



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

**On the results of the work of the external expert
commission for assessing compliance with the
requirements standards for specialized
accreditation of the specialty 6B10105
(5B110200) "PUBLIC HEALTH"
JSC "South Kazakhstan Medical Academy"
May 25 - May 27, 2020**

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

EXTERNAL EXPERT COMMISSION

**Addressed to the
IAAR
Accreditation Council**



Независимое агентство
аккредитации и рейтинга

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Shymkent May 30, 2020

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I. LIST OF SYMBOLS AND ABBREVIATIONS

NJSC "MUA", University - Non-profit joint stock company "Astana Medical University".
EEC - external expert commission.
CQSGS MH RK - Committee for quality control and safety of goods and services of the Ministry of Health of the Republic of Kazakhstan.
AIS - automated information system;
AMP - administrative and management personnel; LBC - library and bibliographic classification;
DB - databases;
PRS - point rating system;
IDC - internal department control;
SAC - State Attestation Commission;
SGOSE RK - State Generally Obligatory Standard of education of the Republic of Kazakhstan;
FSC - final state certification;
ITWP - an individual teacher's work plan;
IMS - Integrated Management System;
IC - Individual Curriculum;
CT - complex testing;
CSEP - committee of specialty educational programs;
CED - catalog of elective disciplines;
LEC - local ethical commission;
IDM - interdepartmental meeting;
MH RK - Ministry of Health of the Republic of Kazakhstan;
MES RK - Ministry of Education and Science of the Republic of Kazakhstan;
IAAR - Independent Agency for Accreditation and Rating;
RI - Research Institute;
NET - new educational technologies;
EP - educational program;
TS - teaching staff;
WC - working curriculum;
QMS - quality management system; SIW - Student independent work;
IWST - Independent work of a student with a teacher;
II - inventory items;
SC - standard curriculum
EMCD - educational and methodological complex of the discipline
EMC - educational and methodological center;
EMC - educational and methodological council;
ELS - Electronic Library Systems;
GPA - grade point average;
IOS - International Organization for Standardization

II. INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating (hereinafter - IAAR) No. 32-20-OD dated April 21, 2020, the external expert commission at South Kazakhstan Medical Academy JSC (hereinafter - SKMA) assessed the compliance of educational activities with accreditation standards IAAR educational bachelor's program 6B 10101 "Nursing".

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

EEC composition:

Commissionchairman	Omarkulov Bauyrzhan Kadenovich, Ph.D., Associate Professor, NJSC "Medical UniversityofKaraganda "(Karaganda)
Foreigntaxpert	Marina Alekseevna Kanushina, Director of the "AS Institute of international Education ", PhD, MBA. (Prague, Czech Republic)
Expert	Aimbetova Gulshara Ergazyevna, Ph.D., docent, Kazakh National Medical University. S. D. Asfendiyarova (Almaty)
Expert	Ivanchenko Nellya Nikolaevna, Ph.D., Kazakh National Medical University name S.D.Asfendiyarova (Almaty)
Expert	Shukirbekova Alma Boranbekovna, Doctor of Philosophy, Associate Professor, JSC "Astana Medical University" (Nur-Sultan)
Expert	Dmitry Matyushko, PhD, NAO "Medical University of Karaganda" (Karaganda)
Expert	Elena Leonidovna Stepkina, Ph.D., Kazakhstan MedicalUniversity "VSHOZ" (Almaty)
Employer	Rysmakhanov Nuradil Makhanbetkhanovich, Multidisciplinary Medical Clinic "JAK-med"(g. Shymkent)
Student	Sattarkhan Onel Aydargyzy, Member of the Alliance of Students of Kazakhstan, International University SILKWAY University (Shymkent)
Observerfromthe IAAR	Aimurzieva Aigerim Urinbaevna, Head medical projects of the Agency (Nur-Sultan).

III. REPRESENTATION OF SKMA

JSC "South Kazakhstan Medical Academy" (hereinafter referred to as the Academy) is a leading medical institution of higher education in the country, which has been providing educational services in the market of Kazakhstan for over 40 years.

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

The Academy has a license from the Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. KZ36LAA00011387, dated March 28, 2018, for an unlimited period of time, for the right to carry out educational activities under the programs of technical and professional, higher and postgraduate education, according to which the Academy has the right to issue documents on state education; has a certificate of institutional accreditation issued by NAOKO dated 24.12.2018, registration No. IA-A No. 0095. The certificate is valid on December 22, 2023. <http://ukma.kz/ru/obrazovatelnyj-protsess/institutsionalnaya-akkreditatsiya.html>, and also has a certificate for specialized (program) accreditation of an educational program in the specialty 6M110200 "Public health", issued by NAOKO on 25.04.2015, registration SA No. 0050/2. The certificate is valid on April 24, 2020.

Academy management system

The rector of the Academy is Doctor of Medical Sciences, Professor Rysbekov Myrzabek Myrzashevich.

The main task of the Academy is the creation of the necessary conditions for obtaining higher vocational education, postgraduate vocational education, aimed at the formation, development and professional formation of an individual on the basis of national and universal values.

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

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

Students and staff are provided with a high-speed Wi-Fi network, covering the area of all educational buildings and dormitories of the Academy. Each student and employee has a personal account to enter the Platonus information system, employees have personal access to the corporate

portal for the implementation of electronic document management.

To improve the quality and speed of work, distance learning technologies based on Moodle have been introduced.

The Academy provides training in Kazakh, Russian and English languages 34 departments at undergraduate and postgraduate levels of education, in the following specialties:

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

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

Postgraduate professional education:

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

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

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

- 6D110400 / D 140 "Pharmacy"

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

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

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

Within the framework of integration into the European educational space in the context of the Bologna Process, on September 17, 2015, the Academy signed the Magna Carta of Universities in Bologna (Italy).

The Academy carries out active international cooperation in the field of medical education, science and practice with medical universities and research centers of the near and far abroad. The partners of the Academy are such universities as: Gdansk Medical University (Poland), etc.

In 2015, with the active advisory and information support of the National Office of Erasmus + Kazakhstan, SKMA first became a member of the Erasmus + 561857-EPP-1-2015-1-DE-EPPKA2-CBHE-JP project

"ModernizingHealthEducationinUniversities"

(ModeHEd).<http://erasmus.ukma.kz/ru/%D0%BC%D0%B5%D0%B6%D0%B4%D1%83%D0%B>

[D% D0% B0% D1% 80% D0% BE% D0% B4% D0% BD% D1% 8B% D0% B5-% D0% BF% D1% 80% D0% BE% D0% B3% D1% 80% D0% B0% D0% BC% D0% BC% D1% 8B-% D1% 8E% D0% BA% D0% BC% D0% B0/](#)

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

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

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

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

The dental clinic established on the basis of the Academy is equipped with modern medical and diagnostic equipment to provide medical care to the population of the city.

The passage of high-quality and professional practice of students is carried out at various bases in the Republic of Kazakhstan and abroad.

A significant contribution to the implementation of educational work and youth policy aimed primarily at the formation of a patriotic spirit, an active life position, as well as a healthy lifestyle for students and staff of the Academy is made by the Department for Social Issues and Youth Policy. The Academy operates:

- self-government organizations (student rector, vice-rectors and deans) and the Bolashak youth center
- creative circle "Shabyt"
- sports club "Barys"
- women's council "Aykurkem"
- ethnic club "Birlesu"

- debateclub "ZiyalyKazakh"
- KVN team "MedCity"
- center for combating corruption "Sanaly Urpak"
- dormyouthcouncil
- Englishclub "Englishclub"

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

The effectiveness of the Academy's activities is confirmed by the reports of the commission for assessing the activities of the university, the successful passage of specialized accreditation.

Specialized accreditations have been passed at the national agency IQAA:

- 4 educationalundergraduateprograms;
- 4 specialtiesofmagistracy;
- 6 specialtiesofresidency.

The national agency IAAR has passed specialized accreditation of 5 educational programs of the college.

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

According to the results of the rating of indicators of scientific and innovative activity in 2017, SKMA JSC takes the 2nd place among the medical universities of the Republic of Kazakhstan, and in 2018 the 3rd place.

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

Graduates of the Academy in different years headed the country's medical service: Vice Minister of Health of the Republic of Kazakhstan - Tsoi Alexey Vladimirovich; Head of the Cardiac Surgery Unit at the National Cardiac Surgery Center - Ermagambet Kuatbayev; General Director of Galamat Integra, DBA - Seitzhan Sypabekov; UNICEF Health and Nutrition Program Coordinator - Kanat Sukhanberdiev; the head of Johnson & Johnson in RK is Adilet Nazarbayev.

Also, graduates of the academy hold managerial positions in medical and preventive organizations in Shymkent, Turkestan region and other regions of the Republic of Kazakhstan.

Graduates of the magistracy in the specialty "Public health" successfully carry out their activities and occupy leading positions: Abdrazakov Artur Uteteleuovich, master - director of the branch of the RSE on the PHV "National Center of Expertise" KKKBTU MH RK in the Turkestan region, Artykbaeva Indira Zhaparbekovna, master - head of LLP "Rehabilitation Center "Atameken", Kurbanhodjaev Yerlan Sansyzbaevich, Master - Deputy Head of the Department for Quality Control and Safety of Goods and Services of the Turkestan Region, Mynbayev Serik Ibragimovich, Master - Chief Physician of the State Enterprise at the REM "Center for Mental Health"health care of the city of Shymkent, Kenzhekhanova Almagul Zhumakhanovna, master - acting. Head of the Department of the Pharmacy Committee of the Ministry of Health of the Republic of Kazakhstan for the Turkestan Region, Dauytov Turekhan Bekbulatovich, Master - Department of the Committee for Labor, Social Protection and Migration of the Ministry of Labor and Social Protection in Shymkent, Deputy Head for Medical and Social Expertise, Dauey Bauyrzhan Kalmakhanbetuly - Director of the Medical Center " Dau-Med ".

The Graduating Department of Ep is the Department of Sister business ".

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

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

IV. DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

This educational program was not previously accredited in the IAAR.

V. DESCRIPTION OF THE EEC VISIT

External expert commission visit (EEC) in SKMA was organized from 25 to 27 May 2020. in accordance with the program agreed with the chairman of the EEC... Candidate of Medical Sciences, Associate Professor Omarkulov B.K. and approved by the rector of the academy, MD, professor Rysbekov M.M.

