
2. Professional achievements of teaching staff are evaluated in the form of awards and rewards. The area of improvement is the introduction of the KPI system and the increase in the effectiveness of scientific activities of the teaching staff.

EEC recommendations: no

EEC conclusions by criteria: (strong / satisfactory / suggests improvement / unsatisfactory)

In general, according to this Standard, the organization's activities meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the Standard's criteria are as follows: strong positions - 3, satisfactory - 9, suggest improvements - 0, unsatisfactory - 0.

Standard 7 "EDUCATIONAL RESOURCES"

Proof part

The volume of the fund of educational, methodological and scientific literature on electronic media in SKMA is 2518 units, the list of electronic publications is reflected in the catalog "Electronic fund" on the library website <http://lib.ukma.kz>. SKMA operates

Library and information center, in the structure of which there are 2 subscriptions, 3 book depositories, 7 reading rooms, a media library. The unified information and library fund is 532691

copies, including 234158 copies of all types and types of publications in the state language. The main part of the fund is educational literature, which has 378,228 copies, which is 71% of the total volume of the fund, including 188,903 copies in the state language, which is 80% of the total fund.

To meet the needs for educational, scientific and information requests for users of the Academy, the library has organized access to full-text foreign

databases: "Web of Science", "ScienceDirect", "Scopus", "Polpred", to Kazakhstan databases: EBS "Student's Consultant" for a medical university, Republican interuniversity electronic library (Contract No. 84 dated 05/01/2020), information and legal system "Zak"

(Contract No. 1-20 / sh of 08.01.2020), information system "Paragraph", section "Medicine" (Contract No. 4/191 ort 10.12.2019).

SKMA does not have the Moodle information system, which does not allow for proper training and proctoring of the educational process.

Analytical part

The material and technical resources necessary for the educational process in SKMA are represented by four educational buildings, two dormitories, an educational and production base with an area of a land plot of 4.5 hectares in the Turkestan region.

For the production practice, contracts were concluded with pharmaceutical and medical organizations in the years. Astana, Almaty, Karaganda, Taraz, as well as with foreign partner universities.

SKMA introduced the automated information system "Platonus" to informatize the learning process, created a website for SKMA, students have access to electronic library. In order to ensure the completeness of training and control of students' knowledge in the system of distance educational technologies (hereinafter - DET), departments use Zoom platforms, Webex.

The following strengths / best practices are highlighted for Standard 7 Educational Resources:

1. Availability of 4 educational buildings, 2 dormitories and an educational and production base.

2. Resources of the library and information center.

The area of improvement is the information system, the quality of communication, as well as the early introduction of tools, technologies and information platforms for the implementation of distance learning technologies.

EEC recommendations: no

EEC conclusions by criteria: (strong / satisfactory / suggests improvement / unsatisfactory)

In general, according to this Standard, the organization's activities meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the Standard's criteria are as follows: strong positions - 2, satisfactory - 29, suggest improvements - 2, unsatisfactory - 0.

Standard 8 "GOVERNANCE AND ADMINISTRATION"

Proof part

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

The distribution of funds is carried out in accordance with the approved meta of income and expenses for the corresponding financial year. The estimate of income and expenses takes into account the activities provided for in the development strategy of SKMA, the dynamics of expenses over a number of years, the recruited contingent of students and is compiled on the basis of approved financial standards. To plan expenses for the acquisition of tangible assets, for repair work, annually before each upcoming financial year, applications are accepted from departments, faculties and other divisions of SKMA.

SKMA has developed "Regulations on remuneration, bonuses, material assistance and payment of benefits for workers' health improvement" According to this Regulation, the payment of wages in SKMA is carried out within the limits of the wages fund, provided for by the estimate of income and expenses for the corresponding financial year.

The quality management system of SKMA is certified for compliance with ISO9001: 2015, the certificate of compliance is valid. SKMA cooperates with the Ministry of Health of the Republic of Kazakhstan in the field of training pharmaceutical personnel, is a member of the consultative and advisory working body in the system of higher and postgraduate education:

association (hereinafter - UMO), which is part of the republican educational and methodological council (hereinafter - RUMS) of higher and postgraduate education of the Ministry of Education and Science of the Republic of Kazakhstan.

SKMA has over 100 memorandums and agreements with other universities of the Republic of Kazakhstan, near and far abroad, as well as medical and pharmaceutical organizations.

SKMA has its own website, which is not very informative for users free access. Almost all information is not available to stakeholders.

Analytical part

SKMA has an approved organizational structure. SKMA management:

- Rector
- First Vice-Rector for Strategic Development and Innovation
- Vice-rector for financial and economic activities

Rector's advisor

- Vice-rector for educational, methodological and educational work
- Vice-rector for scientific and clinical work

Collective governing bodies of SKMA: Administration, Academic Council, Methodical Council, Faculty Council, Clinical Council and Scientific Council.

The Academic Council of SKMA is an elected representative body that carries out general management and decides on the most important issues of educational, research and medical activities. Meetings of the Academic Council are held monthly.

The administration of SKMA is an executive body, which includes administrative and management personnel. The administration of SKMA carries out its work under direct supervision of the rector. The administration includes: vice-rectors, first heads of structural divisions and deans of faculties.

