



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for assessing compliance with the requirements of the standards of the primary specialized accreditation of the educational program of the bachelor's degree in the specialty 6B10114 "Ergotherapy" NJSC "Astana Medical University" in the period from 28 to 30 May 2020

INDEPENDENT ACCREDITATION AND RATING AGENCY
External expert commission

*Addressed
to the Accreditation
the IAAR Council*

REPORT
on the results of the work of the external expert commission for assessing compliance with the requirements of the standards of the primary specialized accreditation of the educational program of the bachelor's degree in the specialty 6B10114 "Ergotherapy" NJSC "Astana Medical University" in the period from 28 to 30 May 2020

Nur-Sultan, 2020

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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

VEC-external expert Commission

MOH - Ministry of Health of the Republic of Kazakhstan

IAAR - independent Agency for accreditation and rating

NAO MUA-non-profit joint-stock company " Astana Medical University»

OP-educational programs

SD-nursing

SRS-independent work of a student

SRSP - independent work of students under the guidance of a teacher

TUP-standard curriculum

Umkd-educational and methodical complex of the discipline



(II) INTRODUCTION

In accordance with the order No. 42-20-OD dated 04/27/2020 of the Independent Agency for Accreditation and Rating (IAAR), from 28 to 30 May 2020, an external expert commission in the NAO MUA was carried out within the framework of primary specialized accreditation to assess the compliance of the educational program 6B10114 "Ergotherapy".

The report of the external expert commission (EEP) contains an assessment of the submitted educational programs against the IAAR criteria, recommendations of the EEP for further improvement of educational programs and parameters of the profile of educational programs.

EEP composition

1. **The Chairman of the commission** - Turdalieva Botagoz Saitovna, MD, Professor, AO "Kazakh Medical University of Continuing Education" (Almaty)
2. **Foreign expert** - Marina Alekseevna Kanushina, director of "AC Institute of international Education", PhD, MBA. (Prague, Czech Republic)
3. **Expert** - Aimbetova Gulshara Ergazyevna, Candidate of Medical Sciences, Associate Professor, Kazakh National Medical University. S. D. Asfendiyarova (Almaty)
4. **Expert** - Naylya Igorevna Sheveleva, MD, DSc, Professor, Karaganda Medical University (Karaganda)
5. **Expert** - Andasova Zhanar Myrzagalieva, Ph.D., Associate Professor, JSC "Kazakh Medical University of Continuing Education" (Almaty)
6. **Expert** - Omarkulov Bauyrzhan Kadenovich, Candidate of Medical Sciences, Associate Professor, NJSC "Medical University of Karaganda" (Karaganda)
7. **Expert** - Elena Leonidovna Stepkina, Ph.D., Kazakhstan Medical University "VSHO" (Almaty)
8. **Expert** - Sadykova Sholpan Sauatbekovna, Candidate of Medical Sciences, Associate Professor, NUO "Kazakh-Russian Medical University" (Almaty)
9. **Expert** - Torlanova Botagoz Ongarovna, Ph.D., South Kazakhstan Medical Academy JSC (Shymkent)
10. **Expert** - Ivanchenko Nellya Nikolaevna, Ph.D., Kazakh National Medical University named after S.D. Asfendiyarov (Almaty)
11. **Employer** - Saule Sotsialovna Smakova, Medical College under LLP "Republican Medical Academy" (Nur-Sultan)
12. **Student** - Ilyasova Bayansulu Begim- Muratkyzy, Eurasian National University named after L.N. Gumilyov (Nur-Sultan)
13. **Observer from the Agency** - Aimurzieva Aigerim Urinbaevna, head of medical projects of the Agency (Nur-Sultan)

(III) REPRESENTATION OF THE EDUCATION ORGANIZATION

The Council of Ministers of the Republic adopted a resolution on the opening of the Medical Institute in Tselinograd on October 26, 1964. In 1997, the institute was reorganized into an academy, and in January 2009 it achieved the status of a University. Based on the decree of the Government of the Republic of Kazakhstan, the University became part of the National Medical Holding. Since July 2010, it has been transferred to the jurisdiction of the Ministry of Health of the Republic of Kazakhstan.

Currently, the university has a state license of the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated January 31, 2009, No. KZ93LAA00014823, for an unlimited period, for the right to carry out educational activities under the programs of higher and postgraduate professional education, according to which it has the right to issue documents on education of the state standard.

The University has a multilevel education system.

5647 students, 1460 interns, 580 residents, 88 undergraduates and 63 doctoral students study at the faculties of the University, including 639 foreign students.

The university operates a system of international distance learning (MOODLE), which uses the latest advances in this area in its work.

Since 2012, distance learning has been introduced at the level of additional professional education.

According to the organizational structure of NJSC "MUA", the main structural divisions of the University are institutes, deans, departments, departments, departments, centers, which include a staff in the following categories: teaching staff, administrative and managerial personnel, training and support personnel, service personnel.

NJSC "MUA" was the first among the medical universities of Kazakhstan to begin multilevel training of medical and scientific-pedagogical personnel (system of continuous higher education) in the following areas: bachelor's degree - internship - residency; Bachelor's - Master's - PhD doctoral studies.

As part of the state assignment under program 031 "Implementation of international standards in hospital management", NJSC "MUA" also showed leadership and was the first to launch an educational program for the preparation of "Masters of Business Administration" (MBA) in the field of hospital management.

In June 2013, the University successfully passed the 3rd recertification audit of the management system in accordance with the international standard ISO 9001: 2008 and received the Certificate of the AFNOR body (France).

In 2013, the University's activities were highly appreciated by the European Foundation for Quality Management - a 5-star certificate of the Model of Excellence.

In 2013, the University successfully passed the national institutional accreditation (IQAA), in 2013 and 2014 specialized accreditation of bachelor's educational programs in the specialties "Dentistry", "Pharmacy",

"Medical and Preventive Business"; magistracy in the specialties "Medicine", "Preventive medicine" (NKAOKO); in 2013, international accreditation of MBA educational programs in Public Health and Bachelor in Public Health (Institute for Accreditation, Certification and Quality Assurance, ACQUIN, Germany). In 2014, based on the results of a comprehensive assessment of its activities, the University was recognized as having passed the state certification for compliance with the requirements of the State Educational Standard of the Republic of Kazakhstan, qualification requirements for licensing educational activities and the requirements of regulatory legal acts in the field of education, and certified for a period of five years (MES RK and MH RK , April 2014). In 2015, the University has successfully passed specialized accreditation of educational programs for undergraduate specialties

General Medicine, Nursing, Master's degree in Public Health, doctoral degrees in Medicine, Public Health, and 21 residency specialties.

In 2017, the educational programs of the bachelor's degree "General Medicine", "Dentistry", the Master's degree "Nursing", residency "Pulmonology, including children's", in 2019 the University passed institutional accreditation, as well as specialized accreditation of a number of educational programs.

Since 2017, the University has been the developer of the State Educational Standard of the Republic of Kazakhstan in the specialty "Nursing".

