



«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 on the assessment for compliance with the requirements of institutional accreditation standards Republican state enterprise on the right economic management "West Kazakhstan Marat Ospanov State Medical University" of the Ministry of Health of the Republic of Kazakhstan

in the period from 26-28 March 2019

INDEPENDENT ACCREDITATION AND RATING AGENCY

External expert commission

***Addressed to the
IAAR Accreditation
Council***

REPORT

on the results of the work of the external expert commission on the assessment for compliance with the requirements of institutional accreditation standards Republican state enterprise on the right

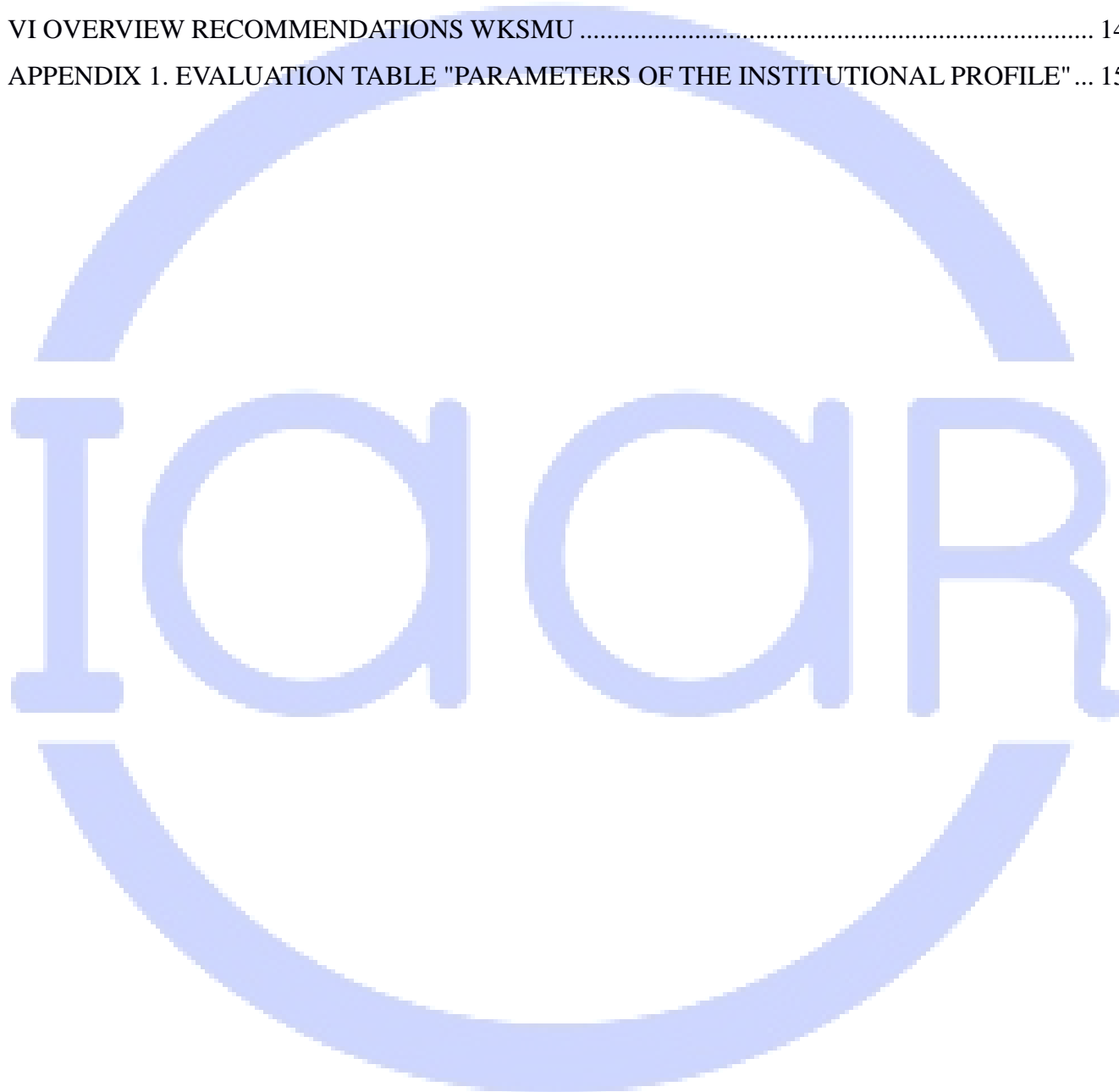
economic management "West Kazakhstan Marat Ospanov State Medical University" of the Ministry of Health of the Republic of Kazakhstan

in the period from 26-28 March 2019

Aktobe, 2019

CONTENT

I LIST OF SYMBOLS AND ABBREVIATIONS	4
II INTRODUCTION	6
III PRESENTATION OF «MARAT OSPANOV WKSMU»	7
IV DESCRIPTION OF THE VEC VISIT	9
V OVERVIEW OF STRENGTHS OF WKSMU.....	13
VI OVERVIEW RECOMMENDATIONS WKSMU	14
APPENDIX 1. EVALUATION TABLE "PARAMETERS OF THE INSTITUTIONAL PROFILE" ...	15



I LIST OF SYMBOLS AND ABBREVIATIONS

ASMI - Aqtobe State Medical Institute
ASMA - Aqtobe State Medical Academy
AC - Academic Committees
AC - Academic Council
ASTEP - Automated System for Testing the Educational Process
SAC - State Attestation Commission
SCES RK - State Compulsory Education Standard of the Republic of Kazakhstan
DAW - Department of Academic Work
DAPW - Department of Administrative and Personnel Work
DOIR - Dean's office of Internship and Residency
DCW - Department of Clinical Work
DSW - Department of Scientific Work
DPE IC - Department of Postgraduate Education and International Cooperation
DSD QM - Department of Strategic Development and Quality Management
DEF - Department of Economics and Finance
DO PW - Department for Operational and Personnel Work
UNT - Unified National Testing
WKSMU - West Kazakhstan State Medical University
FSA - Final State Attestation
IL - Instruction Letter
FMC - Family Medicine Clinic
CTA - Comprehensive Testing of Applicants
MPI - Medical and Preventive Institution
MH RK - Ministry of Health of the Republic of Kazakhstan
MES RK - Ministry of Education and Science of the Republic of Kazakhstan
IS QMS - International Standard "Quality Management System"
MC - Medical Center
SML - Scientific Medical Library
RW - Research Work
SRW - Student Research Work
SPC - Scientific and Practical Center
STP - Scientific and Technical Program
OSCE - Objective Structured Clinical Exam
DCEPHC - Department of Continuing Education with Public Health Course
DICAM - Department of International Cooperation and Academic Mobility
DSAW - Department of Scientific and Analytical work
DMSIA - Department of Management of Scientific and Innovation Activities
DYA - Department for Youth Affairs
DPE - Department of Postgraduate Education
QMSD - Quality Management System Department
DSPS - Department of Social and Psychological Support
SPD - Strategic Partnerships Division
DSD - Department of Strategic Development
RofZKSMU - Regulations of ZKSMU
ISC - Intermediate State Control
PBL - Problem-Based Learning
F - Faculty
PRO WKSMU - Procedure WKSMU
FBM - Full Business Management