The collegial body for managing educational and methodological work is the methodical council, headed by the vice-rector for educational and methodological work.

The structural units responsible for planning the EP are the educational and methodological center, the dean's office and the registrar's office.

The Faculty Council is a representative body that provides general guidance for the work of the departments.

According to standard 8 "Management

According to standard 8 "Management and Administration", the following strong sides / best practice:

1. Interaction with the Ministry of Health of the Republic of Kazakhstan, universities countries and foreign universities.

The area of improvement is the development and improvement of the remuneration system, as well as ensuring the transparency of the management system.

EEC recommendations:

1. It is necessary to ensure the transparency and accessibility of the management system and the decisions made through publication in bulletins and other documents posted on the SKMA website.

2. It is necessary to form a system of employee motivation, for example, based on the KPI system, which includes decent remuneration for teachers in order to achieve the final results of all processes (educational, scientific, and others).

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory) In general, according to this Standard, the organization's activities comply presented criteria.

Quantitative indicators reflecting the organization's compliance with the criteria

The following standards are: strong positions - 5, satisfactory - 10, suggest improvements - 2, unsatisfactory - 0.

Standard 9 "CONTINUOUS IMPROVEMENT"

Proof part

Each year, at meetings of collegial councils, the functions of structural divisions are reviewed, the need to create, reduce, merge structural divisions. For example, in connection with the increase in the number of foreign students studying in the 2019-2020 academic year, an international faculty was opened, new structures were created to ensure the quality of the educational process - committees for educational programs to implement a competency-based model of education.

The needs of the labor market and the requests of potential stakeholders are a strong argument in favor of monitoring and periodic revision of the Educational Program, which is carried out by involving all involved participants in this process: teaching staff, students, administrative structures at the level of the department, faculty.

The results of admission of students are annually reviewed at meetings of the administration and the Academic Council of SKMA. Qualitative and quantitative analysis is presented for discussion admission of applicants.

On an ongoing basis, a survey of teaching staff and students is carried out, based on the results of which management decisions are made on various types of activities.

Analytical part

Every year, the heads of educational departments assess the planned activities and report on the results at the meetings of the departments, the CPC, the Faculty Council.

Monitoring of activities and performance indicators established for the year is carried out by the QMS department, which analyzes the data provided by the departments and draws up a report, which is heard at the Academic Council and serves as the basis for determining measures to improve the quality of processes in SKMA.

The following strengths / best practices are identified for Standard 9 Continuous Improvement:

1. Review of the content, results, evaluations and functions of the activity.

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: no

EEC conclusions by criteria: (strong / satisfactory / suggests improvement / unsatisfactory)

In general, according to this Standard, the organization's activities meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the Standard's criteria are as follows: strong positions - 3, satisfactory - 12, suggest improvements - 0, unsatisfactory - 0

VII. OVERVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD

Thus, based on the results of specialized accreditation, the EEC believes that SKMA has the following strengths / best practices:

According to standard 1 "Mission and final results": The main stakeholders are involved in the development of the Mission of the educational program. Guaranteed academic freedom for teaching staff and students. The expected final learning outcomes that students can show in subsequent postgraduate training have been determined.

According to standard 2 "Educational program": An educational program based on competence-based learning has been developed. The methods of teaching and learning are determined, which ensure the formation of responsibility among students for the process of their learning. Feedback results are used to improve the educational program.

According to standard 3 "Evaluation of the educational program": An academic policy has been introduced that regulates the uniform requirements for evaluating students. The results of feedback received from students on the educational process are the basis to carry out activities to improve the EP.

According to standard 4 "Students": There is an admission policy for different categories of applicants. There is a student transfer policy. A support service for students in various fields is developed.

According to standard 5 "Assessment of students": There is a procedure for appealing the results of the assessment. The student assessment process and methods are available to external experts.

According to standard 6 "Academic staff / Teachers": There is a personnel policy.

Professional achievements of teaching staff are evaluated in the form of awards and rewards.

According to standard 7 "Educational resources": Ownership of 4 educational buildings, 2 hostels and an educational and production base. Resources and library information center.

According to standard 8 "Management and administration": Interaction with the Ministry of Health of the Republic of Kazakhstan, universities of the country and foreign universities.

According to standard 9 "Continuous improvement": Revision of the content, results, assessments and functions of activities

VIII. OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

EEC offers the following recommendations for improving quality for each standard:

According to standard 1 "Mission and final results": The area of improvement is the Mission of the SKMA, improving the process of informing stakeholders about decision-making, strategic and other documents by posting them on the website in order to ensure the transparency of the decisions made by SKMA, as well as a more thorough SWOT - analysis.

According to standard 2 "Educational program": The area of improvement is the introduction into the educational process of new electives or components of choice, demanded by practical pharmacy and students, for example, in legal science in the pharmaceutical field.

According to standard 3 "Evaluation of the educational program": The area of improvement is to provide access for all interested parties to the results of the evaluation of the course and the educational program, as well as the introduction of criteria and methods for evaluating the distance learning technologies used in the EP.

For Standard 4 "Students": The area of improvement is counseling and career planning.

According to standard 5 "Assessment of students": The area of improvement is the regulation of the proctoring procedure.