The main corporate values and principles of NJSC "MUA" are:

1. respect for the person - is respect for the rights of individuals to freedom of expression, respect for the opinions of others, tolerance of any differences between the members of the group, openness and goodwill in dialogue and joint problem solving;

2. professionalism - a responsible and conscientious attitude towards fulfilling one's duties, deep knowledge of one's specialty, high-quality and timely fulfillment of assigned tasks, systematic renewal of one's competence;

3.continuous improvement - the development and improvement of the abilities of teaching staff, staff and students; NJSC "Astana Medical University" - cooperation - interaction with domestic and foreign universities;

4.efficiency - the use of available human, intellectual, material, informational and financial resources to achieve maximum results;

5.innovativeness - the introduction of modern teaching technologies, scientific research achievements in the educational process;

6.continuity - loyalty to their traditions, respect for their history, concern for the implementation of the best experience and enrichment of it with new ideas;

7.caring for veterans - due respect for the older generation, memory of their merits, preservation and enhancement of traditions, honor and encouragement of veterans;

8.caring for a person - promoting the welfare and social protection of the teaching staff, students, employees, the implementation of social programs, providing conditions for the implementation of mutual obligations of the teaching staff, students, employees on the one hand and the university on the other, which are provided for by the Collective and labor agreements;

9.labor motivation - an effective system of moral encouragement and material remuneration of teaching staff, students, employees.

General information about the structural unit that implements the accredited educational program

The dean's office of "Nursing", coordinating and implementing educational programs of the bachelor 's degree "Ergotherapy", is headed by PhD Saltabaeva Ulbolsyn Sheralievna (http://www.MUA.kz/resident_graduate_doctoral/).

Characteristics of the surveyed educational programs:

Implementation level: bachelor's degree

Academic Degree: Bachelor of Health in Educational Programs
"Ergotherapy"

Term of development:

4 years Form of

development: full-time

Qualifications of graduates: occupational therapist

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Accreditation of EP bachelor's degree in the specialty 6B10114 "Ergotherapy" earlier **was not carried out** .

In the state compulsory standards and standard professional training programs for medical and pharmaceutical specialties (order of the Ministry of Health of the Republic of Kazakhstan No ҚР DSM-12/2020 dated 03.21.2020) there is no educational program for training personnel in the specialty "Ergotherapy" and these educational programs are being introduced into the educational process of the Ministry of Health of the Republic of Kazakhstan for the first time.

The basis for the implementation of the EP in the specialty "Ergotherapy" are international standards for the training of occupational therapists, the Standard for the organization of medical rehabilitation for the population of the Republic of Kazakhstan (Order No. 759 of the Ministry of Health of the Republic of Kazakhstan dated December 27, 2013), Order of the Ministry of Health of the Republic of Kazakhstan No. ҚР DSM-120 dated August 29, 2019, Order of the Ministry of Health of the RK KR DSM-9/2020 No. 98 "On approval of the Rules for rehabilitation and medical rehabilitation, including children's medical rehabilitation" dated 13.02.2020, the conclusion of the Kazakhstan Association of Rehabilitation, Balneology, Tourism and Health Organizations (dated 02.05.2020) ...

Specialized accreditation of the educational program of the bachelor's degree in the specialty 6B10114 "Ergotherapy" is carried out in accordance with the Strategic Directions of the development plan of NJSC "MUA" for 2019-2023.

(V) DESCRIPTION OF THE EEP VISIT

The work of the EEP was carried out on the basis of the visit program of the expert commission on specialized accreditation of bachelor's educational programs in the specialty 6B10114 "Ergotherapy" of the NJSC "Astana Medical University" in the period from 28 to 30 May 2020.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector of the university, vice-rectors, heads of accredited EP, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 102 representatives took part in the meetings (Table 1).

Table 1 - Information about employees and students who took part in the meetings with the EEP of the IAAR

Participant category	amount
Rector	1
Vice-rector	6
Heads of accredited EP	6
Heads of structural divisions	18
Heads of departments	13
Teachers	13
Employers	5
Undergraduate students	40
Total	102

At the meeting of the IAAR EEP with the heads of the IUA, the mechanisms for implementing the policy of the university were clarified and certain data presented in the university self-assessment report were specified.

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

All materials requested by the commission were provided in full.

In order to obtain objective information on the assessment of the university's activities, members of the EEP used the following methods: visual inspection, observation, interviewing employees of various structural units, teachers, students, employers online and by virtual method, questioning the teaching staff and students. On the part of NAO MUK, all persons indicated in the visit program are present. The 3-day program of visiting the EEP has been fully completed.

For the period of accreditation, classes at the university were held online due to quarantine.

During a visual inspection of the educational facilities of the faculty, members of the EEP visited the departments of the university (objects for accredited EP):

- Dean's Office of the Faculty of Nursing
- Department of Organization and Quality Control of Educational Activities
- center registrar office
- support center for publications, library literature and the University Museum
- simulation center
- Department of Biostatistics, Bioinformatics and Information Technologies -
- center for transfer of educational technologies

distance lesson Head of the Department of Emergency Medicine , Anesthesiology and Intensive Care (Bachelor's degree "Nursing)

- Department of Sports Medicine, Rehabilitation and Physical Education
- clinical bases: city polyclinic No. 4, multidisciplinary hospital No. 3 (Perinatal center No. 3), city polyclinic No. 5

- department of work with students
- Center for vocational guidance work
- At the Department of Sports Medicine, Rehabilitation and Physical Education, head. Department of Doctor of Medical Sciences, Acting Associate Professor N.V. Slivkina documents were presented:
 - educational program in the specialty 6B10114 "Ergotherapy", approved by the order of the rector (order 359-f / k.d. from 04/23/2020)
 - review of the EP by associate professor of the Moscow State Pedagogical University Shvetsova E.K.
 - conclusion of the Kazakhstan Association of Rehabilitation, Balneology, Tourism and health organizations (from 02.05.2020).
 - working curriculum for the specialty 6B10114 "Ergotherapy", approved by the dean of the nursing faculty U.Sh. Saltabayeva (Minutes No. 3 dated 02/04/2020), signed by the director of the department of organization and quality control of educational activities Zh.K. Bukeeva and the head of the planning and organization center and control of the educational process Utenova G.M.
 - educational and methodological developments of the Department of Rehabilitation (CDS, SRSP)
 - competence of a graduate in the specialties 6B10114 "Ergotherapy"
 - structure of the educational program for specialties 6B10114 "Ergotherapy"
 - general and professional competences, taking into account the level (according to a 5-point system) The structure of the Working Curriculum by specialties consists of 3 cycles of disciplines: general education (OOD), basic (DB) and major disciplines (PD), as well as block of disciplines of a component of your choice

During a visit to the university library, EEP members got acquainted with the work and library resources, including electronic ones, the rules for entering international databases. The work of the office registrar was demonstrated. Thus, EEP received evidence of compliance with the IAAR accreditation standards related to the mission, final learning outcomes, educational program, management and administration, and educational resources.

City polyclinics No. 4, No. 5 carry out their activities in accordance with generally accepted quality standards for medical care. The polyclinics have rehabilitation departments equipped with exercise therapy, massage, physiotherapy and occupational therapy rooms.

For the implementation of the EP in the specialty "Ergotherapy" in the clinics created all the conditions.

The medical staff of polyclinics are part-time employees of departments and conduct practical exercises at their workplaces, actively participate in the discussion of the implementation of the EP.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the university. At the same time, experts have studied the online positioning of the University through the official website of the university ww.MUA.kz.