The commission studied the normative and educational-methodological documents on educational disciplines, including standard curricula, work programs, educational-methodical complexes and other materials provided by the university.

All materials requested by the commission were provided to SKMA on time and in full. In order to obtain objective information on the assessment of the Academy's activities, the members of the EEC used the following methods: visual inspection, observation, interviewing employees of various structural units, teachers, students, employers, questioning the teaching staff and students. On the part of the SKMA team, the presence of all persons indicated in the visit program was ensured. The 3-day program of visiting the EEC has been fully completed.

On May 24, 2020, a preliminary meeting of the IAAR EEC members took place. During the organizational meeting, they familiarized themselves with the goals of the visit, clarified the visit program, and assigned the responsibility of the EEC members. Two main clusters of EEC were identified, EP 6V10101 (5V130100) General Medicine; EP 6V10105 (5V110200) Public Health; EP 6V10104 (5V110100) Nursing; EP 6B101106 (5V110300) Pharmacy. This division is due to the large volume of work of the EEC and the need to visit the departments that implement the accredited educational programs. A brief review of reports on the specialized self-assessment of SKMA specialties was carried out, key issues were discussed, additional information was identified that must be requested from the university for validation and full awareness of the EEC members during specialized accreditation.

In accordance with the visit program, on May 25, the EEC members held talks with the leadership of the academy, vice-rectors for directions, teachers, administrative and management personnel. A visual inspection of the objects of the accredited educational program was carried out. Meetings with leaders, heads of accredited educational programs. On-line meeting with teachers of accredited EP and on-line questioning of teachers

During the visit to the main divisions of SKMA, the staff presented presentations and answered questions from the experts of the EEC. The registrar's office informed about the activity, the work of the information system "Platonus" was demonstrated. personnel service.

26 May EEC members visited the graduating departments of accredited educational programs. On-line meetings with students, in parallel on-line questioning of them, on-line meetings with employers and, in parallel, on-line questioning of employers. According to the program of the visit of the External Expert Commission, the experts held an online meeting with alumni for all accredited programs.

In accordance with the accreditation procedure, an on-line survey of teachers and students was carried out. According to the results of a survey of teachers, in which 30 people took part, it was revealed that 100% of respondents noted that they were satisfied with the content of the educational program, 100% noted that the university provides an opportunity for the continuous development of the potential of teachers, and more than 93% can actively use their own methods learning in the educational process. All respondents answered that the library has the necessary scientific and educational literature. 100% of the teachers who participated in the survey believe that the safety of work is ensured at the university. The majority of respondents (100%) are sure that their innovative activity is encouraged by the management and the same number are satisfied with the work on improving the qualifications of teaching staff. Many respondents are satisfied with the support of the management, both in terms of the development of new educational programs and motivational

approaches. In general, the overwhelming majority of respondents answered all the questions in the questionnaire positively and believe that it is an actively developing university with great growth opportunities and conditions for both teachers and staff, and for students.

A survey of 75 trainers was carried out. According to the survey results, 100% are satisfied with the relationship with the dean's office, 100% are satisfied with the level of accessibility and responsiveness of the university management, the availability of academic consulting (100%), teaching materials (100%), the availability of library resources (100%), the corporate environment of the university (100%) , the overall quality of the curriculum (100%), teaching methods (100%), the quality of teaching (100%), awareness of various aspects of teaching (100%), the objectivity and fairness of teachers (100%), the use of effective teaching methods (100%). With regard to the qualitative characteristics of teachers, the majority of the surveyed students spoke positively.

26 May visited: Regional Clinical Hospital, City Infectious Disease Hospital, SKMA JSC building No. 2, Nursing hospital, City Clinical Hospital No. 1, Phyto-apipharm LLP, Zerde-Fito LLP, Research Center of Khimpharm JSC ", RGKP" CSE "Institute of forensic examinations in Shymkent, LLP Europharma. When visiting the clinical bases of educational programs, complete information was provided on the implementation of the educational process.

Thus, the commission visited all the clinical bases of the academy. All clinics of the Academy, in addition to accompanying the educational process, are designed to optimally meet the needs of the population in preventive, therapeutic and diagnostic, medical, social and drug care. They provide medical care within the framework of the state order for a guaranteed volume of medical care. Compliance of the Academy's clinical bases with regulatory requirements is analyzed based on the results of internal and external audits.

For the work of the EEC, comfortable conditions were created, access to all necessary information resources was organized. Commission notes a good level of corporate culture of SKMA, a high degree of openness of the team in providing information to members of the EEC.

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

VI. COMPLIANCE WITH ACCREDITATION STANDARDS OF THE EDUCATIONAL PROGRAM

Standard 1 "MISSION AND FINAL RESULTS"

Proof part

Analysis of the self-assessment report, the materials presented and the results of meetings with specialists from specialized departments, faculty departments and target groups allow us to draw the following conclusions.

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

Changes in the Strategic Development Plan of the University are approved on the basis of analysis and harmonization with external strategically important factors, such as the Decree of the President of the Republic of Kazakhstan dated February 1, 2010 No. 922 "On the Strategic Development Plan of the Republic of Kazakhstan until 2020", the Strategic Plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2014-2023, Message and programmatic work of the First President of the Republic of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan, Digital Kazakhstan Program, Five Institutional Reforms, "Kazakhstan in a new global reality: growth, reforms, development" - "100 concrete steps" A modern state for everyone ", the National program" Mangilik el ", Roadmap for the development of trilingual education, Decree of the President of the Republic of Kazakhstan dated February 15, 2018 No. 636" On approval of the Strategic Development Plan of the Republic of Kazakhstan until 2025 ", "Kazakhstani way 2050: common goal, common interests, common future".

Mission of the Academy: Training of highly qualified competitive medical and pharmaceutical specialists for the Southern region and the country as a whole, based on the achievements of modern science and practice, who are ready to adapt to rapidly changing conditions in the medical and pharmaceutical industry through continuous improvement of competence and development of creative initiative.

The vision of the university: An effective system of medical and pharmaceutical education, based on a competency-based approach and the needs of practical healthcare and the pharmaceutical industry, focused on training specialists who meet international quality and safety standards.

Basic ethical principles that SKMA relies on to implement its mission: The principle of high professionalism of the teaching staff of SKMA is a constant improvement of their knowledge and skills, ensuring the provision of high-quality educational services to students at all levels of training. The quality principle in SKMA is the implementation of the concept of modernization of Kazakhstani education, the main direction of which is to ensure the modern quality of education based on maintaining its fundamentality and compliance with the current and future needs of the individual, society and the state, which is ensured by the use in the educational process, research activities and consulting - diagnostic work of innovative technologies and new achievements of science and practice.

The standard presents the goal of the EP - the training of scientific, pedagogical and managerial personnel capable of implementing scientifically based

professional activities in the field of public health, capable of carrying out a comprehensive assessment and monitoring of the health status of the population, identifying factors that determine public health, developing measures to preserve and improve the health of the population, implement them in practice and evaluate their effectiveness.

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

The Academy approved an internal document "Academic Policy".

The academy's organizational structure, processes and decision-making policies are clear and consistent with its mission and support the effectiveness of the organization. The academy's governance system involves the participation of all stakeholders, including the health sector, student representatives, and reflects the responsibility of the academy leadership. The Academy provides an opportunity for students to actively participate in the work of structural units that affect the quality of educational programs (Academic Council, UMC, student government).

freedom in the formation and implementation of the educational program is achieved through an optional component, the disciplines of which are offered by the departments in the catalog of elective disciplines. The department independently determines the forms of conducting classes, uses a variety of teaching methods, applies teaching materials, offers forms of monitoring and assessing the educational achievements of undergraduates. Changes and additions can be made to the content of the EP, which are discussed at the meetings of the department and the Scientific Council. In addition, the department independently determines the needs for providing the educational process with the necessary resources and draws up applications for the purchase of office equipment, laboratory equipment, consumables, educational literature and other information resources.

Academic freedom of a master student is achieved through the choice of elective EP disciplines, the choice of the student's educational trajectory.

Thus, the implementation of the EP is aimed at preparing qualified specialists for science and practice, which corresponds to the mission and vision of the Academy and supports the quality of education.

Analytical part

Experts point out that the current quality assurance policy of the university reflects the relationship between research, teaching and learning. The experts were also convinced that at the current stage of its activity, the university's management system is focused on the development of strategic planning, the use of modern management methods, a multilateral internal quality assessment and continuous improvement.

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

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

The area of improvement is: 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 UEGMA decisions; Make changes to the Mission of the SKMA, with the obligatory reflection in it of aspects of public and global health, the needs of the health system;

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

Recommendations:

1. Develop and implement routing of the university website to raise awareness of all stakeholders in the implementation of the university's mission and educational program.
2. Allocate additional material resources for work on improving the university website.

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

Standard 2 "EDUCATIONAL PROGRAM"

Proof part

SKMA implements the EP "Public Health", which determines the goals, content and organization of the educational process, taking into account the list of vocational training specializations and is a set of regulatory documents developed on the basis of the State Educational Standard of the Republic of Kazakhstan, Instruction letters approved by the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health and Social Development of the Republic of Kazakhstan.

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

The EP consists of foundational theory and practice of public health, especially basic management, marketing, behavioral and social sciences, organizational skills, management decision-making skills, communication skills, and medical ethics.

As part of the EP being implemented, the departments have developed educational and methodological complexes of disciplines (UMKD) in accordance with the requirements of the normative acts of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan. Modular training programs have been drawn up, which are discussed at meetings of departments, CPC, MS, 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.

EP competence is formed as a result of sequential study of disciplines. The modularity of the EP is reflected in the curriculum of the specialty for training courses in modular curricula, thus working curricula are developed in accordance with the principles of modular training, continuity of learning and logical sequence in the study of disciplines, the accumulation of educational achievements.

For the EP "Public Health" 16 modules were formed. An example of modular training of vertical and horizontal integration of disciplines is the module "Public health" (3-4 courses), etc. The module includes integrated in the content of the discipline public health, medical legislation, information systems in health care and the basics of economics and financing in health care. Moreover, each module is a prerequisite for the next module.