According to standard 6 "Academic staff / Teachers": The area of improvement is the introduction of the KPI system and increasing the effectiveness of scientific activities of the teaching staff.

According to standard 7 "Educational resources": The area of improvement is the information system, the quality of communication, as well as the speedy introduction of tools, technologies and information platforms into the educational process for the implementation of distance learning technologies.

According to standard 8 "Management and administration": The area of improvement is the development and improvement of the remuneration system, as well as ensuring the transparency of the management system.

According to standard 9 "Continuous improvement": 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.

IX. REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF JSC SKMA

1. To make changes in the Mission of the SKMA, with the obligatory reflection in it of aspects of public, global health and the needs of the health system.

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

3. It is necessary to ensure the transparency and accessibility of the management system and the decisions taken, through publication in bulletins and other documents posted on the SKMA website.

4. It is necessary to form a system of employee motivation, for example, based on the KPI system, including decent remuneration for teachers in order to achieve the final results of all processes (educational, scientific and others).

X. RECOMMENDATION TO THE ACCREDITATION BOARD



Appendix 1. "PARAMETERS OF THE SPECIALIZED PROFILE"

№ II\II	№ II\II	№ crit.	CRITERIA FOR EVALUATION	Education Organization Position			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
		1.	«MISSION AND FINAL RESULTS»				
		1.1	Mission definition				
1	1	1.1.1	The medical education institution <i>must</i> determine its mission and communicate to stakeholders and the health sector.	+			
2	2	1.1.2	The mission statement must contain objectives and an educational strategy to prepare competent doctor / pharmacist at the level of undergraduate medical education;	+			
3	3	1.1.3	with an appropriate basis for further career in any field of medicine / pharmacy, including all types of medical practice / pharmaceutical services, production of pharmaceuticals, administration and research in medicine;	+			
4	4	1.1.4	able to fulfill the role and functions a doctor / pharmacist in accordance with the established requirements of the healthcare and pharmaceutical sectors;	+			
5	5	1.1.5	prepared for postgraduate studies, including internship, residency, specialization	+			
6	6	1.1.6	with the obligation to study throughout life, including professional responsibility for maintaining the level of knowledge and skills through the assessment of activities, audits, the study of one's own practices and recognized activities in CPD / CME.	+			
7	7	1.1.7	The medical education organization should ensure that the declared mission includes public health issues, global health aspects, and the needs of the medical assistance and other aspects of social responsibility reflects the main international health problems.	+			
8	8	1.1.8	The medical education organization should ensure that the strategic development plan is consistent with the stated mission, the goals of the medical education organization and approved by the advisory and	+			

			advisory board of the MOO / University.				
9	9	1.1.9	The medical education organization must systematically collect and analyze information about its activities; conduct an assessment of the strengths and weaknesses of the university (SWOT analysis), on the basis of which the administration and the advisory The council of the university should determine the policy and develop strategic and tactical plans.	+			
10	10	1.1.10	Mission and goals of medical education organization must correspond to available resources, the possibilities of medical education organization, market requirements and ways to support them must be determined and access to information about the mission, the goals of the medical education organization for the public (availability of information in the media, on the university's website), the mission and goals of medical educational organizations are approved at the advisory and advisory board of the MOO / University.	+			
11	11	1.1.11	Medical Education Organization Should ensure that the mission includes the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences.	+			
		1.2	Participation in mission statement				
12	12	1.2.1	Medical education organization should ensure that key stakeholders are involved in the development of the mission of the EP.	+			
13	13	1.2.2	Medical Education Organization Should ensure that the stated mission is based on the opinions / suggestions of other relevant stakeholders.	+			
14	14	1.2.3	Medical Education Organization must create permanent mechanisms for monitoring, evaluating and documenting progress in achieving the goals and objectives of the strategic plan, in general, and in particular regarding pharmaceutical education	+			
		1.3	Institutional autonomy and academic freedom				
			Medical Education Organization must have institutional autonomy for the development and implementation of policies for which responsibility faculty and administration, especially regarding:				
15	15	1.3.1	educational program development;	+			
16	16	1.3.2	the use of allocated resources necessary for the implementation of the educational program.	+			

			Medical Education Organization Should guarantee academic freedom to its staff and students:	+			
17	17	1.3.3	regarding current educational programs in which it will be allowed to rely on various points of view in the description and analysis of issues in medicine;	+			
18	18	1.3.4	the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program.		+		
		1.4	Learning Outcomes				
			Medical education organization should determine the expected learning outcomes that students should show upon completion, regarding:				
19	19	1.4.1	basic achievements regarding knowledge, skills and relationships;	+			
20	20	1.4.2	an appropriate foundation for a future career in any branches of medicine and pharmacy;	+			
21	21	1.4.3	their future roles in the health sector and pharmacy;	+			
22	22	1.4.4	its subsequent postgraduate training;	+			
23	23	1.4.5	their commitment to lifelong learning;	+			
24	24	1.4.6	public health health needs, health system needs and other aspects of social responsibility.	+			
25	25	1.4.7	Medical education organization should ensure that the student complies with the obligations of doctors, pharmacists, technologists, teachers, patients and their relatives in accordance with the Code of Conduct.		+		
			Medical Education Organization Should:				
26	26	1.4.8	identify and coordinate the relationship of the final learning outcomes required upon completion, the topics that are required in postgraduate studies;		+		
27	27	1.4.9	determine the results of student involvement in research in medicine;		+		
28	28	1.4.10	pay attention to the final results related with global health.	+			
			In total	24	4		
		2	EDUCATIONAL PROGRAM				
		2.1	Curriculum model and teaching methods				
29	1	2.1.1	Medical education organization should define an educational program that includes an 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 identify the	+			