RSE - Republican State Enterprise
PSTM - Problem-Situational Teaching Method
QMS - Quality Management System
SSS - Student Scientific Society
SIW - Student Independent Work
SIWT - Student Independent Work under the guidance of a Teacher
COL - Command-Oriented Learning
MC - Model Curriculum
SERW - Student Educational Research Work
EMCD - Educational-Methodical Complex of the Discipline
CFMRPC - Center for Family Medicine and Research in Primary Care
CPS - Center of Practical Skills
CCPD - Center for Continuous Professional Development



II INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating No. 22-19-OD dated 01.03.2019 from March 26-28 2019, at the RSE on the FEM "Marat Ospanov West Kazakhstan State Medical University" of the Ministry of Health of the Republic of Kazakhstan, an external expert commission assessed the compliance of the university with the requirements of the IAAR institutional accreditation standards (No. 68-18 / 1-OD of 25 February 2017, first edition).

The report of the external expert commission (EEC) contains an assessment of the university's activities within the framework of the institutional accreditation of the university to the standards and criteria of the IARA, recommendations of the EEC on further improving the parameters of the institutional profile.

EEC composition:

- 1. Commission Chairman** - Omarkulov Bauyrzhan Kadenovich, Candidate of Medical Sciences, Associate Professor, Karaganda State Medical University (Karaganda);
- 2. Foreign expert** - Vasilkova Tatyana Nikolaevna, MD, DSc, Associate Professor, Tyumen State Medical University (Tyumen, RF);
- 3. Expert** - Beisebayeva Ulzhan Tursunkulovna, Candidate of Medical Sciences, Associate Professor, Kazakh National Medical University. S. D. Asfendiyarov (Almaty);
- 4. Expert** - Aimbetova Gulshara Ergazyevna, Candidate of Medical Sciences, Associate Professor, Kazakh National Medical University. S. D. Asfendiyarov (Almaty);
- 5. Employer** - Nugmanov Amandyk Bektursynovich, GKP on REM "City polyclinic No. 3" of the city of Aktobe (Aktobe);
- 6. Employer** - Sania Ualiyevna Aimagambetova, Medical Center "Medicare Ilek", Aktobe (Aktobe);
- 7. Student** - Tursintay Alizhan Galiuly, 4-year student of the specialty "General Medicine", JSC "Astana Medical University" (Astana);
- 8. Observer from the Agency** - Aimurzieva Aigerim Urinbaevna, Head of Medical Projects of the Agency (Astana);

III PRESENTATION of «Marat Ospanov WKSMU»

West Kazakhstan State Medical University named after Marat Ospanov (WKSMU named after Marat Ospanov) is a large educational, medical, research, diagnostic and cultural center of the western region of the Republic of Kazakhstan.

The university was founded in 1957 as the Aktobe State Medical Institute. In 1997, the university was reorganized into the Aktobe State Medical Academy, in 2000 - into the West Kazakhstan State Medical Academy named after Marat Ospanov, in 2009 - at the Republican State Enterprise "West Kazakhstan State Medical University named after Marat Ospanov", in 2012. - in the republican state enterprise on the right of economic management " WKSMU n.a. Marat Ospanov "of the Ministry of Health of the Republic of Kazakhstan, in 2019 - non-profit joint stock company" WKMU named after Marat Ospanov ".

The main activity is - educational activity. State license for engaging in educational activities No.KZ44LAA00009400 dated 06/02/2017. A total of 25 educational programs are being implemented, including 15 in the specialties of residency. In addition, the university has a license to practice medicine. License for medical practice No. 17021052 dated 13.12.2017

ZKMU named after Marat Ospanov has 3 own accredited clinics that provide highly specialized medical care in the field of cardiology, cardiac surgery, oncology, surgical service.

Mission of the university is training on the basis of the trinity of education, science and clinics of highly qualified medical personnel in demand in the domestic and international labor markets.

The goals and objectives of the University for the implementation of the mission correspond to the available human, educational, financial, informational, infrastructural, material and technical resources.

To implement the medical educational strategy, the university sets itself the following goals:

1. Ensuring the quality of educational services through the modernization of the educational program in accordance with the best international standards, including through a strategic partnership with Poznan Medical University. K. Marchinkovsky and leading foreign medical schools and universities.

2. Development of joint educational programs, postdoctoral programs with leading foreign medical schools and universities.

3. Creation of an integrated academic medical center by combining the educational potential of the University and the infrastructure of the Aktobe Medical Center with the possibility of attracting the best practical healthcare personnel to the educational process, the development of medical tourism and the provision of HTMU.

4. Expansion of the market for medical educational services through the internationalization of education, the export of educational services, the admission of foreign students for training, the development of academic mobility of teachers and students in the best medical universities in the near and far abroad.

5. Development of students' skills in scientific research, wide involvement of students in grant research projects, support of the student scientific society.

6. Promotion of evidence-based medicine (EBM) principles in medical education and health care system; creation of a sustainable system for the development, implementation and monitoring of clinical guidelines and clinical protocols and information support for the medical technology assessment process; regular revision of curricula on the basics of EBM in medical and pharmaceutical education at clinical and non-clinical departments.

7. Implementation of postgraduate education programs: residency, training of scientific and pedagogical personnel in magistracy and PhD-doctoral studies.

8. Creation of a modern infrastructure of the University, widespread introduction of information systems, the use of social networks, a distance component (e-learning) for self-study.

9. Creation of an effective university management system. Implementation of corporate and project management, electronic document management, digitalization of business processes.

10. Improving the quality of medical services provided by the University, effective management of its own clinics, digitalization of the system for providing medical services.

11. Creation of an effective model of social partnership based on the development and implementation of cooperation programs of the University with alumni, professional communities, creation of an endowment fund.

This strategy will provide:

- equal access of students to the best educational resources and technologies;
- improving the quality of clinical training of graduates;
- ensuring the functioning of the learning system throughout life;
- obtaining a high level of education quality that meets the needs of the new economy, the tasks of the country's industrial development by improving educational programs for compliance with international standards, developing new programs together with foreign partners, training programs in English, opening new specialties (including the specialty "IT in medicine"), issuance of a supplement to the Diploma Supplement;
- The formation of an active civil position, social responsibility, a sense of patriotism, high moral and leadership qualities.

In 2006 the university's activities were certified by the Certification Association "Russian Register" for compliance with the requirements of the international standard ISO 9001: 2000. The effective functioning of the quality management system of the university is confirmed by the results of annual inspection and recertification (2009, 2012, 2015, and 2018) audits for compliance with the requirements of IS ISO 9001: 2015 in relation to:

- educational activities in the field of training specialists with higher and postgraduate professional education;
- additional professional education in the field of advanced training and retraining of personnel with higher and secondary medical and pharmaceutical education;
- military training of university students;
- medical activities, including preventive, advisory, diagnostic, treatment, rehabilitation;
- functional and applied research developments in the field of theoretical, experimental and clinical medicine.