EP 6V10105 "Public Health" was included in the register of EP on September 04, 2019, assessed by an independent expert and the attainment rate of learning outcomes is 90.63%.

Within the EP, active teaching methods are used: PBL, TBL, "brainstorming", problem lectures, traditional (lectures, seminars), project-oriented learning.

In SKMA at the departments, students combine the educational process and research activities through research work. Students publish the results of their research work in collections of materials of scientific and practical conferences, including in the collection of materials of the International Conference of Young Scientists and Students with the support of the Foda of the First President - Leader of the Nation, held annually at SKMA.

The SKMA advisor service encourages students to take an active role in the educational process, their participation in the formation of non-linear trajectories for EP, informs and helps students in choosing an individual educational trajectory.

Chair faculty encourages student autonomy while providing clear guidance and support from their side. The implementation of these mechanisms is demonstrated during the organization of the SROP, which is carried out in the form of consultations with teachers, discussion of the most problematic issues of the program, performing tasks under the guidance of a teacher, solving situational problems, etc.

In SKMA, the basic principles of state policy in the field of education are observed, in accordance with the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III (with changes and additions as of 04.12.2015): equality of the rights of all citizens of the Republic of Kazakhstan to education; availability of education at all levels for the population, taking into account the intellectual development, psychophysiological and individual characteristics of each citizen; secular nature of education; stimulating the education of the individual and the development of giftedness; continuity of the educational process, ensuring the continuity of its stages; the unity of training and education; a variety of educational organizations by forms of ownership, by forms of training and education, directions of education; democratic nature of education management, expansion of academic freedoms and powers of educational organizations; humanistic and developmental nature of education; integration of education, science and industry; vocational guidance of students; informatization of the education system.

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

EP "Public Health" forms the competence of analytical and critical thinking in students. To develop students' skills and knowledge of critical judgment and justification of problem solving based on evidence-based medicine, the departments use active teaching methods: presentation with the presentation of their own conclusions and conclusions, command-oriented learning (TBL), review of a scientific, original article and dr.

The largest number of skills and competencies are formed in the work on the project., The project methods are used at various levels of preparation and various courses of study. The training program plays an important role in acquiring the skills of quick search and processing of specialized information: the ability to find a reliable scientific source, to distinguish reliable facts from unreliable, facts from opinions, expert assessments, etc.

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

Throughout the EP, attention is focused on the fact that health is the basis of the country's socio-economic development, since almost all medical and demographic indicators, the prevalence of social diseases, resistance to negative environmental factors, the level of development of competitiveness, the socio-economic status of the state, its national security is closely determined

by the state of health of the population.

The teaching staff of the departments, leading classes in the disciplines of EP, are characterized by good scientific potential. Teaching staff make reports at international and republican conferences.

The collegial body for managing educational and methodological work is the Methodical Council, headed by the vice-rector for educational, methodological and educational work. The structural unit responsible for planning the EP is the UMC, dean's office, RO. Planning is carried out at the level of the development of academic calendars of courses, IEP, REP based on the state educational standard of the specialty, the development of the schedule of training sessions, exams, the development of the staffing table of the department. The implementation, monitoring of the effectiveness of the EP, staffing is entrusted to the Department of Social Health Insurance and Public Health, as the graduating department, and the departments that implement the EP. The department carries out work on the implementation of the EP together with the dean's office, EMP. Resource support of the EP is carried out by a computer test center, a library and information center.

In order to train highly specialized specialists in the field of public health, the EP provides for the training of students in health care organizations of various profiles, including the district departments for quality control and safety of goods and services in Shymkent, with which there are contracts for students to undergo practical training.

Starting from the 1st year, students are involved in the educational process, participate in the public life of the university, the capital and the state as a whole (international events), make reports and abstracts at scientific and practical conferences, seminars, disputes on medical and pharmaceutical problems both within the country, and in the near and far abroad.

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

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

To integrate with the European educational space, since the opening of the specialty "Nursing" at the University since 2007, the following events have been held:

1. Integration with research space:

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

2. Integration with the educational space:

Implementation of the mandatory principles of the Bologna Process:

- creation of continuity of programs of different levels of education, the introduction of a three-level system of higher education;
- implementation of the credit training system (SU-MUA-22 "Organization educational credit technology process ");
- adaptation of the program to the labor market, training based on the study of the need for personnel;
- expanding the boundaries of academic freedom of subjects of the educational process, the formation of an academic culture;
- successful passage of the first among medical universities of institutional accreditation with international participation of experts;
- introduction of a unified system of academic credits of the ECTS type (SU-MUA-22 University Standard "Organization of the educational process by credit technology of education")
- issuance of the European Diploma Supplement (PL-MUA-40 "Regulations on the European Diploma Supplement");
- the introduction of the education quality control system within the university and the involvement of students and employers in the external assessment of the activities of the university by including them in the collegial bodies and commissions of the University;
- active involvement of students in the active positions of the university;
- improving the mechanisms of social protection of students, ensuring access to high-quality higher education for all, including socially unprotected groups of the population ("Regulation on the provision of benefits for tuition fees to certain categories of students of the SKMA).
- carrying out a strategy for the preparation of teaching staff and the formation of the basic competencies of teachers of the University (seven basic competencies of teaching staff: professionalism, communication skills, teaching, assessment and examination, research, information literacy) according to the program for the development of the teaching staff of SKMA and the plan for improving the qualifications of the teaching staff composition for 2020 - 2021 (approved by the vice-rector for academic work;
- improving educational technologies;
- implementation of the system of academic ratings of students and teachers (Regulation on the encouragement and motivation of employees of SKMA).
- forming e-learning courses ("SKMA Guidelines for the preparation of materials for creating e-courses"), etc.

The University currently has formal framework agreements about interuniversity cooperation with more than 38 foreign universities from all regions of the world.

The main areas of cooperation with foreign universities are:

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

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

Analytical part

The EEC notes the compliance of the bachelor's program with the requirements for the competences of graduates of the bachelor's program "Public Health".

The university is doing a lot of work to improve the educational program, taking into account the opinions, wishes of students, employers, as well as an international exchange in the field of science and education.

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

- The presence of educational trajectories of training in nursing,
- Orientation in the choice of EP to the requirements of the labor market, priorities for the development of health care and medical education.

The area of improvement is the introduction of fundamental, applied research into the educational process with the involvement of students in the EP Public Health.

EEC recommendations:

1. On an ongoing basis, collect and analyze proposals from representatives of practical healthcare, employers to evaluate the educational program and consider revising the EP, taking into account the proposals of representatives of practical healthcare and employers.

2. To involve employers, students and other interested parties in the development of the Catalog of elective disciplines based on the developed learning paths

EEC conclusions by criteria: total parameters 48, of which

strong positions - 47, satisfactory - 1, suggest improvements - 0, unsatisfactory - 0.

Standard 3 "EVALUATION OF THE EDUCATIONAL PROGRAM"

Proof part

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

At the end of the discipline, students fill out a portfolio in which they indicate the acquired competencies. The departments conduct an analysis of the attainability of the final results by students, provide feedback with students in the form of anonymous questionnaires, when deficiencies and problems in the educational program are identified, a corrective action plan is developed, which is discussed at meetings of departments and the Faculty Council.

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

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

Surveys are regularly conducted in order to find out the satisfaction with various aspects of the academic process by a number of categories of stakeholders: students, trainees, teachers, parents, students, alumni, employers. The registration and analysis of students' educational achievements is carried out on a regular basis.

Advisors (curators) and tutors (leading teachers of departments) during the academic year carry out work on the choice of elective disciplines by students in order to form an individual trajectory of the student. The functions of the advisor are also to organize the presentation of the elective disciplines of the catalog. The catalog of elective disciplines is annually developed and approved by the departments conducting training in the specialty, as well as at the meetings of the Faculty Council, the Commission for Academic and Scientific Work.

The development and assessment of educational programs in areas of training is carried out at the Faculty Council, which includes representatives

student asset and practical health care. The teaching staff of the departments develop syllables by module / discipline with the obligatory inclusion of approval protocols indicating the pre- and post-requisites of the discipline. The final consideration and approval of the educational program is carried out by the Commission for Academic and Scientific Work under the Senate. The priority direction in the work of the Commission on Academic and Scientific Work under the Senate is the introduction and implementation of medical education at the university, improvement of the structure and content of educational programs implemented in accordance with the program for the development of scientific and educational activities of the university, the requirements of international standards and consumers of educational services - the state, o carried out on the Faculty Council, which includes representatives of student activists and practical health care. The teaching staff of the departments develop syllables by module / discipline with the obligatory inclusion of approval protocols indicating the pre- and post-requisites of the discipline. The final consideration and approval of the educational program is carried out by the Commission for Academic and Scientific Work under the Senate. The priority direction in the work of the Commission on Academic and Scientific Work under the Senate is the introduction and implementation of medical education at the university, improvement of the structure and content of educational programs implemented in accordance with the program for the development of scientific and educational activities of the university, the requirements of international standards and consumers of educational services - the state, society, employers, society, employers.

According to GOSO 2019, the competencies of the graduate are spelled out for the EP "Public Health" The student enters into the portfolio his results at the end of each discipline. This is an analysis and visual presentation of the most important results of a student's educational activity, a demonstration of his cultural and educational growth, therefore, its preparation starts from the first year and continues throughout the entire period of study.

Analytical part

To improve the educational program, a systematic monitoring of academic processes is carried out, with the involvement of different categories of interested parties: students, listeners, teachers, students' parents, graduates, employers.

All interested levels and persons of the university and outside it take part in the development and assessment of the EP.

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

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

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

EEC recommendations:

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

EEC conclusions by criteria: total parameters 32, of which

strong positions - 21, satisfactory - 11, suggest improvements - 0, unsatisfactory - 0.

Standard 4 "STUDENTS"

Proof part

On the basis of the Standard Rules, the admission committee annually draws up the Rules for admission to study at SKMA, which are discussed at a meeting of the admissions committee and approved by the decision of the University Board.

The admission of persons entering the university is carried out by placing a state educational

grant of higher education at the expense of the republican budget or local budget, as well as paying for tuition at the expense of the student's own funds and other sources. The reception of citizens is carried out on their applications on a competitive basis in accordance with the points of the certificate issued based on the results of the UNT.