			teaching and learning methods used that stimulate, prepare and support students and provide formation of students' responsibility for the process of their education.				
31	3	2.1.3	Medical education organization should ensure that the educational program develops students' lifelong learning abilities.		+		
32	4	2.1.4	Medical education organization should ensure that the educational program is implemented in accordance with the principles of equality .		+		
33	5	2.1.5	provide an opportunity for elective content (elective disciplines) and determine the balance between the compulsory and elective part of the educational program, including a combination of compulsory elements and electives or special components optionally.	+			
		2.2	Scientific method				
			A medical education organization should teach students throughout the entire curriculum:				
34	6	2.2.1	principles of scientific methodology, including analytical and critical thinking methods;		+		
35	7	2.2.2	scientific research methods in medicine;		+		
36	8	2.2.3	evidence-based medicine, which require <i>the appropriate competence of teachers</i> and will be a mandatory part of the 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 include in the educational program <i>elements of fundamental or applied research</i> , including mandatory or elective analytical and experimental studies, thereby facilitating the participation in the scientific development of medicine as professionals and colleagues.		+		
			Basic Biomedical Sciences				
			Medical Education Organization must identify and enable in educational program:				
38	10	2.3.1	<i>advances in basic biomedical sciences</i> for the formation of students' understanding of scientific knowledge;		+		
39	11	2.3.2	fundamental concepts and methods for the acquisition and application of clinical scientific knowledge.		+		

40	14	2.3.3	The medical education organization should correct and introduce new achievements in the biomedical sciences in the educational program, which are necessary for the formation and development of professional competencies in the field of medicine and pharmaceutical graduate practice for:		+		
41	15	2.3.4	scientific, technological and clinical developments;		+		
42	16	2.3.5	current and expected needs of society and health systems.		+		
		2.4	Behavioral and social sciences and medical ethics				
43	17	2.4.1	Medical education organization must identify and include achievements in the educational program:		+		
44	18	2.4.2	<i>behavioral sciences</i> ;		+		
45	19	2.4.3	<i>social sciences</i> ;		+		
46	20	2.4.4	<i>medical ethics</i> ;		+		
		2.6	The structure of the educational program, content and duration				
			The medical education organization must determine and implement the achievements of pharmaceutical disciplines in the educational program and ensure that students:				
60	32	2.6.1	acquire sufficient knowledge and professional skills including: <ul style="list-style-type: none"> o the basic principles of the organization of drug assistance to the population; o fundamentals of the economics of pharmacy; o marketing management processes in pharmacy, conducting and analyzing marketing research, the basics of pharmaceutical management; o the basic principles of the organization of the technological process of production and manufacture of drugs means of extemporal and industrial production, herbal preparations, medical and cosmetic, parapharmaceutical and veterinary preparations, biologically active additives and natural products; o basic principles and regulations governing the quality of medicines; o general principles of pharmaceutical analysis, basic methods and techniques for researching the quality of medicines; o nomenclature of medicinal plant materials, issues of procurement of medicinal plants on botanical grounds; o the basic principles of macro- and microscopic, merchandising analysis of standardization medicinal plant material. 		+		

61	33	2.6.2	Medical education organization must ensure that students spend at least one third of the program in laboratories, in production, in order to develop professional practical skills.	+			
62	34	2.6.3	The medical education organization must organize practical training with appropriate attention to the safety of the patient and the consumer of medicines, including monitoring the student's actions conditions of clinical bases, laboratories and industries.	+			
63	35	2.6.4	The medical education organization should correct and introduce new achievements in the pharmaceutical sciences in the educational program for scientific, technological and clinical developments, as well as the current and expected needs of society and health systems;	+			
64	36	2.6.5	The medical education organization should structure the various components of training practical skills in accordance with the 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 should give a description of the content, scope and sequence of courses and other elements of the educational program in order to ensure compliance with the appropriate ratio between basic biomedical, behavioral and social and clinical disciplines.	+			
			Medical Education Organization should be in educational program:				
66	38	2.7.2	ensure <i>horizontal integration</i> of related sciences and disciplines;		+		
67	39	2.7.3	provide <i>vertical integration</i> of clinical sciences with basic biomedical and behavioral and social sciences;	+			
68	40	2.7.4	provide an opportunity for elective content (electives) and determine the balance between the <i>compulsory and elective</i> part of the educational program, <i>including a combination of mandatory elements and electives or special components of choice</i>	+			
		2.8	Program management				
70	42	2.8.1	Medical education organization must identify the unit responsible for educational programs, which is under the supervision of academic leadership, which is responsible and authorized to plan and implement the educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment and assessment of the educational	+			