As part of the planned program, recommendations for improving the accredited educational programs of the IUK, developed by the EEP based on the results of the examination, were presented at a meeting with the management on May 30, 2020.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

Standard 1. "MISSION AND FINAL RESULTS"

Proof part

The educational program in the specialty 6B10114 "Ergotherapy", its mission and goals are developed in accordance with the general strategy of the state and the university, comply with the charter of the university and determine the main directions of the university's activities. The

Commission established that the mission was updated and approved by the decision of the Board of Directors of NAO MAO dated 24.07.2019. The mission and policy of the university is reflected on the [website http://www.MUA.kz](http://www.MUA.kz).

The mission of the educational program "Ergotherapy" is to provide high-quality training of competitive specialists in occupational therapy who are able to provide qualified medical and social services to ensure the maximum possible social adaptation of patients of all nosological forms and age categories in the usual conditions of existence or newly created conditions for the patient, using various means and methods of medical physical culture, psychology, elements of sports, massage, natural and preformed factors of nature, who are ready to continue their education throughout life in the conditions of dynamically developing modern medicine and carry out their professional activities on the basis of modern innovative intellectual technologies in combination with the solution of socially important tasks of practical health care, as well as those with an active civic position that meet the needs and expectations of society and the state.

The mission of the University and the educational program was brought to the attention of the authorized bodies in the field of medical education and health care, the academic community, students and other stakeholders by submitting the strategic development plan of NJSC "MUA" to the authorized bodies in the field of education, health care, financing, innovative development of the Republic of Kazakhstan, as well as publications on the official website of the university - www.MUA.kz, distribution in paper form to all structural divisions of the university, posting on information stands of divisions, publications in guidebooks and booklets of the selection committee.

Taking into account the key positions of GOSO-2020, TUP 2020, orders of the Ministry of Health of the Republic of Kazakhstan, as well as the need to train specialists in occupational therapy in the Republic of Kazakhstan, the Faculty of Nursing has developed an EP in the specialty "Ergotherapy", which includes compulsory and university components. The OP was discussed at a meeting of the Commission for Academic and Scientific Work under the Senate (Minutes No. 6 of 02/07/2020).

The end result of studying on an educational program is the formation of a competent specialist based on the model of medical education of NJSC "MUA", namely, a graduate must master such competencies as:

1. Cognitive competence (knowledge) presupposes possession of basic and special theoretical knowledge necessary for the implementation of effective professional activity.

2. Operational competence (skills), involves the effective use of the knowledge gained in future professional activity or in further training and is determined by a set of specific practical skills and abilities: possession of clinical thinking skills, possession of practical skills for the implementation of effective therapeutic activities, the ability to implement effective preventive measures for prevention of diseases.

3. Communicative competence implies the ability to effectively cooperate with other people: build effective communications, cooperate with colleagues and maintain a favorable atmosphere in the team to achieve professional goals, establish the most trusting relationship with the patient and his relatives.

4. Legal competence, provides for knowledge of the regulatory framework for the organization and implementation of medical activities in the Republic of Kazakhstan in the field of health care and pharmacy.

5. Constant self-improvement, willingness to design and implement their own educational trajectory throughout life, ensuring success and competitiveness.

Analytical part

According to the "Mission and final results" standard, the information presented in the report corresponds to reality and is confirmed by factual data during the EEP visit. Experts note that students, employees and teaching staff, employers are aware of the presence of a mission and vision, a strategic plan for the development of the university. Also, the EEP members noted that the university is actively carrying out activities to publicize information for a wide circle of the public, since during the interview all stakeholders noted the

mechanisms for informing about the established learning outcomes, participation in the formulation of the mission and end results. As a result of the analysis, the EEP members were convinced of the consistency of the strategic goals of the NAO MUA, the adequacy of the mission, vision and end results to the available resources, such as financial, informational, personnel. Also, experts note the insufficient use of the allocated resources necessary for the implementation of the educational program.

According to the results of the survey, 96% of the teaching staff and 97.8% of students are satisfied with the attitude of the university administration, 96% of the teaching staff are involved in making managerial and strategic decisions, 100% of students are satisfied with the availability of the dean's office, 93.99% are satisfied with the availability of academic consulting.

Strengths / best practice for EP 6V10114 "Ergotherapy":

- 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.
- Integration of educational, clinical and scientific directions in the educational program.
- Close interaction with practical health care for the implementation of the educational program. Employers participate in the formation of topics for elective disciplines.
- Training of specialists in a demanded profession based on the needs of the region for medical personnel.

Improvement area

- a clearer definition of the final learning outcomes for graduates of the educational program "Ergotherapy",
- broader awareness of the public and health care about the introduction of the new OP.

EEP recommendations for EP 6V10114 "Ergotherapy":

Change the wording of the EP's mission by removing from the text unnecessary detail that belongs to professional competencies.

Conclusions of the EEP on the standard " Mission and final results " 14 criteria are disclosed, of which 2 have a strong position, 11 - satisfactory, 1 - suggests improvement.

Standard 2. "EDUCATIONAL PROGRAM"

Proof part

The content of the EP in the specialty "Ergotherapy" defines a complete list of disciplines in 3 cycles: general education disciplines, basic disciplines, major disciplines using credit-modular systems starting from the first year. The educational program is characterized by integrity, combined with the fundamentality of training and an interdisciplinary approach.

The 4-year modular educational program of the specialty consists of 8 modules:

- module of educational disciplines (43 credits)
- module of socio-political knowledge (8 credits)
- Health Sciences and Pathology Module (24 credits)
- ergotherapy introduction module (31 credits)
- Evidence-Based Medicine and Clinical Fundamentals Module (17 credits)
- occupational therapy and research module in occupational therapy (28 credits): 4 disciplines - theoretical foundations and concepts of occupational therapy, organization and methods of scientific research in occupational therapy, occupational therapy in inpatient practice, occupational therapy in outpatient practice
- clinical disciplines module (15 credits)

- module - occupational therapist as part of a multidisciplinary team (30 credits)

The EP in Ergotherapy (EP passport) includes justification of the program's needs, requirements for the previous level of education, general and professional competencies (RO), curriculum and assessment of achievements, transfer points from course to course, material resources, information about clinical bases (in ve 10), material and technical equipment, teaching staff composition.

RUE contains: theoretical training, including the study of basic and major disciplines; clinical training; final control at the end of each discipline; practice and final state certification after the 4th year and writing and defense of the thesis.

The total labor intensity of the educational program is 240 credits. Of these - theoretical training 112 credits, practice - 21 credits, additional types of training - 8 credits, writing a thesis 12 credits, final certification - 12 credits.

The university has determined the balance between the compulsory and elective parts of the educational program, approved by the decision of the UMC, it is 70% of the university component and 30% of the optional component.

The methods of active learning used at the university, simulation technologies aimed at stimulating cognitive activity and motivation, developing decision-making skills, critical thinking, teamwork, modeling real professional activities, PBL, TBL, OSKE, technology for reading problem lectures, CBL, introduction of early clinical training students, other innovative teaching technologies, allow to achieve the final learning outcomes, taking into account the clinical training of a doctor that meets the needs of society.

To assess the satisfaction of employers and objectify the assessment of learning outcomes, representatives of practical health care are annually included in the commission for graduation courses.

A survey of students showed that 97.8% are partially and completely satisfied with the general quality of educational programs, 95.6% are partially and completely satisfied with teaching methods in general.