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

During the year, work is carried out on vocational guidance for young people. Various forms and methods of propaganda and vocational guidance work are used. Advertising and informational materials, booklets are developed and published; organized

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

The main goal of the University's marketing activities in the educational services market is to achieve a sustainable long-term balance between the needs and interests of all consumer groups, the state and society as a whole, through the formation of an integrated system of continuing professional education that meets the highest national and international standards.

Target consumer groups for SKMA are all individual consumers, but primarily graduates of secondary educational institutions and medical colleges interested in higher education.

University regularly conducts work to study the needs of the southern region of Kazakhstan in the training of medical personnel, which allows the University to plan the recruitment of a contingent of applicants in the context of specialties and evenly distribute graduates across regions, including rural areas.

Student self-government is successfully functioning at the university; volunteer movement "Erikti zhasak"; dormitory student council; MK representation "ZhasOtan"; branch of the 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"; sport sections.

By interacting with the student in a partnership format, the leadership of the academy demonstrates its interest in developing feedback.

Along with this, alternative ways of informing the management about the problems of social protection are provided through regular sociological surveys of students and an operating helpline.

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

- general education;
- socio-ethical skills;
- communication skills;
- teamwork skill;
- research skill;
- leadership and leadership skills;
- professional skills (assistance skills);
- the skill of constant self-improvement.
- The objects of professional activity are:

- adults and children, enterprises and organizations of various forms of ownership engaged in activities in the field of healthcare (government bodies, medical organizations, educational organizations, science, social protection, health insurance, pharmaceutical enterprises and companies, agencies for the quality of healthcare services, public and professional associations, etc.)

Bachelors in Public Health can perform the following professional activities:

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

The main functions of the professional activity of a bachelor in the specialty

"Public Health" are:

- prevention,
- social care;
- management (administration);
- research;
- control;
- training;
- informing.

Subject of professional activities of a graduate specialty

"Public Health" is:

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

SKMA systematically works to support students who have material and financial difficulties.

This work is supervised by the educational department and the dean's offices of specialties. According to the Resolution of the Government of the Republic of Kazakhstan

"On approval of the size, sources, types and Rules for the provision of social assistance to citizens who are provided with social assistance" No. 320 of 12.03.2012. at the university for students of orphans, children left without parental care, graduates of orphanages during the period of their education, funds are allocated for:

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

At the beginning of the semesters, the deans inform the departments about students from socially vulnerable categories. Additional attention is paid to this category at the departments during training. Conditions are created for mastering the subject (individual consultations, provision of literature from the funds of departments, etc.).

Orphans and children left without parental care, in the presence of academic debt in disciplines, are re-admitted free of charge.

To introduce innovation and develop leadership, cultural diversity, critical thinking, creativity, social interaction and service to society, the University has a dean's office for youth affairs, which also organizes social support for students from among orphans and children left without

parental care: uniforms; monthly travel pass; free meals in the university canteens; allocation of funds for food; accommodation in a hostel.

In SKMA, for material and social support of students, the following steps are taken: carrying out measures for the social protection of students, introducing a flexible schedule for repaying tuition fees for students studying on a contractual basis, carrying out measures for preferential lending of education, providing grants, employment. According to the Decree of the Government of the Republic of Kazakhstan dated March 12, 2012

No. 320 "On Approval of the Size, Sources, Types and Rules for the Provision of Social Assistance to Citizens who Receive Social Assistance", students from among orphans, graduates of orphanages and those left without parental care are paid compensation for food throughout the year, paid once a year compensation for clothing and uniforms. For the socially unprotected category of students, the University organized free meals in the canteens of the University. Free accommodation was organized for 100% of students from among orphans, graduates of orphanages and those left without parental care in the University hostels. More than 500 students from large families are provided with free travel tickets. The University has a system of rewarding students for achievements in the field of sports and creativity.

The university holds events for the development of students in honor of: public holidays, the Day of Knowledge, attracts talented students to participate in "Dedication to students", in city and republican KVN games, city and republican festivals, competitions and sports days, contests, forums.

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

The University provides organizational support and coordination of the academic mobility program; the University operates a center for international cooperation and academic mobility.

The Center for International Cooperation and Academic Mobility, together with the deans, organizes the work of the commission for holding a competition among students. The main criteria for competitive selection are: completion of one academic period, semester, module at the University, academic performance in "A", "A-", "B +", "B", "B-". The selection of students is carried out taking into account the GPA. For students traveling under the program of academic mobility at the expense of the University, GPA (abroad and / or in the Republic) is not less than 3.67. For students traveling under the academic mobility program at the expense of personal funds, the GPA is at least 3.0. The coordinator of academic mobility programs organizes with students who have passed the competition, the conclusion of a bilateral agreement between the sending and receiving universities. Students at the host university undergo administrative admission procedures in accordance with the rules of the partner university. After completing the academic mobility program, students submit a transcript to the University, an advance report (travel tickets, residence documents), a report to the international department. On the basis of the transcript to the student in accordance with the Kazakhstani system of credit transfer of ECTS type, the Center of the University Registrar's Office carries out the obligatory transfer of credits (hours).

The student who has chosen the university for training submits an application to the program coordinator. On the basis of the application, the Center for International Cooperation and Academic Mobility organizes the conclusion of an agreement (memorandum). When concluding an agreement (memorandum), accreditation of the partner university and its educational programs is taken into account. After the signing of the agreement between the universities, an agreement is drawn up for training in academic mobility programs, which is the main document regulating the learning process for the academic mobility program. Based on the official

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

Analytical part

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

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

- The presence of an admission policy for various categories of applicants.
- The presence of a student transfer policy (from paid tuition to a grant, from one EP to another, from one university to another) ..
- A support service for students in various fields is developed.
- An individually-oriented organization of the educational process is developed.

The area of improvement is the improvement of consulting and planning the professional career of undergraduate students specialties PublicHealth.

EEC recommendations:

1. Revise the system of financing academic mobility in order to expand educational, scientific, practical activities and introduce common-friendly experience,

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

Standard 5 "ASSESSMENT OF STUDENTS"

Proof part

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

The main types of control of the level of educational achievements of students (knowledge, skills, skills and personal qualities - competencies) within the framework of an individual point-rating system for a discipline or practice (educational, production) 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. The assessment of the rating of students consists of the assessments of the current and midterm control. Based on the recommendations of the National Center for Testing and Examination of the Republic of Kazakhstan, the percentage, form, difficulty and level of test tasks in all disciplines for all levels of training for all educational programs implemented by SKMA have been determined.

In order to ensure high performance of students for each training module, a policy of the module component is developed, which prescribes the criteria for assessing knowledge, establishing passing points and their characteristics.

1. The student must necessarily attend practical classes, hand over the topics of the extracurricular IWS.

2. Missed practical lessons and IWS are worked out if there is an admission from the dean's office, indicating the reason for the pass.

3. When working out a lesson that was missed for a good reason, the student is given a mark in accordance with the demonstrated knowledge and skills. The student can simultaneously work out 2 lessons missed for a good reason. In case of untimely completion of missed classes for a good reason, the student is given 0 points in the pedagogical and electronic journal. When

receiving an unsatisfactory mark (49 points or less) retake for a positive mark is not allowed.

4. If classes are missed for an unjustifiable reason and they are worked off for a positive assessment (50 points and higher), the student, regardless of the grade received, is given 0 points in the pedagogical and electronic journal. In this case, information about the pass is not submitted to the dean's office. If, however, a student who missed a practical lesson for an unjustifiable reason received an unsatisfactory mark (49 points or less) or did not work out a pass, then, in addition to putting 0 points in the pedagogical journal, information is sent to the dean's office indicating the missed hours as an offender educational discipline. If you receive an unsatisfactory mark (49 points or less), retaking for a positive mark is not allowed.

5. Don't be late for class. Students can enter the classroom and leave the classroom after the start of classes only with the permission of the teacher. In case of violation of this requirement, for each lesson, 1 point is deducted from the admission rating and is regarded as missed for an invalid reason.

6. Hand over the topics of the out-of-class IWS according to the calendar-thematic plan. If the assignments are not completed on time, the grade "unsatisfactory" is given without the right to retake for a positive assessment.

7. Actively participate in the educational process (preparation of theoretical material, test assignments, preparation of reports and presentations). If you receive unsatisfactory marks in practical classes, colloquia and IWS, retake for a positive mark is not allowed.

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

9. It is prohibited to take cell phones, smartphones, tablet computers and other means of information electronic service, as well as paper information carriers, for differential credit. In case of using prohibited means, the student is removed from the exam and 0 points are given to him (grade F). It is also strictly forbidden to use prohibited means when performing tests, as well as to read the text from the textbook with oral answers. If these requirements are not met, the student is given 0 points (grade F).

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

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

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

13. The student is obliged to wear a medical gown, removable shoes and a cap during practical lessons.

The summative assessment at the end of the study of each section is passed in the form of midterm control, which includes a practical lesson, IWST and IWS. Questions of practical topics and IWST are assessed in the form of testing and oral questioning, the weight share of tests is 20%, oral questioning is 60%. SRO 20%.

Discipline rating is calculated using the formula:

$$OPД = \frac{PK_1 + PK_2}{2}$$

Evaluation criteria:

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

2. Oral survey: maximum score - 60 points.

The results of current and midterm control are entered into educational and electronic journals. The results of the intermediate attestation of students are entered in the record books

student. The results of the control are recorded in educational and electronic journals, analyzed at the department meetings and reflected in the annual reports of the department.

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

Analytical part

Thus, the university uses a criterion to maintain transparency and objectivity, the human factor is excluded from the assessment process. In recent years, the method of computerized examination in real time, which is conducted centrally, has been applied. 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 strengths of the 5th standard "Assessment of students" include:

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

An area of improvement is the mandatory introduction of proctoring.

EEC recommendation:

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

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

Standard 6: "ACADEMIC STAFF / TEACHERS"

Proof part

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

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

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

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

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

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

Questions about the implementation of the individual plans of teachers are considered twice in the academic year - at the end of the 1st semester and at the end of the 2nd semester - at department meetings, and at the end of the academic year, the department prepares a report on the implementation of the department's work plan.