			program and training courses, in order to ensure achievement of learning outcomes.				
71	43	2.8.2	Medical education organization must guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
72	44	2.8.3	The medical educational organization should , through the structural unit responsible for educational programs, plan and implement innovations in the educational program.		+		
73	45	2.8.4	The medical education organization should include representatives from <i>other relevant stakeholders</i> in the structural unit of the medical education organization responsible for educational programs, <i>including other participants in the educational process, representatives from clinical bases, graduates of medical education organizations, health professionals involved in the training process or other teachers University faculties.</i>		+		
		2.9	Relationship with medical practice and the healthcare system				
74	46	2.9.1	The medical educational organization should provide an <i>operational link</i> between the educational program and the subsequent stages of professional training (internship, specialization, CPD / CME) or practice that the student will begin at the end of the training, including the identification of health problems and the definition of the required learning outcomes, a clear definition and description of the elements educational program and their relationships at various stages of training and practice, with due regard to local, national, regional and global conditions, as well as feedback for / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.		+		
			Medical Education Organization should ensure that the structural unit responsible for the educational program:				
75	47	2.9.2	takes into account the particular conditions in which graduates have to work and, accordingly, modify the educational program;		+		
76	48	2.9.3	Medical Education Organization should use feedback results to improve the curriculum.		+		
			<i>In total</i>		14	20	
		3.	EVALUATION of EP				
		3.1	Evaluation Methods				
			Medical education organization must :				

77	1	3.1.1	have a curriculum-related <i>program</i> to <i>monitor</i> processes and outcomes, including routine data collection on key aspects of the curriculum to ensure that the educational process is carried out appropriately and to identify any areas that require intervention, as well as data collection is part of administrative procedures in connection with student enrollment, student assessment and completion of studies;		+		
			The medical education organization must establish and apply mechanisms for evaluating the educational program, which:				
78	2	3.1.2	aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and elective parts (see. Standard "Educational program);		+		
78	3	3.1.3	focused on student progress;		+		
80	4	3.1.4	identify and consider problems that include insufficient achievement of the expected learning outcomes, and will involve the collection of information on the learning outcomes, including identified deficiencies and problems, and be used as feedback for activities and corrective action plans, to improve the educational program and curriculum disciplines;		+		
			The medical education organization must periodically conduct a comprehensive <i>assessment of the educational program</i> aimed at:				
81	5	3.1.5	on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical educational organization;		+		
82	6	3.1.6	on special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods.		+		
83	7	3.1.7	<i>general end results, which will be measured by the results of national licensing exams, benchmarking procedures, international exams, career choice and postgraduate studies;</i>		+		
84	8	3.1.8	on its social responsibility;		+		
		3.2	Teacher and student feedback				

85	9	3.2.1	The medical education organization must systematically collect, analyze and <i>provide feedback</i> to teachers and students, which includes information on the process and products of the educational program, and also include information on unfair practices or improper behavior of teachers or students with and / or legal consequences		+		
86	10	3.2.2	Medical education organization should use feedback results to improve educational program;		+		
		3.3	Educational achievements of students and graduates				
			The medical education organization should conduct <i>an analysis of the educational achievements of students and graduates</i> regarding:				
87	11	3.3.1	its mission and the final results of training of the educational program, which includes information on the average duration of studies, academic performance, the frequency of passing and failing exams, cases of successful completion and expulsion, students' reports on the conditions of study in the courses taken, on the time spent to study areas of interest including optional components, as well as interviews with students in the second courses, and interviews with students who leave the curriculum;		+		
88	12	3.3.2	educational program;		+		
89	13	3.3.3	resourcing		+		
			The medical education organization should analyze <i>student learning outcomes</i> regarding:				
90	14	3.3.4	<i>their previous experience and conditions, including social, economic, cultural conditions;</i>		+		
91	15	3.3.5	level of training at the time of admission to a medical educational institution.		+		
			The medical education organization should use the analysis of student academic achievement to provide feedback to the structural units responsible for:				
92	16	3.3.6	student selection;		+		
93	17	3.3.7	educational program planning;		+		
94	18	3.3.8	student counseling		+		
			Medical education organization should be for other interested parties, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as those responsible for postgraduate education:				

95	19	3.4.3	provide access to course assessment and educational program results;	+			
96	20	3.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
97	21	3.4.5	collect and study feedback from them on the educational program.	+			
			<i>In total</i>	4	17		
		4.	STUDENTS				
		4.1	Admission and Selection Policy				
			Medical education organization must:				
98	1	4.1.1	define and implement admission policies, including clearly established provision on the student selection process, which includes the rationale and selection methods, such as high school results, other relevant academic experience, other entrance examinations and interviews, assessment of motivation to become a doctor, including changes in the needs associated with a variety of medical practices;	+			
99	2	4.1.2	have a <i>policy</i> and introduce the practice of accepting students with disabilities in accordance with applicable laws and regulatory documents of the country;	+			
100	3	4.1.3	have a policy and implement translation practice	+			
			students from other programs and medical education organizations.				
			Medical Education Organization should:				
101	4	4.1.4	to establish the relationship between the selection of students and the mission of the medical educational organization, the educational program and the desired quality of graduates;		+		
102	5	4.1.5	periodically review the admission policy, based on relevant data from the public and specialists in order to meet the health <i>needs</i> of the population and society as a whole, including consideration of student recruitment based on their gender, ethnicity and language, and the potential need for a special admission policy for students from low-income families and national minorities;		+		
103	6	4.1.6	use the system to appeal decision-making.		+		
		4.2	Student enrollment				
104	7	4.2.1	The medical education organization must determine the number of students accepted in accordance with the logistical and capabilities at all stages of education and training, and the decision on the	+			