Analytical part:

Analyzing the standard "Educational programs ", the commission came to the conclusion that the accredited areas take into account the ultimate goals that are aimed at mastering professional competencies. The results of mastering educational programs are determined by the competencies acquired by graduates, that is, their ability to apply knowledge, skills and personal qualities in accordance with the tasks of professional activity.

The Dean's Office of Nursing, in charge of educational programs, has the authority to plan and implement an educational program, including the allocation of dedicated resources for planning and implementing teaching and learning methods, undergraduate assessment, curriculum and course evaluation. Sufficient academic mobility is planned, both internal and external teaching staff and students.

Strengths / best practice for EP 6V10114 "Ergotherapy":

- Implementation of a modular educational program with the integration of disciplines - incomplete
- The ability to choose an individual learning path through hours of elective disciplines.

The area of improvement is to strengthen feedback with employers on the content of the educational program, taking into account the proposals of representatives of practical healthcare.

No recommendation.

Conclusions of the EEP on the criteria: according to the " Educational program " standard, 27 criteria are disclosed, of which 24 have a strong position, 3 - satisfactory.

Standard 3. "STUDENT EVALUATION POLICY"

Proof part

The Academic Policy P-MUA-8.110.20 / 03.2019, approved by the decision of the Board No. 19 with amendments and additions dated October 01, 2019, has been implemented in NJSC MUA.

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 policy and procedure for assessing the educational achievements of students in the NAO MUA is carried out in accordance with the goals of the EP, the final learning outcomes within the framework of the current rating system and control of the educational process, in accordance with the directive, regulatory documents of the MES RK, MH RK and internal provisions of the Academic policy (P -MUA-8.110.20 / 03.2019).

By the regulation of the Senate PL-MUA-116-19, student representation in the Senate and its committees is fixed.

The organization of the system for monitoring the educational achievements of students is carried out by the office-registrar center, the center for planning, organizing and monitoring the educational process, and the dean's office, which are subordinate to the vice-rector for educational work of the University.

The educational process of the university provides for a differentiated point-rating assessment of knowledge, reflecting the final result of training and the level of training of students in accordance with the requirements of the State Educational Standard of the Republic of Kazakhstan.

All relevant officials at various stages of training (teaching staff, heads of departments, faculty of nursing) are responsible for the policy on assessing the knowledge and skills of students. The general criterion for assessing knowledge is a curriculum based on state educational standards, which establishes the amount of knowledge, skills and abilities.

The transparency and accessibility of the assessment procedures is ensured by free access to the regulatory documents related to the educational process, as well as to the educational process, syllabuses, exam schedule, control and measuring instruments (list of final control questions) of all interested parties.

A survey of students, conducted during the visit of the EEP, showed that students express full and partial satisfaction:

- the level of teaching quality - 100%,
- fairness of examinations and certification - 97.9%,
- Timeliness of student assessment - 97.65%.

Analytical part

The commission evaluating the standard came to the conclusion that NAO MUA uses modern, innovative and communication technologies in teaching students.

Strengths / best practice for EP 6V10114 "Ergotherapy":

- The university has systematized a program for providing material support to students for social needs, food, etc .; resources are allocated to support certain categories of students (disabled, orphans) .
- Student representatives participate in the university's governing bodies.
- To monitor and conduct a rating assessment, calculate the results of current progress, midterm, intermediate and final control of the level of knowledge, the electronic module "Journal of progress" AIS "Sirius" is used.

Improvement area - further development (improvement) of the procedure for forming an application for a set of specialties.

No recommendation.

Conclusions of the EEP on the criteria: according to the standard "Assessment of students" 19 criteria are revealed, of which 16 have a strong position, 3 - satisfactory.

Standard 4. "STUDENTS"

Due to the fact that the educational program 6B10114 "Ergotherapy" is being introduced into the educational process of the Ministry of Health of the Republic of Kazakhstan for the first time, and there has not yet been a recruitment and graduation of students, the **standard 5 "Students" has not been analyzed.**

Standard 5. "ACADEMIC STAFF / TEACHERS"

Proof part

The main structural subdivisions of the University are deans, departments, departments, centers, which include staff in the following categories: faculty, administrative and managerial personnel, teaching and support personnel, service personnel.

In accordance with the Organizational structure of NJSC "MUA", the University is carried out by 48 structural divisions. Educational, research, clinical, educational work in NJSC "MUA" is provided by employees of 56 departments in 5 main faculties.

In total, there are 796 teaching staff at the university, of which 109 are doctors of sciences, 237 are candidates of sciences, 28. The share of teachers with academic degrees and titles of the NAO MUA is 56.1%. All the necessary requirements for persons carrying out educational activities at the university are also reflected in the job descriptions of the teaching staff, developed at NJSC "MUA".

In order to stimulate the activities of the teaching staff, the "Regulation on remuneration, bonuses, material assistance and payment of benefits for the health improvement of workers" PP 044 / 422-2017 was developed.

EP "Ergotherapy" will be preliminary implemented by an average of 42 teachers, of which 2 are doctors of sciences, 3 candidates of sciences, 2 doctors of PhD; 1 teacher with academic title - professor, 3- teachers with the academic title of associate professor. The percentage of the degree of teaching staff in occupational therapy is 26%. The part-timers of the Department of Sports Medicine, Rehabilitation and Physical Education are 7 doctors with the highest qualification category of practical health care. 3 employees of the department carry out medical work on the basis of the city polyclinic №5.

Training and professional development of the teaching staff is mainly carried out through short-term courses and internships at universities in Kazakhstan.

According to the results of the survey, 97.8% of students drew a quick response to feedback from teachers regarding the educational process ; 84.8% of students are completely satisfied with the objectivity and fairness of teachers, 13% - partially. 82.6% of the students fully agreed that the teacher fully owns the material, 13% agreed with this statement.

To the question "How is the work to improve the qualifications of teaching staff organized?" 8% of teachers answered very well, 84% - good.

Analytical part

Analysis of the data shows that the degree of degree of teaching staff in occupational therapy is not high. Among the full-time teaching staff of the specialized department, no one has retraining in occupational therapy, but only the distance course "Ergotherapist as part of a multidisciplinary team (Ministry of Internal Affairs)" in the amount of 72 hours, organized by the All-Russian Association of Neurorehabilitologists (Moscow).

The commission, evaluating the standard, came to the conclusion that the teaching staff in teaching students uses modern, innovative and communication technologies.

Strengths / best practice for EP 6V10114 "Ergotherapy":

The university has developed internal regulations to regulate the work of teachers.

The area of improvement is the further active support of the teaching staff from the leadership of the university for academic mobility, advanced training in the direction "Ergotherapy".

EEP recommendations:

1. It is necessary to strengthen the personnel potential of the teaching staff of the profile department:

- to provide the department with staff with the highest category in the specialty "Medical Rehabilitation";
- to specialize teaching staff in the direction of "Ergotherapy" through retraining;
- organize advanced training and retraining of teaching staff in the direction "Ergotherapy"
- to increase the percentage of graduation in the department.

Conclusions of the EEP on the criteria: according to the "Academic staff / teachers" standard, 8 criteria are disclosed, of which 5 have a satisfactory position, 3 suggest improvement.