The university has passed a recertification audit of the University QMS for compliance with the requirements of MS ISO 9001: 2015.

In the national ranking of the demand for universities in the Republic of Kazakhstan – 2018 held by the Independent Agency for Accreditation and Rating, the University entered the TOP-20 universities of Kazakhstan, and among the participants in medical universities it took 1st place.

The University took 1st place in the ranking in the specialties "General Medicine" and "Dentistry", 2nd place in the specialties "Nursing", "Public Health", "Pharmacy" according to the results of the rating of the accreditation agency NKAOKO.

In the ranking of scientific and innovative activities, the university has risen from 6th place in 2016 to 4th place in 2017.

Table 1- The results of the rating of educational programs of specialties of higher and postgraduate education WKSMU named after Marat Ospanov according to the Independent Agency for Accreditation and Rating (IAAR):

P/ p No.	Specialties	Occupied place		
		2016	2017	2018
1.	Undergraduate:			
	5B110400 "Medical and preventive work"	1	2	-
	5B130200 "Dentistry"	3	2	2
	5B110100 "Nursing"	1	2	1
	5B110200 "Public Health"	3	3	2
	5B130100 "General Medicine"	3	3	1
	5V 110300 "Pharmacy"	-	3	2

2.	Master's degree:			
	6M110100 "Medicine"	3	2	1
	6M110500 "Medical and preventive work"	3	3	1
	6M110200 "Public Health"			
	6M 110300 "Nursing"	-	-	1
		3	3	-
3.	Doctorate:			
	6D110100 "Medicine"	-	-	2
	6D110200 "Public Health"	-	3	2

In 2014 the university successfully passed institutional accreditation in the Independent Agency for Accreditation and Rating (IAAR) with international participation.

In 2014, the university's clinical bases passed state accreditation for compliance with accreditation standards in the field of healthcare.

In 2016, the university passed the specialized accreditation of the IAAR for all 19 educational programs for a period of 5 years in the following specialties:

- bachelor's degree (6) - general medicine, dentistry, preventive medicine, public health, pharmacy, nursing;
- magistracy (3) - public health, preventive medicine, medicine;
- doctoral studies (2) - public health, medicine;
- residency (15) -obstetrics and gynecology, including children; anesthesiology and resuscitation, including children's; gastroenterology, including children; cardiology, including children's; neuropathology, including children; neonatology "; oncology"; otorhinolaryngology, including children; pediatrics "; endocrinology, including children's; children's surgery"; cardiac surgery, including children's "; clinical pharmacology"; neurosurgery, including children's "; urology and andrology, including children"; maxillofacial surgery, including pediatric surgery;

The University has extensive academic ties with leading foreign universities.

The university cooperates with the Association for Medical Education in Europe (AMEE), is included in the directory of medical schools of the World Health Organization (World Directory of Medical Schools, WHO), in the International Handbook of Universities, UNESCO, the Association of Medical Schools in Europe (AMSE).

Research work (RW) is carried out in 3 scientific areas:

- research in clinical medicine;
- research in theoretical and experimental medicine;
- Research on psychological, pedagogical and complex problems of social sciences. An intra-university grant is allocated.

International cooperation and academic mobility is one of the most important areas of activity university. In order to increase the competitiveness of the research and the graduation of international-class specialists, the university actively cooperates with foreign universities and research centers. Cooperation agreements and memorandums of relations have been concluded with 43 domestic and foreign medical universities. As a result of cooperation, the academic mobility program is being successfully implemented.

IV DESCRIPTION OF THE VEC VISIT

External expert commission visit (EEC) in WKMU named after Marat Ospanov was organized from 26 to 28 March 2019 in accordance with the program agreed with the chairman of the EEC, candidate of medical sciences, associated Prof. Omarkulov B.K. and approved by the rector of the university, MD, prof. Bekmukhambetov E.Zh.

In accordance with the requirements of the standards, the program of the visit covered meetings with the rector, vice-rectors, heads of structural divisions, deans, heads of departments of the university, teachers, students, alumni, employers and employees from various departments, interviews and questionnaires of teachers and students. A total of 480 people took part in the meetings (Table 1).

Table 2. Information about employees and students who took part in the meetings with the EEC of the IAAR

Participant category	amount
Rector	1
Vice-rector	2
Chief of staff rector	1
Rector's advisor	1
Scientific Secretary	1
Directors of departments, institutes, centers, structural divisions	11
Deans, heads of services and heads of departments	29
Heads of departments	30
Teachers	60
Students, undergraduates, doctoral students	279
Graduates	40
Employers	25
Total	480

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

All materials requested by the commission were provided in a timely manner and in full. In order to obtain objective information on the assessment of the university's activities, 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 staff of WKMU named after Marat Ospanov, 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 March 26 2019 a preliminary meeting of the IAAREEC members took place. During the organizational meeting, the visit program was clarified, the responsibility of the EEC members was distributed. Two main subgroups of the EEC members were identified, this division is due to the large volume of work of the EEC and the need to visit all the main structural units of the university, its own clinics and departments that implement the accredited educational program of the magistracy of the specialty 6M110300 "Nursing" A brief review of reports on institutional and primary specialized self-assessment of WKMU named after Marat Ospanova. Key issues discussed, additional information identified,

In accordance with the visit program, on **March 26**, the EEC members met with the university administration, vice-rectors, deans of the faculties of general medicine; dentistry, pharmacy, nursing and public health; internships and residencies, heads of structural divisions (Departments), heads of academic committees, employers and teachers, followed by a questionnaire.

Visited the anatomical museum of the department of normal and topographic anatomy and the selection committee.

During the visit to the main divisions of WKSMU, the staff presented presentations and answered questions from the experts of the EEC.

March 27 EEC visited the Departments for administrative and personnel work; academic work; for scientific work, a center for family medicine and research in primary care, a scientific and medical library, a center for continuous professional development, military sports and physical culture and sports complexes; departments for youth affairs and socio-psychological support; hostel No. 5; a meeting with foreign students took place; with interns, residents, undergraduates, doctoral students; graduates, interviews with students were conducted, followed by a questionnaire;

March 28 - day 3 EEC meetings were scheduled within the framework of the procedure for the primary specialized accreditation of the educational program 6M110300 "Nursing".

Visit to the Department of Postgraduate Education and International Cooperation. Presentations

were made on the activities of this department and interviews were held with the head of the Department of Postgraduate Education and International Cooperation Bermagambetova S.K; with the Dean of the Faculty of Dentistry, Pharmacy, Nursing and Public Health Sultanova G.D., with the heads of the departments of public health and health care Ermukhanova L.S; propedeutics of internal diseases and clinical pharmacology Veklenko G.V. on questions:

- mission and learning outcomes;
- policies and criteria for admission to graduate programs;
- models of the educational program, methods and structure of training;
- management of the master's program and continuous improvement;
- research environment and educational resources;
- scientific leadership;
- management and administration;
- continuous improvement.