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

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

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

The University conducts various activities to motivate and stimulate employees: ensuring working conditions in accordance with the labor legislation of the Republic of Kazakhstan, an employment contract and a collective agreement, providing employees with equipment, tools, technical documentation and other means necessary for the performance of labor duties; timely remuneration and payment of incentive bonuses for quality work; every year teachers take advanced training courses at the faculty of advanced training and additional education at the expense of the university; systematic referral of employees for advanced training outside the university; training of scientific and pedagogical personnel from among young scientists and employees; training and specialization of the teaching staff abroad,

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

Analytical part

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

Strengths of Standard 6 "Academic Staff / Teachers" can be attributed:

High level of teaching staff of the university, ensuring the quality of educational activities.

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

EEC recommendations:

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

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

Standard 7. "EDUCATIONAL RESOURCES"

Proof part

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

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

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

Also, within the framework of the visiting professors program, in the period from 19.04.2019 to 26.04. 2019 master classes were held by the doctor of neurophysiology and master of biophysics, winner of the John and Sophia Prokop prize, member of the American Society for Neurophysiological Control Alexander Razumovsky, vice president and director of NeuroCare SpecialtyCare.

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

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

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

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

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

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

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

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

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

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

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

Russian Federation:

- Sechenov University, Moscow;
- Bashkir State Medical University, Ufa;
- Tyumen State Medical Academy.

CIS:

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

Farabroad:

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

Napoca, Romania;

- Medical University named after Sh. Beheshti (Tehran, Islamic Republic of Iran)

Analytical part

At the Academy, the main task is to train specialists who are competitive both domestically and in the international labor market; the Academy ensures that students acquire the necessary knowledge and competencies based on the study of basic and specialized disciplines, the formation of skills and abilities during professional internships. Training sessions are conducted by persons who have a doctorate or candidate of sciences, PhD, specialists with extensive experience. The highly professional level of teachers, scientific leaders, consultants is confirmed by the fact that 57% of teaching staff have academic degrees of doctor or candidate of sciences,

extensive experience both in the field of higher education and participation in the implementation of research projects at various levels.

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

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

According to standard 6 "Educational resources", the commission noted the following strengths:

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

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

The strengths of the "Educational Resources" standard include:

- Continuous improvement of the material and technical base of the university and faculty.

EEC recommendations:

- 1 To constantly update the information equipment of the university to improve the educational process
- 2 Introduce an electronic library.

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

Standard 8 "GOVERNANCE AND ADMINISTRATION"

Proof part

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

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

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

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

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

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

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

A rating assessment of the teaching staff activity is also carried out - separately among the heads of the department, professors, associate professors, senior teachers, teachers /

The resources for the implementation of the EP correspond to the norms for calculating the cost of education for one student in higher educational institutions of the Republic of Kazakhstan on a state educational order. Appendix 8. Financing of master's programs is carried out in accordance with the regulatory documentation (Order of the Acting Minister of Education and Science of the Republic of Kazakhstan dated August 7, 2009 No. 374 On approval of financial standards for higher and postgraduate education).

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

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

In order to ensure the implementation of the educational program and related activities, as well as to ensure the proper management and allocation of resources, the Academy has an appropriate administrative and academic staff. The number of employees of the Academy is regulated by the Law of the Republic of Kazakhstan "On Education", Chapter 7 Status of a teacher, article 52, by order of the Ministry of Education and Science of the Republic of Kazakhstan No. 374 dated August 7, 2009 "On the approval of financial standards for higher and postgraduate education" and the needs of the directions.

The staff of the graduating department, providing EP meets the regulatory requirements. The number of teaching staff involved in the preparation of undergraduates in departments is only 8 people, of which all 8 are staff members of the university. The degree of degree (availability of the academic degree of Doctor, Candidate of Science, PhD Doctor) of the staff is 100%. 100% of the number of teaching staff participating in the educational process of the EP have academic degrees, including 13% Doctor of Medical Sciences (Anartaeva M.U.) 62% Candidate of Medical Sciences (Bapaev Zh.B., Sarsenbaeva G.Zh., Sadibekova Zh. U., Sultanbekov K.A., Akhmadieva K.E.) 25% PhD of a doctor (Abdrakhmanova Z.B., Omarova B.A.)

A regulatory framework that ensures the quality management system meets the requirements of international standards, fundamental concepts and criteria

Models of excellence are the documents of the management system (MS) of the Academy developed by the quality management department and working groups. There is a clear hierarchy in the structure of the CM documentation in accordance with IS ISO 9001: 2015.

According to the Standard "Governance and Administration", the Commission noted the following strengths:

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

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

Recommendations

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

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

Standard 9. "CONTINUOUS IMPROVEMENT"

The Academy plans and applies processes of continuous monitoring, evaluation, analysis and improvement of educational services, taking into account the objectives of national legislation, the requirements and expectations of stakeholders, contributing to the development of quality education based on competencies and end-points of learning. The process of constant updating is based on the introduction of new teaching methods, information technology, development of assessment criteria, expanding academic mobility, increasing the efficiency and transparency of the decision-making process.

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

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

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

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

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

The university regularly conducts a survey, collects, analyzes and uses the data received from stakeholders about the educational program. Students can be involved in the process of evaluating educational programs by expressing their opinions and wishes at the end of the course of study or mastering a specific discipline or by anonymous questionnaires to identify opinions and take into account comments and suggestions of direct consumers. The participation of students in the assessment of the educational program is also facilitated by the improvement of student self-government at the university. The questionnaire process was authorized for the convenience and efficiency of collecting information on the educational and educational portal "Platonus", the "Questionnaire" module was created, thanks to which a full coverage of the student population, electronic counting and distribution of the survey results to students is possible.

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

The knowledge, abilities, skills and competencies of students in all types of control are determined by the scores of the point-rating letter system, which have a directly proportional ratio. The application of new or changed criteria and methods for assessing knowledge of students is possible only on the basis of the decision of the Academic Council

The accepted criteria and methods for assessing the knowledge of students cannot change during the semester. Their revision is possible only at the beginning of a new academic period.

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

The university attaches great importance to the development of feedback from stakeholders in order to study the requirements, expectations and study the satisfaction of the main stakeholders with the quality of the provision of educational services. Feedback from employers and other interested parties is monitored and is the basis for revising the goals, objectives and activities of the University and the content of the EP.

Analytical part

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

Strengths of Standard 9 for Continuous Improvement include:

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

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

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

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

EEC recommendations:

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

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

EEC conclusions by criteria: total parameters 15, of which

strong positions –12, satisfactory - 3, suggest improvements - 0, unsatisfactory - 0.

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

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

VII. OVERVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD

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

- 1 Correspondence of goals, objectives and final results of training in the specialty of the mission and priority areas of development University;
2. Image and metropolitan status of the University, which has a strong staff of the teaching and research corps;
3. Availability of a certificate of institutional accreditation of the University;
4. University as a center for the implementation of innovative management systems and quality management systems in the field of higher medical education;
5. Implementation of credit-modular training technology;
6. Stimulating point-rating.

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

1. The presence of educational trajectories of training in nursing,
2. Orientation in the choice of EP to the requirements of the labor market, priorities for the development of health care and medical education.

Standard 3 " Evaluation of the educational program "the following strengths are noted:

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

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

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

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

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

Strengths of Standard 6 "Academic Staff / Teachers" can be attributed:

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

The strengths of Standard 7 "Educational Resources" include:

1. Continuously improving the material and technical base of the university and faculty.

The strengths of Standard 8 Governance and Administration can be attribute:

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

Towards the strengths of standard 9 "Continuous improvement "can be attributed to:

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

VIII. ABOUTREVIEW OF RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY BY TO EACH STANDARD

IX.

1 "Missionandfinalresults"

2. Develop and implement routing of the university website to raise awareness of all stakeholders in the implementation of the university's mission and educational program.
3. Allocate additional material resources for work on improving the university website.

2 "Educationalprogram"

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

3 "Evaluation of the educational program"

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

4 "Students"

3. Revise the system of financing academic mobility in order to expand educational, scientific, practical activities and the introduction of common experience.

5 "Assessmentofstudents"

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

6 "Academic staff / teachers"

1 Provide funding for the participation of young teachers in academic mobility programs, "Bolashak", conferences of all levels, competitions, scientific projects.

2 To increase the share of teaching staff involved in the implementation of scientific projects.

7 "Educational resources"

8 To constantly update the information equipment of the university to improve the educational process

9 Introduce an electronic library.

8 "Management and Administration"

i. With the aim of uninterrupted access to information systems and the effectiveness of the development of EP, to improve the work of IT communications.

2. Finalize the university website in terms of improving routing and finding the necessary information, both for students, employees, and for the public and employers.

3. Strengthen elements of the corporate culture of management, namely strategic planning, marketing of the educational services market, generation of scientific ideas and their implementation in the form of innovations, which are then brought to the stage of implementation.