Standard 6. "EDUCATIONAL RESOURCES"

Proof part

The material and technical base of the Faculty of the SD NAO MUA corresponds to the State Educational Standard of the Republic of Kazakhstan 2020, the educational standard of higher professional education in terms of the minimum requirements for the implementation of basic educational programs.

For the organization of the educational process in NJSC "MUA" there are: classrooms, classrooms, classes with visual aids. At the moment, the total area occupied by the department is 323.8 sq. m. Most of the area is occupied by study rooms - 163.9 sq.m.

The volume of the book fund in the specialty "Ergotherapy" undergraduate general fund (educational literature, scientific literature) is 70 257 units, in the Kazakh language - 36 242 units, in Russian 27 893 units, in English 6 122 units.

Training of students in EP "Ergotherapy" will be carried out at 10 clinical bases: multidisciplinary city children's hospital No. 3, hospice "AMARA Investment" in Nur-Sultan, central road hospital in Nur-Sultan, perinatal center No. 3, city children's hospital No. 2, the main military clinical hospital of the Ministry of Defense of the Republic of Kazakhstan, the national scientific cardiac surgery center, the Zhuldyzai children's rehabilitation center, the Republican children's rehabilitation center, which have highly qualified specialists in medical rehabilitation, equipped rehabilitation departments and ergotherapy rooms.

There are agreements for the passage of professional practice for students in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated January 28, 2016 No. 93 "On the approval of the forms of a standard agreement for the provision of educational services and a standard agreement for conducting professional practice."

The corporate network of the Academy provides access to modern databases in the field of medicine and healthcare of large publishing houses with an extensive list of information for both students and faculty: [Polpred.com - Media Review](http://Polpred.com), EAPATIS - Eurasian Patent Information System; Scopus - abstract database of articles with citation index and hirsch index; WEB of knowledge - a database of articles, periodicals in the field of medicine, exact sciences and other areas from Thomson Reuters; Book-UP is a Russian resource with a collection of electronic publications in Russian on the main disciplines of medical education; Emerald- database of periodicals in the field health management; PUBMED is an English-language textual [database of medical and biological publications created by the National Center biotechnological information](#) (NCBI); [Student consultant for a medical school](#) ;

[Republican Interuniversity Electronic Library , PUB MED ; eLIBRARY.RU](#) - United Electronic Library; Europe PMC is a database of such systems as Uniprot, European Nucleotide Archive (ENA), Protein Data Bank Europe (PDBE) and BioStudies.

The university has its own publishing and printing department, which is part of the management of material and technical support and maintenance of buildings.

There are food points and a medical center in the buildings.

Visiting professors from partner universities are actively involved in the educational process of the university

Ergotherapy is a new OP. The material and technical equipment of the Department of Sports Medicine, Rehabilitation and Physical Education, which should be used for the educational process of "Ergotherapy", is mainly represented by simulators. There is no specialized equipment for occupational therapy in the department.

At the initial stage of training, mentors and students will use the material base of clinical bases. The second stage in the development of the specialty will be the modernization and development of the specialty by purchasing the necessary equipment, tangible assets for the implementation of rehabilitation methods for mastering the specialty through their own budgetary funds.

The results of the survey showed that 91.3% of students were satisfied with the existing educational resources of the university, classrooms and classrooms for large groups, 73.9% of the students, the rest room, and 95.6% of the computer classrooms and Internet resources.

Analytical part

As a result of a visual inspection of the material base of the university, members of the EEP noted that the university has all the necessary assets to ensure the educational process. Nevertheless, members of the EEP note that it is necessary to improve the learning environment of students of EP "Ergotherapy" by expanding and strengthening the material and technical base of the specialized department, which must correspond to the development in teaching practice.

Strengths / best practice for EP 6V10114 "Ergotherapy":

- **Interaction with practical health care in the implementation of the educational program, the active participation of employers in the formation of topics (catalog of elective disciplines) of electives, participation in the employment of graduates - the university has 10 specialized clinical bases equipped with the necessary equipment and opportunities for the development of practical skills in EP.**

- **Access to the most popular sources of scientific and educational literature.**

Improvement area

- further active support of the teaching staff from the leadership of the university for the development of academic mobility, advanced training in the direction of "Ergotherapy",

- To increase the scientific productivity of the teaching staff in the field of "Physical medicine and rehabilitation".

EEP recommendations:

To provide the specialized (graduating) department with *modern* equipment for occupational therapy in order to form students' professional competencies and practical skills in the field of "occupational therapy".

Conclusions of the EEP on the criteria: according to the "Educational Resources" standard, material and technical support and equipment are disclosed 22 criteria, of which 15 have a strong position, 6 are satisfactory and 1 implies improvement.

Standard 7. "EVALUATION OF THE EDUCATIONAL PROGRAM"

Proof part

Management of the educational process at the Faculty of SD is a purposeful, systemically organized process of influencing the structural components of this process and the relationship

between them. Management ensures the integrity and effective implementation of the functions of the constituent elements of the educational process, its optimal development.

The EP assessment system in the specialty "Ergotherapy" covers all levels of organization, implementation and evaluation of EP: EP development, approval, organization and conduct of the educational process, achievement of final learning outcomes by students, analysis of feedback from participants in the educational process and stakeholders.

To control and assess the quality of the EP, mutual visits and open classes of teachers are held, the results of which are discussed at meetings of the department, faculty councils.

The quality of classes and the teaching materials used, the timeliness of assignments to the IWS, the organization of monitoring and assessing the progress of students are analyzed at meetings of the department, the educational and methodological bureau of the faculty, the educational and methodological council of the university. The results of the discussion of mutual visits and open classes are reflected in the minutes of the department.

To assess the educational program, external and internal mechanisms are used, such as the QMS certification audit; supervisory audit of the QMS; independent certification of graduates; institutional and program accreditation of the university; self-assessment of units; self-assessment internal audit of structural units; intra-cathedral control; PPP indicators, individual planning and plan implementation; rating of students; current, intermediate and final certification of students; certification of teaching staff.

According to the questionnaire of the teaching staff to the question "How much does the content of the educational program satisfy your needs, 44% of the teaching staff answered "good" and 56% very well. To the question "How is the attention of the management of the educational institution paid to the content of the educational program - 40.6% answered "good" and 60% of the teaching staff very well.

Analytical part

During a visit to the Faculty of SD, the department, members of the EEP noted that the university controls the quality of the EP according to the established criteria. The procedure for assessing the quality and examination of the EP includes: the publication of the order of the rector of the university on the approval of the EP, consideration at the level of the dean's office and the department for the organization and quality control of educational activities.

Strengths / best practice for EP 6V10114 "Ergotherapy"

- Availability of a unified system of approval, assessment and revision of educational programs.
- The educational program provides for the participation of stakeholders, including employers, in the evaluation of educational programs.

No recommendation.

Conclusions of the EEP on the criteria: according to the standard "Evaluation of educational programs" 4 criteria are revealed that have a strong position.

Standard 8. "GOVERNANCE AND PUBLIC INFORMATION"

Proof part

The structural unit responsible for the implementation of the educational program is the Faculty of Social Sciences. The main goals of the faculty are to implement the mission and goals set for the university, the development of the Society by ensuring high quality education, science and clinical practice through the training of a new generation of medical personnel, modern science and the concept of the health of the nation.