			recruitment of students implies the need to regulate national requirements for health personnel, in the case when medical educational institutions do not control the number of students recruited students, it is necessary to demonstrate their obligations by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between the enrollment of students and the material-technical and academic potential of the university).				
105	8	4.2.2	The medical education institution should periodically review the number and contingent of enrolled students in consultation <i>with relevant stakeholders</i> responsible for the planning and development of human resources in the health sector, as well as experts and organizations on global aspects of human resources for health (such as insufficient and uneven distribution of human resources healthcare, migration of doctors, opening new medical universities) and regulate in order to meet the health needs of the population and society as a whole.		+		
		4.3	Student Counseling and Support				
			Medical education organization must :				
106	9	4.3.1	have a system of <i>academic counseling</i> for their students, which includes issues related to the selection of electives, preparation for residency, career planning, the appointment of academic tutors (mentors) for individual students or small groups of students;		+		
107	10	4.3.2	offer a student support program aimed at <i>social, financial and personal needs</i> , which includes support in connection with social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and medical insurance, as well as financial assistance services in the form of financial 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.	+			
			A medical education organization should provide counseling that:				
110	13	4.3.5	It is based on monitoring student progress and is aimed at the social and personal needs of students, including academic support, support regarding personal problems and situations, health problems, financial issues;	+			

111	14	4.3.6	includes counseling and career planning.		+		
		4.4	Student Representation				
112	15	4.4.1	offer a student support program aimed at <i>social, financial and personal needs</i> , which includes support in connection with social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and medical insurance, as well as financial assistance services in the form of financial assistance, scholarships and loans.		+		
113	16	4.4.2	Medical education organization should provide <i>assistance and support to student activities</i> and student organizations, including the provision of technical and financial support to student organizations.		+		
			<i>In total</i>		8	8	
		5.	STANDARD "ASSESSMENT OF STUDENTS"				
		5.1	Evaluation Methods				
			Medical education organization must:				
114	1	5.1.1	identify, approve and publish the <i>principles, methods and practices</i> used to evaluate students, including the number of exams and other tests, maintaining a balance between written and oral exams, the use of assessment methods based on criteria and reasoning, and special examinations (OSCE or Mini-Clinical exam), as well as determine the criteria for establishing passing grades, grades and the number of permitted retakes;		+		
115	2	5.1.2	ensure that assessment covers knowledge, skills and relationships;		+		
116	3	5.1.3	use a wide range of assessment methods and formats depending on their "utility assessment", which includes a combination of validity, reliability, impact on training, acceptability and effectiveness assessment methods and format.		+		
117	4	5.1.4	ensure that assessment methods and results avoid conflicts of interest;			+	
118	5	5.1.5	ensure that the assessment process and methods are open (accessible) for examination by external experts		+		
			<i>Medical Education Organization should:</i>				
119	6	5.1.6	<i>document and evaluate the reliability and validity of assessment methods, which requires an appropriate process to ensure the quality of existing assessment practices;</i>			+	

120	7	5.1.7	<i>introduce new assessment methods according to need;</i>		+		
121	8	5.1.8	<i>use the system to appeal assessment results.</i>	+			
		5.2	The relationship between assessment and learning				
122	9	5.2.1	The medical education organization must use the principles, methods and practice of assessment, including students' academic achievements and the assessment of knowledge, skills, professional values of relationships, which are: - <i>clearly comparable with the teaching, teaching and learning outcomes;</i>		+		
123			- <i>ensure that students achieve learning outcomes;</i>				
124			- <i>contribute to learning</i>				
125			- provide an appropriate balance between formative and summative assessment in order to manage learning and evaluate student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.				
			Medical Education Organization should:				
126	10	5.2.2	to regulate the number and nature of examinations of various elements of the educational program in order to facilitate the acquisition of knowledge and integrated learning, and to avoid negative impact on the learning process and eliminate the need to study an excessive amount of information and congestion of the educational program;		+		
127	11	5.2.3	<i>guarantee feedback to students based on assessment results.</i>	+			
128	12	5.3	The medical education institution should direct the renewal process towards the development of assessment principles, and methods for conducting and the number of exams in accordance with changes in the end results of training and teaching and learning methods.		+		
			In total	6	6		
		6.	STANDARD “ACADEMIC STAFF / TEACHERS”				
		6.1	Selection and Recruitment Policy				
			The medical education organization must determine and implement a <i>policy for the selection and admission of employees</i> , which:				
129	1	6.1.1	defines their category, responsibility and <i>balance of the academic staff / teachers</i> of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the		+		