9 "Continuous improvement"

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

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

X. RECOMMENDATION TO THE ACCREDITATION BOARD

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

No.	No.	Crete no.	CRITERIA FOR EVALUATION	Position of the educational organization			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
		1.	"MISSION AND FINAL RESULTS"				
		1.1	Mission definition				
1	1	1.1.1	The medical education organization must define its mission and bring to the attention of interested parties and the health sector.		+		
2	2	1.1.2	The mission statement must contain objectives and educational strategy to prepare a competent physician / pharmacist level undergraduate medical education;		+		
3	3	1.1.3	with an appropriate framework for further career in any field of medicine / pharmacy, including all types of medical practices / pharmaceutical services, production of pharmaceutical drugs, administration of scientific research in medicine;		+		
4	4	1.1.4	able to fulfill the role and functions of a doctor / pharmacist in accordance with the established requirements of the sector healthcare and pharmacy;		+		
5	5	1.1.5	prepared for postgraduate training including internship, residency, specialization		+		
6	6	1.1.6	with a commitment to lifelong learning, including a professional responsibility to maintain knowledge and skills through performance assessment, auditing, learning from one's own practice and recognized activities in CPD / CME.		+		
7	7	1.1.7	The medical education organization should ensure that the stated mission includes public health problems, aspects of global health, system needs rendering medical care and other aspects	+			

			social responsibility reflects major international Problems health.				
8	8	1.1.8	Medical education organization should be guaranteed what strategic plan development corresponds to the stated mission, goals of the medical educational organization and is approved advisory the advisory council of the IOO / university.		+		
9	9	1.1.9	The medical education organization must systematically collect and analyze information about its activities; assess the strengths and weaknesses of the university (SWOT analysis), on the basis of which the administration, together with the advisory council of the university, should determine the policy and develop a strategic and tactical plans.		+		
10	10	1.1.10	The mission and goals of the medical education organization must correspond to the available resources, the capabilities of the medical education organization, market requirements, and ways of their support must be determined and access to information about the mission, the goals of the medical education organization for the public must be provided (availability of information in the media, on the university website), the mission and goals of the medical education organization are approved by the advisory board MEI / university.		+		
11	11	1.1.11	The 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 the formulation of the mission				
12	12	1.2.1	The medical education organization must ensure that the main stakeholders are involved in development of the EP mission.	+			
13	13	1.2.2	The medical education organization should ensure that the stated mission is based on the opinions / suggestions others the respective interested parties.	+			
14	14	1.2.3	Medical education organization should create permanent		+		

			mechanisms for monitoring, evaluating and documenting progress in achieving the goals and objectives of the strategic plan, in general, and in particular, in respect pharmaceutical education				
		1.3	Institutional autonomy academic freedom				
			The medical education institution should have institutional autonomy to develop and implement policies, for which the teaching staff and administration are responsible, especially in respect:				
15	15	1.3.1	development of an educational program;	+			
16	16	1.3.2	use of allocated resources, necessary for implementation educational program.		+		
			Medical education organizations should be guaranteed academic freedom for its employees and students:				
17	17	1.3.3	Respect the current educational program, in which it will be allowed to rely on various points of view in describing and analyzing medical issues;		+		
18	18	1.3.4	in the opportunity use results of new research, to improve the study of specific disciplines / questions without expanding the educational program.		+		
		1.4	Learning outcomes				
			The medical education organization must determine the expected final learning outcomes that students must exhibit after completion, regarding:				
19	19	1.4.1	their achievements at a basic level in terms of knowledge, skills and relationships;	+			
20	20	1.4.2	an appropriate foundation for a future career in any branch of medicine and pharmacy;	+			
21	21	1.4.3	their future roles in the sector health care and pharmacy;	+			
22	22	1.4.4	His subsequent postgraduate preparation;	+			
23	23	1.4.5	their commitment to training throughout life;	+			
24	24	1.4.6	health needs public health, needs health systems and others Aspects of social responsibility.	+			

25	25	1.4.7	The medical education organization must ensure that the student fulfills the obligations in relation to doctors, pharmacists, technologists, teachers, patients and their relatives in accordance with Code of Conduct.	+			
			Medical education organization follows:				
26	26	1.4.8	identify and coordinate the relationship of learning outcomes required upon completion with those required in postgraduate learning;	+			
27	27	1.4.9	determine the results involving students in research in medicine;		+		
28	28	1.4.10	emphasize on final results associated with the global health.		+		
			Total	12	16		
		2	EDUCATIONAL PROGRAM				
		2.1	Model of the educational program and teaching methods				
29	1	2.1.1	The medical education organization must determine the educational program, including an integrated model based on disciplines, organ systems, clinical problems and diseases, model based on modular or spiral design.				
30	2	2.1.2	The medical education organization must determine the teaching and learning methods used that stimulate, prepare and support students and ensure the formation students responsibility for their learning process.		+		
31	3	2.1.3	The medical education organization must guarantee what the educational program develops students' ability to learn in throughout life.		+		
32	4	2.1.4	Medical organization education should guarantee what the educational program is implemented in accordance with the principles of equality.	+			
33	5	2.1.5	provide an opportunity elective content (elective disciplines) and find a balance between mandatory and	+			

			elective part of the educational program, including a combination of compulsory elements and electives or special components to choose from.				
		2.2	Scientific method				
			Medical organization education must throughout the program learning to teach students:				
34	6	2.2.1	principles of scientific methodology, including methods of analytical and critical thinking;	+			
35	7	2.2.2	scientific research methods in medicine;	+			
36	8	2.2.3	evidence-based medicine that require corresponding the competence of teachers and will be mandatory part educational program and will involve medical students in conducting or participating in small research projects,	+			
37	9	2.2.4	A medical education organization should include in the educational program elements of fundamental or applied research, including mandatory or elective analytical and experimental research, thereby contributing to the participation in the scientific development of medicine as professionals and colleagues.	+			
			Basic Biomedical Sciences				
			Medical education organization should an educational program define and include:				
38	10	2.3.1	achievement of basic biomedical sciences to form students understanding scientific knowledge;	+			
39	11	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.	+			
40	12	2.3.3	A medical education organization should correct and introduce new achievements in biomedical sciences in the educational program, which are necessary for the formation and development of professional competence in the field of medicine and pharmaceutical practice graduate for:	+			
41	13	2.3.4	scientific, technological and clinical developments;	+			

42	14	2.3.5	current and anticipated needs societies and health systems.	+			
		2.4	Behavioral and social sciences and medical ethics				
43	15	2.4.1	Medical organization education should define and include educational program of achievement:	+			
44	16	2.4.2	behavioral sciences;	+			
45	17	2.4.3	social sciences;	+			
46	18	2.4.4	medical ethics;	+			
47	19	2.4.5	medical jurisprudence, that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditioning of the causes, spread and consequences of medical health problems, as well as knowledge about the national health system and patient rights, which will contribute to the analysis of public health problems, effective communication, acceptance of clinical decision and ethical practices.	+			
			The medical educational organization should correct and introduce new achievements in the educational program of behavioral and social sciences and also medical ethics for:				
48	20		scientific, technological and clinical developments;		+		
49	21		current and anticipated needs societies and health systems;		+		
50	22		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and Skills				
			A medical educational organization must define and implement achievements in the educational program clinical sciences and ensure that students:				
51	23	2.5.1	acquire sufficient knowledge and clinical and professional skills in order to take on the appropriate responsibility, including activities related to health promotion, prevention disease and patient care;		+		
52	24	2.5.2	spend a reasonable portion (one third) of the program in planned contacts with patients, including consideration of the purpose, appropriate		+		

			the number and their sufficiency for learning in the respective clinical / industrial bases;				
53	25	2.5.3	carry out health promotion work and prevention.		+		
54	26	2.5.4	The medical education organization must establish a certain amount of time for training basic clinical / pharmaceutical disciplines.		+		
55	27	2.5.5	Medical education organizations should organize clinical training with appropriate attention to patient safety, including observation of student activities conditions clinical / production bases.		+		
			The medical education organization should adjust and introduce new ones in the educational program advances in clinical sciences for:				
56	28	2.5.6	scientific, technological and clinical developments;		+		
57	29	2.5.7	current and anticipated needs societies and health systems.		+		
58	30	2.5.8	The medical education organization should ensure that each student has early contact with real patients, including his gradual participation in providing assistance to the patient, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in the appropriate clinical / industrial bases.	+			
59	31	2.5.9	The medical education organization should structure the various components of clinical training skills in accordance with a specific stage of the training program.	+			
		2.6	The structure of the educational program, content and duration				
			A medical educational organization must define and implement achievements in the educational program pharmaceutical disciplines and ensure that students:				
60	32	2.6.1	acquire sufficient knowledge and professional skills, including: the basic principles of organizing drug assistance to the population;	+			

			<p>fundamentals of pharmacy economics; marketing management processes in pharmacy, conducting analysis marketing research, basics pharmaceutical management; the basic principles of organizing the technological process of production and manufacture of drugs for extemporal and industrial production of phytopreparations, medical-cosmetic, parapharmaceutical and veterinary drugs, biologically active additives and natural products; basic principles provisions, regulating the quality of medicines;</p> <p>general principles of pharmaceutical analysis, basic methods and techniques for researching the quality of medicines; nomenclature medicinal herbal raw materials, issues of harvesting medicinal plants based on botanical characteristics; basic principles of macro- and microscopic, commodity analysis and standardization of medicinal vegetable raw materials.</p>				
61	33	2.6.2	The medical education organization must ensure that students conduct at least one third of the program in laboratories, on production, with the aim of developing professional practical skills.	+			
62	34	2.6.3	The medical education organization should organize practical training with appropriate attention to the safety of the patient and the consumer of medicines, including monitoring the student's performance actions in the conditions of clinical bases, laboratories and industries.		+		
63	35	2.6.4	The medical educational organization should correct and introduce new achievements in pharmaceutical sciences in the educational program for scientific, technological and clinical developments, as well as current and the expected needs of society and the health system;		+		
64	36	2.6.5	Medical education organization different training components practical skills according to specific stage of the training program.		+		

		2.7	The structure of the educational program, Content and duration				
65	37	2.7.1	The medical education organization must give a description of the content, volume 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 clinical disciplines.	+			
			Medical education organization follows in the educational program:				
66	38	2.7.2	provide horizontal integration related sciences and disciplines;	+			
67	39	2.7.3	ensure vertical integration 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 mandatory and elective parts of the educational program, including a combination of mandatory elements and electives or special components of your choice	+			
69	41	2.7.5	define the relationship from complementary medicine, including non-traditional, traditional or alternative practice		+		
		2.8	Program management				
70	42	2.8.1	The medical education organization must determine the structural unit responsible for educational programs, which is under the management academic leadership that carries responsible and empowered to plan and introducing educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment and evaluation of the educational program and training courses, in order to ensure the achievement of learning outcomes.	+			

71	43	2.8.2	The medical education organization must guarantee the representation from teachers and students in the structural division, responsible for educational programs.		+		
72	44	2.8.3	Medical education organization follows through structural the unit responsible for educational programs to plan and innovate in educational program.	+			
73	45	2.8.4	The medical education organization should include representatives from other relevant stakeholders in the structural subdivisions a medical educational organization responsible for educational programs, including other participants in the educational process, representatives from clinical bases, graduates of medical educational organizations, specialists health care involved in the process training or other teachers of the faculties of the university.	+			
		2.9	Communication with medical practice and health system				
74	46	2.9.1	The medical education organization should provide operational communication between educational program and subsequent stages professional training (internship, specialization, CPD / CME) or practice, which the student will begin after graduation, including the identification of health problems and the determination of the required learning outcomes, clear identifying and describing the elements of the curriculum and their relationships at various stages of preparation and practice, with due regard to local, national, regional and global conditions, and also feedback to / from the health sector participation teachers and students at workteams of specialists in the provision of medical care.	+			
			Medical education organization should ensure that the structural department responsible for educational program:				