For effective feedback with students and their parents, staff, teaching staff, employers and representatives of the public, blogs are functioning on the University website www.MUA.kz. Information on the Faculty of Nursing can be obtained from the Nursing Excellence Center (<http://www.MUA.kz/Chairs/Faculty-of-nursing/>);

Appeals in the form of e-mails are sent to the e-mail addresses (@ MUA.kz) of the deans, to which they receive an instant response, after agreeing on the answer with the supervising vice-rector, the answer is sent to the sender of the appeal within the same day.

Analytical part

The EEP Commission notes that the university posts information on its official website about its activities, the rules for admission of applicants, and educational programs. At the same time, the commission notes that it is necessary to ensure the transparency of the management system and the decisions made, which are published in bulletins, posted on the website of the university, included in the protocols for review and execution.

The graduating department is the department of "Sports medicine, rehabilitation and physical education". Information about the educational program of the specialty "Ergotherapy" is posted on the site.

EEP, the Commission notes that the University provides information on the official website of their activities on the rules of admissions, educational programs www.MUA.kz.

Strengths / best practice for EP 6V10114 "Ergotherapy":

Continuous organizational, coordination and administrative work aimed at achieving the mission of the educational program.

The area for improvement is to increase public awareness of the educational program "Ergotherapy".

No recommendation.

Conclusions of the EEP on the criteria: according to the standard "Management and information public" 10 criteria are disclosed, of which 3 have a strong position, 7 - satisfactory.

(VII) OVERVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD

Strengths identified:

According to the standard "Mission and final results ":

- 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 .
- Integration of educational, clinical and scientific directions in educational programs.
- Close interaction with practical health care for the implementation of the educational program. Employers participate in the formation of topics for elective disciplines.
- Training of specialists in a demanded profession based on the needs of the Republic of Kazakhstan in medical personnel.

According to the "Educational program " standard :

- Implementation of a modular educational program with the integration of disciplines.
- Possibility of choice of individual trajectory of training for account of hours of elective subjects.

By standards Student Assessment "," Students "

- The university has systematized a program for providing material support to students for social needs, food, etc .; resources are allocated to support certain categories of students (disabled, orphans) .
- Student representatives participate in the management bodies of the university.
- To monitor and conduct rating assessments, calculate the results of current progress, midterm, intermediate and final control of the level of knowledge, use the electronic module "Journal of progress" AIS "Sirius".

According to the standard "Academic staff / teachers ":

The university has developed internal regulations to regulate the work of teachers

According to the "Educational Resources " standard :

- **Interaction with practical health care for the implementation of the educational program, active participation of employers in the formation of elective topics, participation in the employment of graduates - the university can use 10 specialized clinical bases equipped with the necessary equipment and opportunities for the development of practical skills in EP.**

- **Access to the most popular sources of scientific and educational literature.**

According to the standard "Evaluation of educational programs ":

- Availability of a unified system of approval, assessment and revision of educational programs.

- The educational program provides for the participation of stakeholders, including employers, in the evaluation of educational programs.

According to the standard "Management and public awareness ":

Continuous organizational, coordination and administrative work aimed at achieving the mission of the educational program.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING THE QUALITY FOR EACH STANDARD FOR THE EDUCATIONAL PROGRAM OF ACCREDITED SPECIALTY 6B10114 "ERGOTHERAPY"

According to the standard "Mission and final results ":

Change the wording of the EP's mission by removing from the text unnecessary detail that belongs to professional competencies.

Wider informing the public and health care about the introduction of the new OP.

According to the "Educational program " standard :

No recommendation.

According to the standards "Student Assessment ", "Students ":

No recommendation.

According to the standard "Academic staff / teachers ":

It is necessary to strengthen the personnel potential of the teaching staff of the profile department:

- provide the department full-time employees with the highest category of specialty "Medical Rehabilitation";
- to specialize teaching staff in the direction of "Ergotherapy" through retraining;
- to increase the percentage of graduation in the department.

According to the "Educational Resources " standard :

Provide the specialized (graduating) department with equipment for occupational therapy for practicing practical skills, forming professional competencies of a specialist in occupational therapy.

- further active support of the teaching staff from the leadership of the university for academic mobility, advanced training in the direction of "Ergotherapy",
- increased activity on scientific products of the teaching staff in the direction of "Physical medicine and rehabilitation".

According to the standard "Evaluation of educational programs ":

No recommendation.

According to the "Management and Administration " standard :

No recommendation.

X. RECOMMENDATION TO THE ACCREDITATION BOARD

Appendix 1. Evaluation table "SPECIALIZED PROFILE PARAMETERS"

No. P \ P	CRITERIA FOR EVALUATION	Co m m e n t s	Position of the educational organization			
			strong	Satisfactory	suggests improvements	Unsatisfactory
2	STANDARD " MISSION AND FINAL RESULTS» MISSION STATEMENT AND FINAL RESULTS					
	The medical education organization should define the mission of the pre-graduate educational program and widely inform the public and the health sector about the stated mission.		x			
2.1.2	The medical organization of education should determine the mission of the educational program based on consideration of the health needs of society, the needs of the medical care system and, accordingly, other aspects of social responsibility.		x			
2.1.3	The medical education organization must ensure that the main stakeholders are involved in the development (formulation) of the educational program's mission.			x		
2.1.4	The medical organization of education must ensure that the mission of the educational program corresponds to the mission of the organization and allows you to prepare a competent specialist at the level of pre-graduate medical education.				x	
2.1.5	The mission statement should contain goals and an educational strategy that will allow you to prepare a competent specialist at the level of pre-graduate medical education.			x		
2.1.6	The mission of the educational program: - must meet the available resources, opportunities, and market requirements; - ways to support it should be defined; - the public should be provided with access to information about the mission of the educational program (information available on the University's website).			x		
2.1.7	The mission and goals of the educational program should be discussed at the Advisory councils/commissions of the University and approved by the Advisory Council of the University.			x		

2.1.8	The medical organization of education should systematically collect, accumulate and analyze information about its activities in preparation for the implementation of the educational program; conduct an assessment of strengths and weaknesses (SWOT analysis), on the basis of which the management of the medical organization of education, together with the Advisory Council, should determine policy and develop strategic and tactical plans.			x		
2.2	THE END RESULT OF ATA TRAINING					
2.2.1	The medical education organization should define the end-of-life learning outcomes that future students should achieve as the result of the training program in relation to: basic level achievements in terms of knowledge, skills and attitudes; the appropriate Foundation for future careers in any field of medicine; future roles in the health sector; subsequent postgraduate training; lifelong learning commitments; the health needs of society, the needs of the health system, and other aspects of social responsibility.				x	
2.2.2	The medical organization of education should determine the final results of training in General and specific to the discipline/ specialty components that students need to achieve at the end of the program.			x		
2.2.3	The medical education organization should determine the end results of training regarding appropriate behavior and treatment of patients and their relatives.		x			
2.3.4	The medical organization of education should have mechanisms to guarantee proper professional behavior and attitude of students to students and other medical personnel, teachers, other health care workers, and compliance With the code of honor.		x			
2.2.5	The medical educational organization should inform the public about the established final results of the program in the relevant specialties.			x		
2.2.6	The medical education organization should guarantee continuity between the final results of basic and postgraduate medical education programs			x		
	Итого		4	8	2	
3.	STANDARD " EDUCATIONAL PROGRAM»					
3.1	Content of the basic medical education program					
3.1.1	The medical education organization should define an educational program model that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, and a model based on modules or spiral design.				x	
3.1.2	Medical education organization should ensure that the content of the programme to GOSO RK requirements and provide breadth of training in accordance with the program's name and the necessary depth of training in the region defined by the specialty.				x	