During the meeting, the Department of Postgraduate Education and International Cooperation provided information on educational programs conducted in the magistracy and doctoral studies in all specialties of the university and on the contingent of students, 38 undergraduates study in the magistracy and 21 doctoral students in doctoral studies.

The department presented the NLA on recruitment and training in the magistracy. The head of the department showed the structure of the master's educational program, the level of academic performance (GPA) of students in the context of courses and specialties. The members of the accreditation commission were familiarized with the program of foreign scientific internships for undergraduates, about the active participation of magistrates in international and republican conferences. Information on international cooperation with other universities was also provided; agreements were concluded with 56 universities from 16 countries. The department and departments involved in the implementation of educational master's programs are actively involved in the international and academic activities of the university. In addition to this, the university is interested in the professional growth of the teaching staff. Teachers undergo professional development and internships on a regular basis. For 3 years, according to the visiting professor program, 96 professors from Russia, Kyrgyzstan, Lithuania, Great Britain, the United Arab Emirates, India, The Arab Republic of Kuwait, Poland and the USA. Presented are the development prospects, accreditation of the Master's degree program "Nursing", the implementation of joint scientific research, educational programs and Erasmus+ projects with foreign partners, the involvement of the teaching staff of the strategic partner university as scientific leaders for research within the Master's and PhD programs, the opening of double-diploma educational Master's programs, the opening of the Master's program "Biomedicine", to introduce elective disciplines taught in Master's and PhD-doctoral studies in English, the introduction of distance learning in Master's programs.

For the work of the EEC, comfortable conditions were created; access to all necessary information resources was organized. The Commission notes the high level of corporate culture of WKMU, the 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 March 28, 2019.

The commission attended practical classes in the disciplines "Normal physiology", "Anatomy", "Histology", "Pathological anatomy", "Pathological physiology". The analysis of the attended classes showed that the teachers use the developed calendar-thematic plans, approved work programs and UCMD.

Visited the university's own clinics: Medical Center and Family Medicine Clinic; a center for practical skills and a scientific and practical center located at the bases of the university's own clinics. When visiting the Department of Oncology and Visual Diagnostics of the MC, the head of the department spoke about the work of the department: staffing, equipment, medical care for cancer patients in oncological, chemotherapy, radiological departments and the department of palliative care. On the Department of Surgical Profile, Internship and Postgraduate Training with a Course in Traumatology head B.S. Zhakiev presented information on the peculiarities of the department's work, its equipment and equipment, spoke about the achievements in the field organ transplants by university surgeons, as well as successful transplants liver in the framework of an international medical symposium with the participation of surgeons from South Korea. The EEC members noted that practical training at the CPC is conducted using simulation technologies, since the

center is equipped with training dummies, dummies and simulators, high-tech simulators with special computer programs.

While visiting the Aktobe Medical Center clinical bases and the Regional Children's Hospital, the management noted close cooperation with the university, in particular with the departments based in these organizations in the clinical training of students and during industrial practice.

Thus, the commission visited all the university's own clinical sites, most of which are accredited. All clinics of the university, 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 university's own clinical facilities with regulatory requirements is analyzed based on the results of internal and external audits.

Visited the Department of Postgraduate Education and International Cooperation. Presentations were presented and interviews were conducted with the head of the Department of Postgraduate Education and International Cooperation Bermagambetova S.K. ; with the Dean of the Faculty of Dentistry, Pharmacy, Nursing and Public Health Sultanova S.D., with the heads of the departments of public health and health care Ermukhanova L.S; propedeutics of internal diseases and clinical pharmacology Veklenko G.V. on questions:

- missions of learning outcomes;
- policies and criteria for admission to graduate programs;
- models of the educational program, teaching methods and structure;
- Master's program management and continuous improvement.

In accordance with the accreditation procedure, an on-line survey of teachers and students was carried out: students, interns, undergraduates, doctoral students and residents. According to the results of a survey of teachers, in which 57 people took part, it was revealed that 95% of respondents noted that they are satisfied with the content of the educational program. 95% noted that the university provides an opportunity for the continuous development of the potential of teachers, and more than 96% can actively apply their own teaching methods in the educational process. All respondents pointed out that the library has the necessary scientific and educational literature. 96.8% of teachers who participated in the survey believe that the university has ensured the safety of work. The majority of respondents (98%) 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 positively to all 65 questions of the questionnaire and believe that this is an actively developing university with great growth opportunities and conditions for both teachers and staff, and for students. At the same time, a number of respondents (50%) face problems - lack of classrooms, infrequent involvement of practitioners in training (31%). In general, the overwhelming majority of respondents answered positively to all 65 questions of the questionnaire and believe that this is an actively developing university with great growth opportunities and conditions for both teachers and staff, and for students. At the same time, a number of respondents (50%) face problems - lack of classrooms, infrequent involvement of practitioners in training (31%). In general, the overwhelming majority of respondents answered positively to all 65 questions of the questionnaire and believe that this is an actively developing university with great growth opportunities and conditions for both teachers and staff, and for students. At the same time, a number of respondents (50%) face problems - lack of classrooms, infrequent involvement of practitioners in training (31%).

A survey of 48 students was carried out, while 83% were students of the specialty OM, 4.2% - dentistry, pharmacy, public health, 12.5% - residencies, interns. According to the survey results, 100% are satisfied with the relationship with the dean's office, more than 97% are satisfied with the level of accessibility and responsiveness of the university management, the availability of academic consulting (93%), teaching materials (90%), the availability of library resources (87%), the corporate environment of the university (91 %), the overall quality of curricula (87.8%), teaching methods (85.4%), the quality of teaching (82.7%), awareness of various aspects of teaching (90.5%), objectivity and fairness of teachers (85 , 1%), using effective teaching methods (87%). The majority of the surveyed students spoke positively about the qualitative characteristics of teachers.

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

Recommendations for improving the activities of the university, developed by the EEC based on the results of the examination, were presented at a meeting with the management on March 28, 2019.

V OVERVIEW OF STRENGTHS OF WKSMU

According to the standard "Mission and final results" strengths:

- Demonstration of the focus of the mission, vision and strategy to meet the needs of the state, society, healthcare and science sectors, potential employers, students and other stakeholders.

Strengths according to the "Student Assessment" standard:

- the medical university conducts organizational measures to monitor educational programs, in terms of the analysis of the educational environment, compliance with goals, revision of the structure, taking into account the changes "needs of society, strategic partner and practical health care;

- a system of regular reporting at all levels of the organizational structure, including an assessment of the effectiveness and efficiency of the activities of units, educational programs, scientific research and their interaction;

- assessment of the effectiveness and efficiency of the university, including in the context educational programs.