75	47	2.9.2	takes into account the peculiarities of the conditions in which graduates have to work and accordingly modify educational program;	+			
76	48	2.9.3	Medical education organization should use results feedback for improvements educational program.		+		
			Total	47	1		
		3.	ASSESSMENT OF STUDENTS				
		3.1	Assessment methods				
			Medical education organization should:				
77	1	3.1.1	have a curriculum program for monitoring processes and outcomes, including routinely collecting data on key aspects of the curriculum to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, and data collection is part of administrative procedures in connection with the admission of students, student assessment and completion of training;		+		
			Medical organization education should install and use mechanisms for evaluating the educational program, which:				
78	2	3.1.2	aimed at educational the program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and using compulsory and elective parts (see Standard "Educational program);	+			
78	3	3.1.3	Focused on student progress;	+			
80	4	3.1.4	identify and address problems that include insufficient achievement of expected learning outcomes, and will involve collecting information on learning outcomes, including identified gaps and problems, and used as feedback for conducting measures and corrective action plans for improvements educational program and training discipline programs;		+		

			Medical education organization should periodicallyspenda comprehensive assessment of the educational program aimed at:				
81	5	3.1.5	on the context of the educational process, which includes the organization and resources, learning environment and culture of the medical education organization;	+			
82	6	3.1.6	on special Components an educational program that includes a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods.	+			
83	7	3.1.7	on overall outcomes that will be measured by the results of national examinationsby licensing, procedure benchmarking, international exams, career choices and the results of postgraduate studies;	+			
84	8	3.1.8	on their social responsibility;	+			
		3.2	Teacher and student feedback				
85	9	3.2.1	The medical education organization should systematically collect, analyze and provide teachers and students with feedback, which includes information about the process and products of the educational program, and also include information about unfair practices or improper behavior of teachers or students with and / orlegal implications		+		
86	10	3.2.2	Medical education organization should useresultsfeedback forimprovements educational program;		+		
		3.3	Academic achievements of students and graduates				
			The medical education organization should analyze the educational achievements of students and graduates regarding:				
87	11	3.3.1	its mission and learning outcomes of the educational program, which includes information on the average length of study, academic performance scores, the frequency of delivery and failure toexams, cases of successful completion		+		

			and expirations, student reports on the conditions of study in the courses taken, on the time spent studying the areas of interest, including elective components, as well as interviews with students in refresher courses, and interviews with students who leaves training program;				
88	12	3.3.2	educationalprogram;		+		
89	13	3.3.3	resourceendowments		+		
			Medical education organizationshould be analyzededucational student achievements in relation to:				
90	14	3.3.4	their prior experience and conditions, including social, economic, cultural conditions;	+			
91	15	3.3.5	level of training moment receipts to medical organization of education.	+			
			The medical education organization should use the analysis of students' academic achievements to provide feedbackstructural units responsible for:				
92	16	3.3.6	selection of students;		+		
93	17	3.3.7	planning of educationalprograms;	+			
94	18	3.3.8	student counseling	+			
			The medical education organization follows for other interested parties, including other representativesof academic andadministrative employees, representatives the public, authorized bodiesby education and health care, professional organizations, as well as those responsible for postgraduate education:				
95	19	3.4.3	grant accessresults course evaluations andeducationalprograms;		+		
96	20	3.4.4	collect and study feedback from them on clinical practice of graduates;		+		
97	21	3.4.5	collect and study feedback from them ontheeducationalprogram.		+		
			Total	10	11		
		4.	STUDENTS				
		4.1	Admissionandselectionpolicy				
			Medicaleducationorganization				

			should:				
98	1	4.1.1	define and implement an admission policy, including a clear statement of the student selection process that includes rationale and selection methods such as high school learning outcomes, other relevant academic experience, others entry exams and interviews, assessment of motivation to become a doctor, including changes in needs related to diversity medical practice;	+			
99	2	4.1.2	have a policy and practice of admitting students with disabilities in accordance with applicable laws and regulations the country's legal documents;	+			
oneh undr ed	3	4.1.3	have a policy and practice transfer of students from other programs and medical educational organizations.	+			
			Medicaleducationorganization follows:				
101	4	4.1.4	to establish the relationship between student selection and the mission of a medical organizationeducation, educational program andthe desired quality of graduates;	+			
102	5	4.1.5	periodically review the admission policy based on relevant information from the public and specialists in order to meet the health needs of the population and society as a whole, including considering the recruitment of students taking into account their gender, ethnicity and language, and the potential need for special admission policies for students from low-income families and national minorities;	+			
103	6	4.1.6	use the system for appealdecisions on admission.	+			
		4.2	Studentrecruitment				
104	7	4.2.1	The medical education organization must determine the number of admitted students in accordance with logistical and opportunities at all stages of education and training, and the decision on the recruitment of students implies the need for regulation nationalstaffingrequirements	+			

			resources of health care, in the case when medical educational organizations do not control the number of students recruited, then they should demonstrate their obligations by explaining of all relationships, paying attention to the consequences of decisions made (imbalance between student recruitment and logistical and academic potential of the university).				
105	8	4.2.2	The medical education organization should periodically consider the number and contingent of admitted students in the process of consultation with the relevant stakeholders responsible behind planning and development of human resources in the health sector, also with experts and organizations on global aspects of human resources for health (such as inadequacy and uneven distribution of human resources for health, migration of doctors, opening of new medical schools) and regulate to meet the needs of public health and society as a whole.	+			
		4.3	Consulting and support students				
			Medical education organizations should:				
106	9	4.3.1	have a system of academic counseling for their students, which includes issues related to the selection of electives, preparation for residency, planning a professional career, the appointment of academic mentors (mentors) for individual students or small groups of students;		+		
107	10	4.3.2	offer a student support program focused on social, financial and personal needs, which includes support in connection with social and personal problems and events, health and financial issues, access to health care, immunization programs and medical insurance and financial services assistance in the form of material assistance,	+			

			scholarships and loans;				
108	11	4.3.3	allocate resources to support students;	+			
109	12	4.3.4	to provide confidentiality regarding counseling and support.	+			
			Medical education organizations should provide consulting, which:				
110	13	4.3.5	based on monitoring student progress and addresses the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
111	14	4.3.6	includes consulting and planning professional career.	+			
		4.4	Student representation				
112	15	4.4.1	offer a student support program focused on social, financial and personal needs, which includes support in connection with social and personal problems and events, health and financial issues, access to health care, immunization programs and medical insurance and financial services assistance in the form of material assistance, scholarships and loans.	+			
113	16	4.4.2	The medical education organization should provide assistance and support to student activities and student organizations, including the provision of technical and financial support for student organizations.	+			
			Total	14	2		
		5.	STANDARD "STUDENT ASSESSMENT"				
		5.1	Assessment methods				
			Medical education organization should:				
114	1	5.1.1	identify, endorse and publish the principles, methods and practices used to assess students, including the number of exams and other tests, maintaining a balance between written and oral examinations, using method evaluations based on criteria and	+			

			reasoning, and special exams (OSKE or Mini-Clinical Exam), as well as determine the criteria for establishing passing points, grades and the number of retakes allowed;				
115	2	5.1.2	ensure that the assessment covers knowledge, skills and attitudes;	+			
116	3	5.1.3	use a wide range of assessment methods and formats depending on their "usefulness assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of methods and formatestimates.	+			
117	4	5.1.4	ensure that methods and results assessments avoid conflicts of interest;	+			
118	5	5.1.5	ensure that the process and methods of assessment are open(available) for examination by external experts	+			
			Medical education organization follows:				
119	6	5.1.6	document and evaluate the reliability and validity of assessment methods, which requires an appropriate process ensuring the quality of existing assessment practices;	+			
120	7	5.1.7	introduce new assessment methods in compliance with the need;		+		
121	8	5.1.8	use the system for appeal evaluation results.		+		
		5.2	Relationship between assessment and learning				
		5.2.1	The medical education organization should use the principles, methods and practice of assessment, including the educational achievements of students and assessment knowledge, skills, professional values of relationships that:				
122	9		- clearly comparable to teaching methods, teaching and learning outcomes;	+			
123	10		- ensure that students achieve final learning outcomes;	+			
124	11		- promote learning	+			
125	12		- provide an appropriate balance between formative and summative assessment to guide learning and assess the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the evaluation process.	+			
			Medical education organization follows:				

126	13	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 educational programs;		+		
127	14	5.2.3	ensure that feedback is provided to students based on results estimates.		+		
128	15	5.3	The medical education organization should direct the updating process towards the development of assessment principles, and methods of conducting and the number of examinations in accordance with the changes in learning outcomes and teaching and learning methods.	+			
			Total:	11	4		
		6.	STANDARD "ACADEMIC STAFF / TEACHERS "				
		6.1	Selection and recruitment policy				
			Medical organization education must define and implement a policy selection and hiring of employees, which:				
129	1	6.1.1	defines them category, responsibility and balance of academic staff / faculty basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including due the ratio between medical and non-medical teachers, teachers, working full-time and part-time and the balance between academic and non-academic staff;	+			
130	2	6.1.2	contains criteria for the scientific, pedagogical and clinical merit of applicants, including the should between pedagogical, scientific and clinical qualifications;		+		
131	3	6.1.3	defines and monitors responsibilities academic staff / teachers basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
			Medical education organization				

			should take into account in its policy on the selection and admission of employees such criteria like:				
132	4	6.1.4	relation to their mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical education organization and educational program;	+			
133	5	6.1.5	economic opportunities that take into account the institutional conditions for financing staff and efficient use of resources.		+		
		6.2	Development Policy activity employees				
			The medical education organization must determine and implement a policy for the activities and development of employees, which:				
134	6	6.2.1	allows you to maintain a balance between teaching, scientific and service functions, which include the establishment of time for each type of activity, taking into account the needs of the medical education organization and professional qualification teachers;	+			
135	7	6.2.2	guarantees recognition of the merit of academic activity, from appropriate emphasis on the pedagogical, research and clinical qualifications and carried out in the form of awards, promotions and / or remuneration;	+			
136	8	6.2.3	ensures that clinical activities and research are used in teaching and learning;	+			
137	9	6.2.4	guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration;	+			
138	10	6.2.5	includes training, development, support and evaluation of the performance of teachers, which involves all teachers, not only newly recruited, but also teachers recruited from hospitals and clinics, laboratories, pharmacies,		+		