3.1.3	The medical education organization should describe the content, scope, and sequence of courses and other elements of the educational program in order to ensure that the appropriate balance is maintained between the basic biomedical, clinical, behavioral, and social disciplines.			X		
3.1.4	The medical organization of education should provide mechanisms for providing elective content (ellektivy) and determine the balance between the mandatory and elective part of the educational program, including a combination of mandatory elements and electives or special components of choice;			X		
3.1.5	The medical education organization should use appropriate teaching and learning methods and guarantee the integration of practice and theory components, which include didactic classes and experience in patient care, as well as independent and active learning.			X		
3.1.6	The medical education organization must ensure that training is conducted in accordance with the principles of equality.			X		
3.1.7	A medical education organization must use the student-a focused approach to learning that encourages, prepares and supports future students to take responsibility for their own learning process and demonstrate in their practice.			X		
3.1.8	The medical education organization should provide mechanisms for regular evaluation and feedback, informing about the program and the rights and responsibilities of prospective students, and include ethical obligations in the program.			X		
3.1.9	Medical education organizations should provide mechanisms to increase the independence and responsibility of students regarding their knowledge, skills and experience development.			X		
3.1.10	Medical education organizations should recognize gender, cultural, and religious differences and prepare future students for appropriate relationships with patients.			X		
3.1.11	The medical education organization should organize educational programs with due attention to patient safety and autonomy. The medical organization of education should define mechanisms for involving stakeholders in the formulation of the mission and final results of training in the educational program.			X		
3.2	SCIENTIFIC METHOD					
3.2.1	The educational program should contain disciplines aimed at developing analytical and critical thinking, such as the scientific basis and methodology of medical research, including clinical research.			X		
3.2.2	The medical education organization must ensure that future students will study and know evidence-based medicine, which should be an integral part of the educational program.			X		

3.2.3	Medical education organizations should provide for teaching and training critical evaluation of literature, articles and scientific data, and the use of scientific developments.			X		
3.3	BASIC BIOMEDICAL SCIENCES, BEHAVIORAL SCIENCES, SOCIAL SCIENCES AND MEDICAL ETHICS					
	The medical organization of education must define and include in the educational program:					
3.3.1	achievements in basic biomedical Sciences to develop students ' understanding of scientific knowledge;		X			
3.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		X			
3.3.4	The medical education organization should identify and include in the educational program achievements that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditions of the causes, distribution 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, clinical decision-making and ethical practice, by including disciplines in the behavioral Sciences; social Sciences; medical ethics; and medical jurisprudence in the OP.			X		
3.4	CLINICAL SCIENCES AND SKILLS					
3.4.1	The medical education organization should identify and implement the achievements of clinical Sciences in the educational program and ensure that students acquire sufficient knowledge, clinical and professional skills to take on appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;			X		
3.4.2	The medical education organization must provide for at least one third of the educational program in planned contacts with patients on clinical bases;			X		
3.4.3	The medical education organization must set a certain amount of time for training in the main clinical disciplines, including internal medicine, surgery, psychiatry, General medical practice (family medicine), obstetrics and gynecology, and Pediatrics.		X			
3.4.4	The medical educational organization should provide mechanisms for organizing clinical training with appropriate attention to patient safety, including monitoring the actions performed by the student in the conditions of clinical bases.		X			
3.4.5	The medical organization of education should ensure that each student has early contact with real patients, including their gradual participation in patient care, including responsibility for the examination and/or treatment of the patient under supervision, which will be carried out in the appropriate clinical bases.			X		

3.4.6	The medical education organization should structure the various components of clinical skills training according to the specific stage of the training program.			x		
3.5	PROGRAM MANAGEMENT AND ORGANIZATION OF TRAINING					
3.5.1	The medical education organization should determine the structural unit(s) responsible for basic educational programs and have the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, evaluating students, and evaluating the educational program and courses to achieve the final learning outcomes.			x		
3.5.2	The medical organization of education should provide representation from teachers and students in the structures/councils/commissions responsible for educational programs.			x		
3.5.3	Medical education organizations should guarantee training in different clinical bases, which are characterized by the profile of clinics, different categories of patients, the level of medical care (primary care, specialized medical care, highly specialized medical care), hospitals and outpatient clinics.			x		
3.5.4	Medical education organizations should provide mechanisms for introducing innovations in the educational program.			x		
	Subtotal		4	20	2	
4	STANDARD " STUDENT ASSESSMENT POLICY» EVALUATION METHOD					
4.1						
4.1.1	The medical education organization should formulate and implement a student assessment policy that includes principles, goals, methods, and practices for evaluating students, including the number of exams and other tests, maintaining a balance between written and oral exams, using criteria-based and reasoning-based assessment methods, and special exams (OCE or Mini-clinical exam), and defining criteria for establishing passing scores, grades, and the number of allowed retakes;			x		
4.1.2	A medical education organization should use a set of assessment methods and formats in accordance with their" applicability", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats in relation to established learning outcomes.			x		
4.1.3	Medical education organizations should study and document the reliability, validity, and fairness of assessment methods.			x		
4.1.4	Medical education organizations should use the system of appeal of evaluation results based on the principles of fairness and compliance with the legal process.			x		
4.1.5	Medical education organizations should ensure that the assessment process and methods are open (accessible) to external experts for examination.			x		
4.2	RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING					

4.2.1	The medical education organization should use evaluation principles, methods, and practices that are compatible with established learning outcomes and teaching methods.			X		
4.2.2	Medical education organizations should have mechanisms to provide timely, specific, constructive and fair feedback to prospective students based on the results of their knowledge and skills assessment.				X	
4.2.3	Medical education organizations should use evaluation principles, methods, and practices that promote integrated learning and involvement in practical clinical work, achieve end-results, and provide interprofessional learning.			X		
Subtotal				7	1	
5	STANDARD «STUDENTS ADMISSION AND SELECTION POLICY»					
5.1						
5.1.1	The medical education organization should define and implement an admission policy, including an established regulation/rule on the student selection process, which includes the rationale and selection methods;			X		
5.1.3	The medical education organization should have a policy and implement the practice of transferring students from other programs and medical education organizations.			X		
5.1.4	The medical education organization must guarantee transparency in the selection process and equal access to basic education.			X		
5.1.5	The medical educational organization should develop an appeal procedure against the decision of the admissions Committee.			X		
5.2	NUMBER OF STUDENTS					
5.2.1	Medical educational organization should determine the number of accepted students in accordance with material and opportunities at all stages of education and training, and the decision on the admission of students suggests the need to regulate national requirements for human resources for health, in the case where medical education institutions do not control the number of recruited students, should demonstrate their commitments by explaining all the relationships, paying attention to the consequences of the decisions made (the imbalance between the recruitment of students and the material, technical and academic potential of the University).			X		
5.2.2	The medical education organization should have accessible information about the health needs of the community, which includes consideration of balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, including the potential need for a special policy for the recruitment and admission of their groups of small peoples and students from rural areas.		X			
5.2.3	The medical education organization should determine the number of students by consulting with interested parties.		X			
5.3	SUPPORT AND ADVICE FOR STUDENTS					