			educational program, including the proper ratio between medical and non-medical teachers, full-time and part-time teachers and the balance between academic and non-academic staff;				
130	2	6.1.2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;	+			
131	3	6.1.3	defines and monitors the responsibilities of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
			Medical education organization should take into account criteria such as the selection and admission of employees:				
132	4	6.1.4	attitude to his mission, the importance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;		+		
133	5	6.1.5	economic opportunities that take into account institutional conditions for financing employees and efficient use of resources.		+		
		6.2	Development Policy and Employee Activities				
			The medical education organization must define and implement a policy for the development of employees, which:				
134	6	6.2.1	allows you to maintain a balance between teaching, scientific and service functions, which include setting the time for each type of activity, taking into account the needs of the medical educational institution and the professional qualifications of teachers;		+		
135	7	6.2.2	guarantees <i>recognition of the dignity of academic activity</i> , with an appropriate emphasis on pedagogical, research and clinical qualifications and is carried out in the form of <i>awards, promotions and / or remuneration</i> ;	+			
137	9	6.2.4	guarantees the sufficient knowledge of each employee of the educational program, which includes knowledge of the teaching / learning methods and the general content of the educational program, and other disciplines, and subject areas in order 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, as well as teachers recruited from hospitals and clinics, laboratories, pharmacies, pharmaceutical industries,		+		

			pharmaceutical companies.				
			Medical Education Organization should:				
139	11	6.2.6	take into account the ratio of "teacher-student" depending on the various components of the educational program;		+		
140	12	6.2.7	develop and implement employee promotion policies.		+		
			<i>In total</i>	2	9		
		7.	EDUCATIONAL RESOURCES				
		7.1	Material and technical base				
			Medical education organization must:				
141	1	7.1.1	have a sufficient <i>material and technical base</i> for teachers and students, allowing to ensure adequate implementation of the educational program;		+		
142	2	7.1.2	to provide a <i>safe environment</i> for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, observing safety rules in the laboratory and when using equipment.		+		
142	3	7.1.3	The medical education organization should improve the learning environment of students by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the development of teaching practice.		+		
		7.2	Clinical / Training Resources				
			The medical education organization must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
144	5	7.2.2	the number and categories of <i>clinical / production facilities</i> , which include <i>clinics</i> (providing primary, specialized and highly specialized care), outpatient services (including primary health care), primary health care facilities, health centers and other public health facilities, as well centers / laboratories of clinical skills, research centers, laboratories, production centers for the development of pharmaceutical skills that allow clinical training using the capabilities of clinical databases and provide rotation in the main clinical and major pharmaceutical disciplines;		+		
145	6	7.2.3	Student Clinical / Industrial Practice Monitoring.		+		
		7.3	Information Technology				
147	8	7.3.1	The medical education organization should determine and implement a policy that is aimed at the <i>effective use and evaluation of relevant information and communication technologies</i> in the educational		+		

			program.				
			Medical education organizations should provide teachers and students with the opportunity to use information and communication technologies.:				
148	9	7.3.2	for self-study	+			
149	10	7.3.3	access to information;	+			
151	12	7.3.5	work in the healthcare system;	+			
152	13	7.3.6	Medical education organizations should ensure that students have access to relevant patient data and health information systems.				
			Medical education organization should:				
153	14	7.4.1	have <i>research activities in the field of medicine and scientific achievements</i> as the basis for the educational program;		+		
154	15	7.4.2	identify and implement policies that promote the relationship between research and education		+		
155	16	7.4.3	provide information on the research base and priority areas in the field of scientific research of medical educational organization.		+		
			The medical education organization should ensure that the relationship between research and education:				
156	17	7.4.4	using medical research as the basis for the curriculum;		+		
157	18	7.4.5	taken into account in teaching;		+		
158	19	7.4.6	encourages and prepares students to participate in medical research and development		+		
		7.5	Expertise in the field of education				
			Medical education organization must:				
161	22	7.5.1	have <i>access to educational expertise</i> , where necessary, and conduct an examination that examines the processes, practices and problems of medical education and can involve doctors with experience in research in medical education, psychologists and sociologists in the field of education, which is provided by the department for the development of medical education university or by attracting experts from other national and international institutions		+		
			Medical education organization must determine and implement a policy on the use of expertise in the field of education:		+		
162	23	7.5.2	in developing an educational program;		+		
163	24	7.5.3	in developing teaching methods and assessing knowledge and skills.		+		
			Medical Education Organization should:				

164	25	7.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;		+		
165	26	7.5.5	pay due attention to the <i>development of expert assessment of education and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education</i> ;		+		
166	27	7.5.6	to promote the aspirations and interests of employees in conducting research in medical education.		+		
		7.6	Exchange in the field of education				
			The medical education organization must define and implement policies for:				
167	28	7.6.1	cooperation at national and international levels with other <i>medical universities, schools of public health, faculties of dentistry, pharmacy and other faculties of universities</i> ;		+		
168	29	7.6.2	<i>transfer and offsetting of educational loans, which includes consideration of the limits of the educational program, which can be transferred from other educational organizations and which can be facilitated by the conclusion of agreements on the mutual recognition of elements of the educational program and the active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements.</i>	+			
			Medical Education Organization should :				
169	30	7.6.3	facilitate regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;	+			
170	31	7.6.4	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of employees, students, and ethical principles.	+			
			In total	9	17		
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
171	1	8.1.1	The medical education organization must determine the management structures and functions, including their <i>relationship with the university, if the medical education organization is part or a branch of the university.</i>	+			
			The medical education organization should , in all managerial structures, identify structural units with the establishment of the responsibility of each structural unit and include in their composition:				
172	2	8.1.2	representatives of academic staff;	+			