			pharmaceutical production, pharmaceutical companies.				
			Medical education organization follows:				
139	11	6.2.6	take into account the teacher-student ratio depending on the various components educational programs;	+			
140	12	6.2.7	develop and implement a policy promotion of employees.		+		
			Total	7	5		
		7.	EDUCATIONAL RESOURCES				
		7.1	Material and technical base				
			Medical education organization should:				
141	1	7.1.1	have a sufficient material and technical base for teachers and students, allowing to ensure adequate implementation of educational programs;		+		
142	2	7.1.2	provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with the rules safety 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 correspond to the development in training practice.		+		
		7.2	Resources for the clinical / training				
			The medical education organization must provide the necessary resources for the acquisition of students adequate clinical experience, including sufficient:				
143	4	7.2.1	number and categories of patients;		+		
144	5	7.2.2	quantity and categories clinical / industrial bases, which include clinics (for the provision of primary, specialized and highly specialized care), outpatient and polyclinic services (including PHC), primary health care facilities, health centers and other institutions medical care population, as well as clinical skills centers / laboratories, research centers, laboratories, manufacturing, pharmaceutical skills development centers that allow spend		+		

		clinical training, using the capabilities of clinical sites and ensure rotation in the main clinical the main pharmaceutical disciplines;				
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145	6	7.2.3	observation of clinical / industrial practice of students.	+			
146	7	7.2.4	Medical education organization should study and evaluate, adapt and improve the resources for clinical training in order to comply with the needs of the population served, which will include suitability and quality for clinical training programs regarding clinical sites, equipment, number and category of patients and clinical practice, supervision as a supervisor, and administration.		+		
		7.3	Information Technology				
147	8	7.3.1	The medical education organization must determine and implement a policy that is aimed at effective use and appraisal of relevant information and communication technologies in educational program.		+		
			The medical education organization should provide teachers and students with opportunities for use of information and communication technologies:	+			
148	9	7.3.2	for self-study	+			
149	10	7.3.3	access to information;	+			
150	11	7.3.4	patient management;		+		
151	12	7.3.5	work in the health care system;	+			
152	13	7.3.6	The medical education organization should provide students with access to relevant patient data and information systems in health care.		+		
		7.4	Research in field of medicine and Scientific achievements				
			Medical education organization should:				
153	14	7.4.1	Have research activities in the field of medicine and scientific achievements as a basis for educational programs;		+		

154	15	7.4.2	define and implement policies that promote the linkages between researchandeducation		+		
155	16	7.4.3	provide information on the research base and priority areas in the field of scientific research of medical education organization.		+		
			Medical education organization it should be ensured that the interrelation between scientific researchandeducation:				
156	17	7.4.4	use of medical scienceresearch as a basisfor curriculum;		+		
157	18	7.4.5	taken into account in teaching;		+		
158	19	7.4.6	encourages and prepares students to participate in scientific research inareasmedicine and their development		+		
159	20	6.4.5	taken into account in teaching;		+		
160	21	6.4.6	encourages and prepares students to participate in scientific research inareasmedicine and their development.		+		
		7.5	Expertise in Education				
			Medical education organization should:				
161	22	7.5.1	have access to educational expertise where appropriate and conduct expertise that examines the processes, practices and issues of medical education and can involve physicians with research experience inmedical education, psychologists and sociologists in the field of education,which provided by the department for the development of medical education of the university or the involvement of experts from othernational and international institutions		+		
			Medical organizationeducation must define and implement a policyon the use of expertise in the field of education:	+			
162	23	7.5.2	in the development of educational programs;	+			
163	24	7.5.3	in developing teaching methods and assessment of knowledge and skills.	+			
			Medicaleducationorganization				

			follows:				
164	25	7.5.4	Imagine evidence using internal or external expertise in medical education to develop capacity employees;		+		
165	26	7.5.5	pay due attention to the development of expertise in education assessment and research in medical education as discipline, including the study of theoretical, practical and social issues in medical education;		+		
166	27	7.5.6	to promote the desire and interest of employees in research in medical education.		+		
		7.6	Exchange in education				
			Medical organization education must define and implement a policy for:				
167	28	7.6.1	cooperation at the national and international levels with other medical universities, schools of public health care, faculties of dentistry, pharmacy and other faculties of universities;		+		
168	29	7.6.2	transfer and offset of educational loans, which includes consideration of the scope of the educational program that 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 active coordination of programs between universities and the use of a transparent system of credit units and flexible requirements courses.	+			
			Medical education organization follows:				
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 exchanges are organized in accordance with the objectives, taking into account the needs of staff, students, and in an ethical manner principles.	+			
			Total	9	22		

		8.	MANAGEMENT ADMINISTRATION				
		8.1	Control				
171	1	8.1.1	The medical education organization must determine the management structures and functions, including their relationship with the university, if the medical education organization is a part or branch university.	+			
			A medical educational organization should define structural units in its management structures with the establishment of the responsibility of each structural subdivisions and include in their composition:				
172	2	8.1.2	representatives of academic employees;	+			
173	3	8.1.3	students;		+		
174	4	8.1.4	other stakeholders including representatives of ministries of education and health care, sectors of health care and the public.		+		
175	5	8.1.5	The medical education organization should ensure the transparency of the management system and the decisions made that are published in bulletins, posted on the website of the university, included in the protocols for familiarization and execution.	+			
		8.2	Academic leadership				
176	6	8.2.1	The medical education organization must clearly define the responsibility of the academic leadership in relation to the development and management of educational program.	+			
177	7	8.2.2	The medical education organization should periodically assess the academic leadership regarding the achievement of their mission and final learning outcomes.		+		
		8.3	Budget for training and allocation of resources				
			Medical education organizations should:				
178	8	8.3.1	have clear terms of reference and authority for securing educational program resources, including targeted training budget;		+		
179	9	8.3.2	allocate resources necessary for implementation of the educational program		+		

			and allocate educational resources according to their needs.				
180	10	8.3.3	The financing system of a medical educational organization should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, delineation and independence of all levels of budgets.		+		
			Medical education organization follows:				
181	11	8.3.4	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve final learning outcomes;		+		
182	12	8.3.5	when allocating resources, take into account scientific advances in medicine and health problems societies and their needs.		+		
		8.4	Administrative staff and management				
			The medical education organization must have the appropriate administrative staff, including their quantity and composition in accordance with qualifications in order to:				
183	13	8.4.1	ensure the introduction of educational programs of relevant species activities;	+			
184	14	8.4.2	ensure proper management and resource allocation.	+			
185	15	8.4.3	Medical education organization should develop and implement an internal program for quality management, including consideration of needs for improvement, and conduct regular management review and analysis.	+			
		8.5	Sector Interaction healthcare				
186	16	8.5.1	The medical education organization must have constructive interaction with sector health care, with the related health sectors of society and government, including the exchange of information, collaboration and initiatives of the organization that promote securing qualified doctors in accordance with the needs of the community.	+			
187	17	8.5.2	Medical education organization	+			

			cooperation with partners in the health sector should be formalized, which includes the conclusion of formal agreements defining the content and forms of cooperation and / or the conclusion of a joint contract and the creation of a coordination committee, and holding joint events.				
			Total	9	8		
		9	CONSTANT UPDATE				
			Medical education organization should, as a dynamic and socially responsible institution:				
188	1	9.1.1	initiate procedures for regular review and revision of content, results / competence, assessment and learning environment, structure and function, document and correct deficiencies;	+			
189	2	9.1.2	revisestructuresandfunctions		+		
190	3	9.1.3	allocate resources for a continuousimprovements.		+		
			Medicaleducationorganizationfollows:				
191	4	9.1.4	base the update process on prospective studies and analyzes and on the results of your own research, assessment and medical literature education;		+		
192	5	9.1.5	ensure that the renewal and restructuring process results in a revision of its policies and practices in line with past experience, current activities and future prospects; guide the renewal processto the following questions:	+			
193	6	9.1.6	Adapting the mission statement and outcomes to scientific, socio-economic and cultural developmentofsociety.	+			
194	7	9.1.7	Modification of the final learning outcomes of graduates in accordance with the documentedneeds a postgraduate training environment that includes clinical skills, public health training, and participation in patient care, in line with the responsibilities of postgraduate the end of the MOO.	+			
195	8	9.1.8	Adaptation of the educational programs and methodological approaches to ensure that they are relevant and appropriate and takes into account current theories in education, adult learning methodology, principles of activelearning.	+			

196	9	9.1.9	Adjustment of the elements of the educational program and their relationship in in line with advances in biomedical,behavioral, social and clinical sciences, with changes in demographic situation and condition health/structure population morbidity and socio-economic and cultural conditions, and the adjustment process will ensure that new relevant knowledge, concepts and methods are incorporated, andexclusion of obsolete.	+			
197	10	9.1.10	Development of assessment principles, and methods of conducting and the number of examinations in accordance with changes in the finallearning outcomes and teaching and learning methods.	+			
198	11	9.1.11	Adapting student recruitment policies and student selection methods to meet changing expectationsand circumstances, human resource requirements, changes in the system pre-university education and the needs of the educational program.	+			
199	12	9.1.12	Adaptation of the recruitment and formation policy of the academic staff in accordance withchanging needs.	+			
200	13	9.1.13	Updating educational resources in accordance with changing needs, such as enrollment, number and profile of academicemployees,educational program.	+			
201	14	9.1.14	Improving the monitoring process evaluation of the educational program.	+			
202	15	9.1.15	Improving the organizational structure and management principles to ensure effective performance in the face of changing circumstances and needs, and, in the long term, to meet the interests of various stakeholdergroups.	+			
			Total	12	3		
			TOTAL IN GENERAL	111	78		

Appendix 2. PROGRAM OF VISIT TO THE EDUCATION ORGANIZATION

Appendix 3. RESULTS OF THE QUESTIONNAIRE OF TEACHERS

Appendix 4. RESULTS OF STUDENT QUESTIONNAIRE