Strengths according to the "Students" standard:

1. Implementation of the modernized educational program for the specialty "General Medicine", the educational residency programs "Oncology" and "Clinical Pharmacology" taking into account the proposals of the strategic partner university (Uniwersytet Medyczny im. Karola Marcinkowskiego w Poznaniu (UMP) in order to approximate international standards.

2. The presence at the university of its own three clinics (Marat Ospanov WKSMU Medical Center, Family Medicine Clinic, Dentistry Clinic) equipped with modern equipment and apparatus for diagnostic and therapeutic work, which are the main centers of training, research and the provision of highly specialized medical care to the population of the western region of Kazakhstan ...

3. The presence of a Center for Family Medicine and Research in Primary Care, which implements the principles and methodology of evidence-based medicine in the educational process and contributes to ensuring access of students at all levels, doctors, nurses to high-quality information resources.

4. Existence of a Center of Practice, providing a safe and secure educational environment for teaching clinical skills.

5. The presence of a cadaver center with a morphological laboratory, which will allow, in the most approximate conditions, on cadaveric preparations, under the supervision of experts, to master a particular operation, to find out possible difficulties and ways to overcome them.

6. The university joins the League of Academic Integrity, which regulates the rules of academic integrity for all types of university activities.

7. The university determined the influence of disciplines and professional practices on the formation of learning outcomes.

8. The university presented evidence of the participation of students, teaching staff and other stakeholders in the development of EP, ensuring their quality.

9. The complexity of the EP is clearly defined in Kazakhstani loans and ECTS.

Strengths according to the standard "Academic staff / teachers":

- Participation of students, employers and other stakeholders in the revision of the OP.

- Revision of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society.

Strengths according to the "Educational Resources" standard:

- sufficiency of material and technical resources and infrastructure;

- library resources, including the fund of educational, methodological and scientific literature on general education, basic and profiling disciplines on paper and electronic media, periodicals, access to scientific databases;

- Access to educational Internet resources, including international and evidence-based;

- functioning of WI-FI on the territory of the educational organization;
- educational equipment and software used for mastering EP are similar to those used in the respective industries.
- presence of a strategic partner

According to the "Evaluation of the educational program" standard, strengths:

- Regular survey of employers for satisfaction with the quality of training of university graduates.
- Active involvement of employers and students in the development of educational programs, participation in the work of academic committees of specialties.
- Independent monitoring of employment of university graduates, determination of the demand for university graduates and their career growth.
- Constant internal monitoring of educational programs at all levels of specialist training, in order to increase their efficiency and quality of implementation.
- Systematic conducting of anonymous questionnaires of students and teaching staff for satisfaction with the quality and organization of the educational process in all specialties and courses.
- Active work of programs academic mobility of students and teaching staff with foreign partner universities for training, practice and exchange of experience.
- Regular analysis of the adequacy of resources and learning environment.
- Developed system of internal quality assurance of educational programs.
- Improving the quality of educational programs through the introduction of innovative technologies and teaching methods.

Strengths in the Management and Administration standard:

- Awareness of responsibility for their employees and providing them with favorable working conditions.
- The presence of a department of postgraduate education, a center for family medicine and research in primary care, a center for continuous professional development for continuous improvement of pedagogical qualifications and advanced training in the specialty.
- the presence of partnerships with foreign universities and with a strategic partner.

Continuous Improvement Standard Strengths:

- Stable financial position of the university.
- Formalized financial management policy.

VI OVERVIEW RECOMMENDATIONS WKSMU

Standard "Educational program"

1. Determine the relationship with complementary medicine, including alternative, traditional or alternative practices.

Standard "Academic staff / faculty"

1. It is recommended to revise and amend the map of key indicators, to include publications on medical education in the indicators.
2. To intensify work on the development of internal and external academic mobility, especially to pay attention to the organization of international exchange of AUP staff.
3. To intensify the publication activity of teaching staff in medical education, including in international rating journals, including indexed Web of Science, Clarivate Analytics and Scopus.

Standard "Educational resources"

1. Introduce the policy and practice of admitting students with disabilities in accordance with the current laws and regulations of the Republic of Kazakhstan.
2. Develop a program for the transfer and offset of educational loans.
3. Ensure the implementation of the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 93 dated January 28, 2016 regarding the conclusion of a tripartite agreement between

a student, an enterprise and an educational organization.

Standard "Evaluation of the educational program"

1. To develop a mechanism to stimulate employers to participate in the development, implementation and evaluation of the educational program.

Appendix 1. Evaluation table "PARAMETERS OF THE INSTITUTIONAL PROFILE"

No. p \ p	Criteria for evaluation	Position of the educational organization			
		Strong	Satisfactory	Suggests improvement	Unsatisfactory
MISSION AND FINAL RESULTS					
Mission definition					
1.	The medical education organization must define its mission and bring them to the attention of stakeholders and the health sector.	+			
2.	The mission statement should contain goals and educational strategy to prepare the doctor:	+			
	competent in basic level;	+			
	with an appropriate foundation for a further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine;	+			
	able to fulfill the role and functions of a physician in accordance with the established requirements of the health sector;	+			
	prepared for postgraduate studies, including internship, residency, specialization;	+			
	with a commitment to lifelong learning, including professional responsibility to maintain the level of knowledge and skills through performance assessment, audit, study of own practice and recognized activities in CPD / CME.	+			
3	The medical education organization must ensure that the stated mission includes public health problems, the needs of the medical care system and other aspects of social responsibility		+		
	A medical education institution must have a strategic development plan that corresponds to the stated mission, goals of the medical education institution and approved by the advisory council of the university.	+			
5	A medical education organization must systematically collect, accumulate 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, must determine the policy and develop strategic and tactical plans	+			
	The mission and goals of a medical education organization	+			

	should correspond to the available resources, market requirements, ways of their support should be determined and access to information about the mission, goals of the medical education organization for the public should 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 council of the university.				
7	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.		+		
	The medical education organization should ensure that the mission includes aspects of global health and reflects the main problems of global health.		+		
Participation in the formulation of the mission					
	The medical education organization must ensure that the main stakeholders are involved in the development of the mission.	+			
0	The medical education organization should ensure that the stated mission is based on the opinions / suggestions of other relevant stakeholders.	+			
Institutional autonomy and academic freedom					
11	The medical education organization should have institutional autonomy to develop and implement policies, for which the teaching staff and the administration are responsible, especially in relation to:				
	development of an educational program;	+			
	the use of the allocated resources necessary for the implementation of the educational program.		+		
2	The medical education organization should guarantee academic freedom to its employees and students:				
	in relation to the current educational program, in which it is allowed to rely on different points of view in the description and analysis of issues in medicine;		+		
	in the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program.		+		
Learning outcomes					
13	The medical education organization must determine the expected final learning outcomes that students should exhibit after completion, in relation to:				
	their achievements at a basic level in terms of knowledge, skills and professional values, and attitudes;	+			
	an appropriate foundation for a future career in any branch of medicine;	+			
	their future roles in the health sector;	+			
	their subsequent postgraduate training;	+			
	their commitment to lifelong learning;		+		
	public health needs, health system needs and other aspects of social responsibility;		+		
14	The medical education organization must ensure that the student fulfills the obligations towards doctors, teachers, patients and their relatives in accordance with the Code of Conduct. The medical education organization should:		+		