173	3	8.1.3	students;		+		
174	4	8.1.4	<i>other stakeholders, including representatives from the ministry of education and health, the health sector and the public.</i>		+		
175	5	8.1.5	The medical education organization should ensure transparency in the management system and the decisions made, <i>which are published in the bulletins, posted on the university's website, included in the protocols for review and implementation.</i>	+			
		8.2	Academic leadership				
176	6	8.2.1	The medical education organization must clearly define the responsibility of the <i>academic leadership</i> regarding the development and management of the educational program.	+			
177	7	8.2.2	The medical education institution should periodically evaluate the academic leadership regarding the achievement of its mission and the end results of training.		+		
		8.3	Training and resource budget				
			Medical education organization must:				
178	8	8.3.1	have a clear range of responsibilities and authority to provide the educational program with resources, including a targeted training budget;		+		
179	9	8.3.2	to allocate resources necessary for the implementation of the educational program and to allocate educational resources in accordance with their needs.		+		
180	10	8.3.3	The system of financing a medical educational organization should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, delineation and independence of all budget levels.		+		
			Medical Education Organization should:				
181	11	8.3.4	provide sufficient autonomy in the distribution of resources, including decent rewards for teachers in order to achieve the final results of training;		+		
182	12	8.3.5	when allocating resources, take into account scientific advances in medicine and public health problems and their needs.		+		
		8.4	Administrative staff and management				
			The medical education institution must have the <i>appropriate administrative staff</i> , including their number and composition in accordance with their qualifications, in order to:				
183	13	8.4.1	ensure the implementation of the educational program and related activities;		+		

184	14	8.4.2	ensure proper management and allocation of resources.		+		
185	15	8.4.3	The medical education organization should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular review and analysis of management.		+		
		8.5	Collaboration with the health sector				
186	16	8.5.1	The medical education organization must have a <i>constructive interaction with the healthcare sector</i> , with the related sectors of public health and government, including the exchange of information, cooperation and initiatives of the organization, which helps to provide qualified doctors in accordance with the needs of society.	+			
187	17	8.5.2	The medical education organization should be given <i>official status of cooperation</i> with partners in the health sector, which includes the conclusion of formal agreements defining the content and forms of cooperation and / or concluding a joint contract and the creation of a coordination committee and joint activities.	+			
			<i>In total</i>	6	11		
		9.	CONTINUOUS UPDATE				
			The medical education organization must as a dynamic and socially responsible institution:				
188	1	9.1.1	initiate procedures for the regular review and revision of content, results / competencies, assessment and the 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 improvement.		+		
			Medical Education Organization <i>should</i>:				
191	4	9.1.4	base the update process on prospective studies and analyzes and on the results of our own study, assessment and literature on medical education;		+		
192	5	9.1.5	ensure that the process of updating and restructuring leads to a review of its policies and practices in accordance with past experience, ongoing activities and future prospects; direct the update process to the following questions:		+		
193	6	9.1.6	Adaptation of the mission statement and end results to the scientific, socio-economic and cultural development of society.		+		
194	7	9.1.7	Modification of the final results of graduate education in accordance with the documented needs		+		

			of the postgraduate training environment, including clinical skills, public health training and participation in the process of providing medical care to patients in accordance with the responsibilities that are assigned to graduates after graduation.				
195	8	9.1.8	Adaptation of the curriculum model and methodological approaches in order to guarantee that they are relevant and relevant and takes into account modern theories in education, adult education methodology, principles of active learning.		+		
196	9	9.1.9	Correction of the elements of the educational program and their relationship in accordance with achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and the state of health / structure of the morbidity of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of obsolete.	+			
197	10	9.1.10	Development of assessment principles, and methods for conducting the number of exams in accordance with changes in the end learning outcomes and teaching and learning methods.	+			
198	11	9.1.11	Adaptation of student recruitment policies and student selection methods taking into account changing expectations and circumstances, human resource requirements, changes in the system of pre-university education and the needs of the educational program.	+			
199	12	9.1.12	Adapting recruitment policies to meet changing needs.		+		
200	13	9.1.13	Updating educational resources in accordance with changing needs, such as student enrollment, number and profile of academic staff, educational program.		+		
201	14	9.1.14	Improving the monitoring and evaluation process educational program.		+		
202	15	9.1.15	Improving the organizational structure and management principles to ensure effective operations in the face of changing circumstances and needs, and, in the future, to meet the interests of various groups of stakeholders.		+		
			In total	4	11		
			Total number	77	103		

Appendix 2. PROGRAM OF VISIT TO THE EDUCATION ORGANIZATION

Appendix 3. RESULTS OF THE QUESTIONNAIRE OF TEACHERS

Appendix 4. RESULTS OF STUDENTS 'QUESTIONNAIRE