	identify and coordinate the relationship of learning outcomes required upon completion with those required in postgraduate studies;	+			
	to determine the results of student involvement in research in medicine;		+		
	pay attention to the end results related to global health.		+		
	Total	18	11	-	
EDUCATIONAL PROGRAM					
Model of the educational program and teaching methods					
15	The medical education organization must define a model of the educational program, including an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or spiral design.	+			
16	The medical education organization must determine the methods of teaching and learning used.	+			
7	The medical education organization must ensure that the educational program develops students' lifelong learning abilities.	+			
18	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.	+			
19	The medical education organization must use an educational program and teaching and learning methods based on modern teaching principles that stimulate, prepare and support students and ensure that students are responsible for their learning process.	+			
Scientific method					
20	The medical education organization must, throughout the entire training program, teach students:				
	principles of scientific methodology, including methods of analytical and critical thinking;		+		
	scientific research methods in medicine;	+			
	Evidence-based medicine, which requires the appropriate competence of teachers and will be a mandatory part of the educational program and will involve medical students in conducting or participating in small research projects.	+			
1	The medical education organization should include in the educational program elements of fundamental or applied research, including mandatory or elective analytical and experimental research, thereby facilitating participation in the scientific development of medicine as professionals and colleagues.		+		
Basic Biomedical Sciences					
22	The medical education organization must define and include in the educational program:				
	achievements of basic biomedical sciences to form students' understanding of scientific knowledge;	+			
	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.	+			
23	The medical educational organization should correct and introduce new achievements of biomedical sciences in the educational program for:				
	scientific, technological and clinical developments;		+		
	current and expected needs of society and the health care system.		+		
Behavioral and Social Sciences and Medical Ethics					
24	A medical education organization must determine and include in the educational program the following achievements:				

	<i>behavioral sciences;</i>	+			
	<i>social sciences;</i>	+			
	<i>medical ethics;</i>	+			
	<i>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 facilitate problem analysis public health, effective communication, clinical decision making and ethical practice.</i>		+		
25	The medical educational organization should correct and introduce new achievements in the behavioral and social sciences, as well as medical ethics in the educational program regarding:				
	scientific, technological and clinical developments;	+			
	current and anticipated needs of society and the health system;		+		
	changing demographic and cultural conditions.	+			
Clinical Sciences and Skills					
26	The medical education organization must determine and implement the achievements of clinical sciences in the educational program and ensure that students:				
	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care.	+			
	conduct a reasonable part (one third) of the program in planned contacts with patients, including consideration of an appropriate number of goals, and their sufficiency for training in appropriate clinical sites;	+			
	carry out health promotion and prevention work;	+			
7	The medical education organization must establish a certain amount of time for teaching the basic clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, and pediatrics.	+			
8	The medical education organization must organize clinical training with appropriate attention to patient safety, including monitoring the student's actions in the clinic.	+			
29	The medical educational organization should correct and introduce new achievements in clinical sciences in the educational program regarding:				
	scientific, technological and clinical developments;	+			
	current and expected needs of society and the health care system.		+		
30	The medical education organization must ensure that each student has early contact with real patients, including his gradual participation in providing assistance to the patient, including responsibility for examining and / or treating the patient under supervision, which is carried out in the appropriate clinical bases.	+			
1	The medical education organization should structure the various components of teaching clinical skills in accordance with a specific stage of the training program.	+			
The structure of the educational program, content and duration					
2	The medical education organization must describe the content, volume and sequence of courses and other elements of the educational program in order to ensure compliance with the appropriate relationship between the basic biomedical, behavioral and social and clinical disciplines	+			

3	The medical education organization follows in the educational program:				
	ensure horizontal integration of related sciences and disciplines;	+			
	ensure vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;	+			
	provide the 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;	+			
	determine the relationship with complementary medicine, including alternative, traditional or alternative practices.			+	
Program management					
4	A medical education organization must determine a structural unit responsible for educational programs, which, under the control of academic leadership, is responsible and empowered to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, student assessment and evaluation of the educational program and courses learning, in order to ensure the achievement of learning outcomes.	+			
5	The medical education organization must guarantee representation from teachers and students in the structural unit responsible for educational programs.	+			
6	Medical education organization should through the structural unit responsible for educational programs to plan and implement innovations in the educational program.	+			
7	The medical education organization should include representatives from other relevant stakeholders, in the structure of the structural unit of the medical education organization responsible for educational programs, including other participants in the educational process, representatives from clinical bases, graduates of medical educational organizations, health professionals involved in the training process or others. faculty members of the university.	+			
Connection with medical practice and health care system					
8	The medical education organization must provide an operational link between the educational program and the subsequent stages of professional training (internship, specialization, CPD / CME) or practice, which the student will begin after graduation, including the identification of health problems and the definition of the required learning outcomes, a clear definition and description of the elements curriculum and their relationship at various stages of preparation and practice, with due regard to local, national, regional and global conditions, as well as feedback to / from the health sector and the participation of teachers and students in the team of specialists in the provision of health care.	+			
39	The medical education organization should ensure that the structural unit responsible for the educational program:				
	takes into account the peculiarities of the conditions in which graduates will have to work and accordingly modify the educational program;	+			
	considers the modification of the educational program based on public feedback.		+		
Total		32	7	1	
ASSESSMENT OF STUDENTS					

Assessment methods					
40	A medical education organization must:				
	determine approve and publish the principles, methods and practices used to assess students, including the number of exams and other tests, balancing written and oral exams, using criteria-based and reasoning-based assessment methods and special examinations (OSKE or Mini-Clinical Exam) , as well as determine the criteria for establishing passing scores, grades and the number of allowed retakes;	+			
	ensure that the assessment covers knowledge, skills and professional values and attitudes.	+			
	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 assessment methods and format;		+		
	ensure that assessment methods and results avoid conflicts of interest;	+			
	ensure that the process and methods of assessment are open (accessible) for study by external experts.	+			
41	The medical education organization should:				
	<i>document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;</i>		+		
	introduce new assessment methods in accordance with the need;		+		
	use the system to appeal assessment results.	+			
Relationship between assessment and learning					
2	The medical education organization should use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relations that:				
	clearly comparable with teaching methods, teaching and learning outcomes;	+			
	ensure that students achieve learning outcomes;	+			
	promote learning;	+			
	provide an appropriate balance between formative and summative assessment to guide learning and measure a student's academic progress, which requires establishing rules for assessing progress and their relationship to the assessment process.	+			
3	The medical education organization should:				
	<i>regulate the number and nature of examinations</i> various elements of the educational program in order to facilitate the acquisition of knowledge and integrated learning in order to avoid a negative impact on the learning process, and eliminate the need to study an excessive amount of information and overload of the educational program;		+		
	ensure that feedback is provided to students based on assessment results.	+			
	Total	10	4	-	
STUDENTS					
Admission and selection policy					
44	A medical education organization must:				

	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, other entrance examinations and interviews, assessment of motivation to become a doctor, including changes in needs related to a variety of medical practices;	+			
	have a policy and implement the practice of students with disabilities in accordance with the current laws and regulatory documents of the Republic of Kazakhstan;	+			
	have a policy and implement the practice of transferring students from other programs and medical education organizations;	+			
5	A medical education organization must:				
	to establish the relationship between the selection of students and the mission of the medical education organization, the educational program and the desired quality of graduates;	+			
	periodically review admission policies based on relevant public and professional input to meet the health needs of the population and society at large, including considering student recruitment based on gender, ethnicity and language, and the potential need for special admission policies for students from low-income families and national minorities;		+		
	use the system to appeal admission decisions.		+		
Student recruitment					
6	The medical education organization must determine the number of accepted students in accordance with the material and technical capabilities at all stages of education and training. Making a decision on student recruitment implies the need to regulate national requirements for human resources for health, in the case when medical educational organizations do not control the number of students recruited, then one should demonstrate their obligations by explaining all relationships, paying attention to the consequences of decisions made (imbalance between the recruitment of students and material and technical, and academic potential of the university).	+			
7	The medical education organization should periodically consider the number and contingent of admitted students in the process of consultations with the relevant stakeholders responsible for planning and development of human resources in the health sector, as well as with experts and organizations on the global aspects of human resources for health (such as insufficient and uneven distribution of human resources in health care, migration of doctors opening of new medical universities) and regulate in order to meet the health needs of the population and society as a whole.		+		
Counseling and student support					
A medical education organization must:					
	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;	+			
	offer a student support program that addresses social, financial and personal needs, which includes support for social and personal problems and events, health and financial issues, access to health care, immunization programs and health insurance, and financial assistance services in the form material assistance,	+			

	scholarships and loans;				
	allocate resources to support students;	+			
	ensure confidentiality regarding counseling and support	+			
	The medical education organization must provide counseling that:				
	based on monitoring student progress and addressing the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;	+			
	includes counseling and professional career planning.	+			
Student representation					
0	The medical education organization must determine and implement a policy of student representation and their respective participation in the development, management and evaluation of the educational program, and other issues related to students, which includes student self-government, participation of student representatives in the councils of faculties, universities and other relevant bodies, and also in community activities and local health projects.	+			
1	The medical education organization should provide assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.		+		
Total		12	4	-	
ACADEMIC STAFF / TEACHERS					
Selection and recruitment policy					
52	The medical education organization must determine and implement a policy for the selection and admission of employees, which:				
	defines their category, responsibility and balance of academic staff / teachers of basic biomedical sciences, behavioral and social sciences, clinical sciences for the adequate implementation of the educational program, including the proper balance between teachers of medical and non-medical profile, full-time and part-time teachers and a balance between academic and non-academic staff;	+			
	contains criteria for the scientific, pedagogical and clinical merit of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;	+			
	defines and monitors the responsibilities of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences, clinical sciences;		+		
53	The medical education organization should take into account such criteria in its policy on the selection and admission of employees as:				
	relation to their mission, the importance of local conditions, including gender, nationality, religion, language and other conditions related to the medical education organization and educational program;		+		
	<i>economic opportunities that take into account the institutional environment for staff financing and efficient use of resources.</i>		+		
Development Policy and Employee Activities					
4	The medical education organization must determine and implement a policy for the activities and development of employees, which:				

	allows you to maintain a balance between teaching, research and service functions, which includes setting time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;		+		
	guarantees dignity recognition of academic performance, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;		+		
	ensures that clinical activities and research are used in teaching and learning;		+		
	ensures that each employee has sufficient knowledge 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;		+		
	<i>includes training, development, support and assessment of teachers' performance, which involves all teachers, not only new recruits, but also teachers recruited from hospitals and clinics.</i>		+		
5	A medical education organization must:				
	take into account the teacher-student ratio depending on the various components of the educational program;		+		
6	The medical education organization should:				
	develop and implement a policy for the promotion and career growth of employees.	+			
	Total	3	9	-	
	EDUCATIONAL RESOURCES				
57	Material and technical base				
	A medical education organization must:				
	have a sufficient material and technical base for teachers and students, allowing to ensure adequate implementation of the educational program;	+			
	provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety rules in the laboratory and when using equipment.		+		
8	The medical education organization should improve the learning environment for students by regularly updating, expanding and strengthening the material and technical base, which should correspond to the development in teaching practice.		+		
	Clinical Training Resources				
9	The medical education organization must provide the necessary resources for the acquisition of adequate clinical experience by students, including sufficient:				
	number and categories of patients;		+		
	the number and categories of clinical sites, 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 for providing medical care to the population, as well as centers / clinical skills laboratories, which enable clinical training to be carried out using the capabilities of clinical sites and to ensure rotation in the main clinical disciplines;		+		

	observation sand the clinical practice of students.		+		
0	The medical education organization should study and evaluate, adapt and improve resources for clinical training in order to meet the needs of the population served, which will include compliance and quality for clinical training programs regarding clinical sites, equipment, the number and category of patients and clinical practice, supervision as a supervisor and administration. ...		+		
	Information Technology				
1	The medical education organization must determine and implement a policy that is aimed at the effective use and assessment of appropriate information and communication technologies in the educational program.		+		
2	A medical education organization should provide teachers and students with opportunities to use information and communication technologies:				
	for self-study;	+			
	access to information;	+			
	patient management;		+		
	work in the health care system.		+		
3	The medical education institution should provide students with access to relevant patient data and health information systems.		+		
	Medical research and scientific advances				
4	A medical education organization must:				
	conduct research activities in the field of medicine and have scientific achievements as the basis for an educational program;		+		
	identify and implement policies that promote the relationship between research and education;		+		
	provide information on the research base and priority areas in the field of scientific research of the medical education organization.		+		
	The medical education organization should ensure that the relationship between research and education:				
	taken into account in teaching;		+		
	encourages and prepares students to participate in medical research and development.	+			
	Expertise in Education				
5	A medical education organization must:				
	have access to educational expertise, where necessary, and conduct expertise that studies the processes, practices and issues of medical education and can involve physicians with experience in research in medical education, psychologists and sociologists in education, which is provided by the medical education development department university or by involving experts from other national and international institutions.		+		
6	The medical education organization must determine and implement a policy for the use of expertise in the field of education:				

	in the development of an educational program;		+		
	in developing teaching methods and assessing knowledge and skills.		+		
7	The medical education organization should:				
	provide evidence of the use of internal or external expertise in medical education to develop the capacity of employees;		+		
	to pay due attention to the development of expertise in education assessment and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
	to promote the aspirations and interests of staff in research in medical education.		+		
Exchange in education					
8	The medical education organization must define and implement a policy for				
	cooperation at the national and international levels with other medical universities, schools of public health, faculties of dentistry, pharmacy and other faculties of universities;		+		
	<i>transfer and offset of educational loans</i> , which includes the consideration of the limits of the scope of the educational program that can be transferred from other educational institutions and which can be facilitated by the conclusion of agreements on the mutual recognition of elements of the educational program, and the active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements.			+	
9	The medical education organization should:				
	to promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
	ensure that exchanges are organized in accordance with the objectives, taking into account the needs of staff, students, and in an ethical manner.		+		
	Total	4	23	1	
EVALUATION OF THE EDUCATIONAL PROGRAM					
Mechanisms for monitoring and evaluating the program					
0	The medical education organization must have a program for monitoring the educational program, processes and results, including the regular collection of data on key aspects of the educational program in order 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 student admission, student assessment and completion of studies	+			
71	The medical education organization must establish and apply mechanisms for evaluating the educational program, which:				
	are aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and	+			

	elective parts (see the Standard "Educational program);				
	focused on student progress;	+			
	identify and consider problems, including insufficient achievement of expected learning outcomes and involve the collection of information on learning outcomes, including identified deficiencies and problems, and are used as feedback in carrying out measures and corrective action plans to improve the educational program and training discipline programs.		+		
2	The medical education organization should periodically conduct a comprehensive assessment of the educational program, aimed at:				
	<i>on the context of the educational process which includes organization and resources, learning environment and culture of medical education organization;</i>	+			
	<i>for special components of the educational program, which include a description of the discipline and teaching and learning methods, clinical rotations and assessment methods;</i>	+			
	on the overall end results, which will be measured by the results of national licensing examinations, benchmarking procedure, international exams, career choice and postgraduate study results;	+			
	on their social responsibility.	+			
Teacher and student feedback					
3	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 / or legal consequences.	+			
4	The medical education organization should use the feedback results to improve the educational program.	+			
Academic achievements of students and graduates					
5	The medical education organization should analyze the educational achievements of students and graduates regarding:				
	its mission and the final learning outcomes of the educational program, which includes information on the average length of study, academic performance points, the frequency of passing and failing in exams, cases of successful completion and expulsion, student reports on the learning conditions in the courses passed, on the time spent to study areas of interest , including elective components, as well as interviews with students for refresher courses, and interviews with students who leave the program of study;	+			
	educational program;	+			
	resource endowment.	+			
6	The medical education organization should analyze the educational achievements of students in relation to:				
	their previous experience and conditions, including social, economic, cultural conditions;	+			
	the level of training at the time of admission to a medical education institution.	+			

7	The medical education organization should use the analysis of students' academic achievements to provide feedback to the structural units responsible for:				
	selection of students;	+			
	planning an educational program;	+			
	counseling students.	+			
Engaging stakeholders					
8	The medical education organization should involve in its monitoring program and activities for evaluating the educational program				
	teaching staff and students;	+			
	its administration and management.	+			
	The medical education organization follows for stakeholders, including other representatives of academic and administrative staff, representatives of the public, authorized bodies in the field of education and health, professional organizations, as well as those responsible for postgraduate education:				
	provide access to the results of the course and educational program evaluation;	+			
	demonstrate feedback from them on the clinical practice of graduates;	+			
	demonstrate feedback from them on the educational program.	+			
	Total	22	1	-	
GOVERNANCE AND ADMINISTRATION					
Control					
9	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 of the university.	+			
0	A medical education organization must , in its management structures, determine structural units with the establishment of the responsibility of each structural unit and include in them:				
	academic staff representatives;	+			
	students;	+			
	<i>other stakeholders</i> including representatives from the ministries of education and health, the health sector and the public.	+			
81	The medical education organization must ensure the transparency of the management system and the decisions made that are published in bulletins, posted on the university's website, included in the protocols for review and execution.	+			
Academic leadership					
2	The medical education organization must clearly define the responsibility of the academic leadership in relation to the development and management of the educational program.	+			
3	The medical education institution should periodically assess the academic leadership regarding the achievement of its mission and learning outcomes.	+			
Training budget and resource allocation					
84	the educational organization must :				

	have a clear range of responsibilities and authorities to provide the educational program with resources, including a target budget for training;	+			
	allocate the resources necessary for the implementation of the educational program and allocate educational resources in accordance with their needs.		+		
	The system of financing a medical education institution should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, delineation and independence of all levels of budgets.	+			
5	the educational organization <i>should</i> :				
	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes;	+			
	when allocating resources, take into account scientific advances in medicine and public health problems and their needs.	+			
Administrative staff and management					
6	The medical education organization must have appropriate administrative and academic staff, including their number and composition in accordance with qualifications, in order to:				
	ensure the implementation of the educational program and related activities;		+		
	ensure proper management and allocation of resources;		+		
7	The educational organization should develop and implement an internal program for quality assurance of management, including consideration of needs for improvement, and conduct a regular review and analysis of management.	+			
Interaction with the health sector					
8	The medical education organization should have constructive interaction with the health sector, with the related health sectors of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of the community.		+		
9	The educational organization should formalize cooperation with partners in the health sector, which includes the conclusion of formal agreements defining the content and forms of cooperation, the conclusion of a joint contract, the creation of a coordinating committee and the holding of joint events.	+			
	Total	13	4	-	
CONTINUOUS IMPROVEMENT					
90	A medical education organization should, as a dynamic and socially responsible institution:				
	initiate procedures for regular review;	+			
	revision of structure and functions;	+			
	allocate resources for continuous improvement.		+		
91	The medical education organization should:				
	base the updating process on prospective studies, analyzes and on the results of their own study and assessment, literature on medical education;		+		
	ensure that the renewal and restructuring process revises its policies and practices in line with past experience, current activities and future prospects and guides the renewal	+			

	process on the following issues:				
2	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society;	+			
3	Modification of the final learning outcomes of graduates in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the responsibilities that are assigned to graduates after graduation:	+			
4	Adapting the curriculum model and methodological approaches to ensure that they are appropriate and appropriate and take into account current theories in education, adult learning methodology, principles of active learning;		+		
5	Adjustment of the elements of the educational program and their relationship in accordance with achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status / morbidity structure of the population and socio-economic, cultural conditions. The revision process should ensure that new relevant knowledge, concepts, methods are included, and that outdated ones are removed.		+		
6	Development of assessment principles and methods for administering the number of examinations in accordance with changes in learning outcomes and teaching and learning methods;	+			
7	Adaptation of student recruitment policies and student selection methods, taking into account changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the educational program;		+		
8	Adaptation of the recruitment and formation policy of the academic staff in accordance with changing needs;	+			
9	Updating educational resources in accordance with changing needs, such as student recruitment, number and profile of academic staff, educational program;	+			
00	Improving the process of monitoring and evaluating the educational program;	+			
01	Improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs, and, in the long term, to meet the interests of various groups of stakeholders.	+			
	Total	10	5	-	
	Total in general	124	68	2	