5.3.1	The medical organization of education should have a system of academic counseling for future students.			x		
5.3.2	The medical organization of education should have mechanisms for supporting students that are focused on social, financial and personal needs, and allocate appropriate resources for social and personal support.		x			
5.3.3	The medical education organization must guarantee confidentiality in relation to the advice and support provided.			x		
5.3.4	Медицинская организация образования должна предусмотреть выделение ресурсов для поддержки студентов		x			
5.3.5	Medical education organizations should provide support in case of professional crisis and problem situations. Candidates for the PhD doctoral program must have a level of education corresponding to the master of science degree in the corresponding doctoral profile or have completed residency training in medical specialties.		x			
5.4	REPRESENTATION OF STUDENTS					
5.4.1	The medical education organization should develop and implement policies on student representation, including in the formulation of the mission and final learning outcomes, participation in the development of the training program, planning of working conditions, evaluation of the training program, management of the training program, and other issues related to students, which includes student self-government, participation of student representatives in the councils of faculties, higher education institutions, and other relevant bodies, as well as in public activities and local health projects.					
	Subtotal		6	7		
6	STANDARD " ACADEMIC STAFF/ TEACHERS»					
6.1.1	The medical education organization should develop and implement a policy for the recruitment and admission of teachers, staff, defines their category, responsibilities and balance of academic staff/teachers in basic biomedical Sciences, behavioral and social Sciences and clinical Sciences for the adequate implementation of the educational program, including the appropriate ratio between medical and non-medical teachers, full-time and part-time teachers, and the balance between academic and non-academic staff;		x			
6.1.2	The medical education organization should take into account the criteria for scientific, pedagogical and clinical merits of applicants in its selection policy, including the appropriate balance between pedagogical, scientific and clinical qualifications;				x	

6.1.3	Medical educational organization should define and implement policies for the activities and development of employees, which allows to strike a balance between teaching, research and service functions, which include setting time for each activity, considering the needs of medical education institutions and professional teachers;			x		
6.1.4	The medical education organization should implement an employee performance and development policy that guarantees the recognition of academic performance, with an appropriate focus on teaching, research, and clinical qualifications, and is implemented in the form of awards, promotions, and / or remuneration;			x		
6.1.5	The medical education organization should implement a policy of employee activity and development that 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 encourage cooperation and integration;				x	
6.1.6	The medical education organization should implement an employee performance and development policy that includes training, development, support and evaluation of teachers, which involves all teachers, not only newly hired, but also teachers drawn from hospitals and clinics.				x	
6.1.7	The medical educational organization should take into account the attitude to its mission, the significance of local conditions, including gender, nationality, religion, language, and other conditions related to the medical educational organization and the educational program when selecting employees/teachers;			x		
6.1.8	Medical education organizations should develop and implement policies for promoting staff/teachers.			x		
	Subtotal		1	4	3	
7	STANDARD "EDUCATIONAL RESOURCES" MATERIAL AND TECHNICAL SUPPORT					
7.1	AND EQUIPMENT					
7.1.1	The medical organization of education must have sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;				x	
7.1.2	The medical education organization must provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and when using equipment.			x		

7.1.3	The medical education organization should provide the necessary resources for students to acquire adequate clinical experience, including the number and categories of clinical bases that include clinics (for primary, specialized and highly specialized care), outpatient services (including PHC), primary health care facilities, health centers and other public health care facilities, as well as centers/laboratories of clinical skills that allow for clinical training, using the capabilities of clinical databases and ensure rotation in the main clinical disciplines; sufficient number and categories of patients; opportunities to monitor the clinical practice of students.		X			
7.1.4	Medical education organizations 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 the practice of training.			X		
7.2	INFORMATION TECHNOLOGY					
7.2.1	The medical education organization should define and implement policies that aim to effectively use and evaluate relevant information and communication technologies in the educational program.			X		
7.2.2	The medical organization of education should provide library resources, including the Fund of educational, methodological and scientific literature on General education, basic and specialized disciplines on paper and electronic media, periodicals, and access to scientific databases.				X	
7.2.3	The medical organization of education must provide access to educational Internet resources, Wi-Fi operation on the territory of the educational organization			X		
7.2.4	Medical education organizations should provide teachers and students with opportunities to use information and communication technologies for self-study; access to information; patient management; and work in the health care system.			X		
7.2.5	Medical education organizations should ensure that students have access to relevant patient data and health information systems.			X		
7.3	RESEARCH IN THE FIELD OF MEDICINE AND SCIENTIFIC ACHIEVEMENTS					
7.3.1	Medical education organizations should have research activities in the field of medicine and scientific achievements as the basis for educational programs;				X	
7.3.2	The medical education organization should define and implement policies that promote the relationship between research and education;				X	
7.3.3	The medical organization of education must provide information about the research base and priority areas in the field of scientific research of the medical organization of education.			X		

7.3.4	The medical education organization should ensure that the relationship between research and education is taken into account in teaching; encourages and prepares students to participate in and develop research in the field of medicine.			X		
7.4	EXPERTISE IN THE FIELD OF EDUCATION					
7.4.1	A medical education organization should have access to educational expertise and conduct expertise that examines the processes, practices, and problems of medical education and can involve doctors with research experience in medical education, psychologists, and sociologists in the field of education provided by the University's medical education development Department or by involving experts from other national and international institutions.			X		
7.4.2	The medical organization of education should define and implement a policy on the use of expertise in the field of education: - in the development of an educational program; - development of teaching methods and assessment of knowledge and skills.			X		
7.4.3	The medical education organization should provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;			X		
7.4.4	Medical education organizations should pay due attention to the development of expertise in the evaluation of education and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;			X		
7.4.5	Medical education organizations should promote the desire and interests of employees to conduct research in medical education.		X			
7.5	EXCHANGE IN THE FIELD OF EDUCATION					
7.5.1	The medical education organization should define and implement policies for cooperation at the national and international levels with other medical universities, schools of public health, faculties of dentistry, pharmacy, and other University faculties;			X		
7.5.2	The medical organization of education should have mechanisms for transferring and offsetting educational credits, which can be facilitated by the conclusion of agreements on 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 course requirements.			X		
7.5.3	The medical education organization should promote regional and international exchange of staff (academic, administrative, and teaching staff) and students by providing appropriate resources;			X		

7.5.4	The medical education organization should ensure that the exchange is organized in accordance with the goals, taking into account the needs of employees, students, and in compliance with ethical principles. The medical education organization / scientific organization must define, approve, and publish the principles, methods, and practices used for evaluating doctoral students, including the criteria for evaluating scientific work.			x		
	Subtotal		1	14	2	
8.	STANDARD " EVALUATION OF THE EDUCATIONAL PROGRAM»					
8.1	The medical organization of education should have mechanisms for monitoring the educational program, taking into account the mission, the required final results of training, the content of the educational program, the assessment of knowledge and skills, and educational resources.			X		
8.2	The medical education organization should evaluate the program regarding student admission policies and the needs of education and the health care system for medical personnel.			X		
8.3	The medical organization must ensure that the education program's stakeholders participate in the evaluation			X		
8.4	The medical education organization should provide mechanisms to ensure transparency of the process and results of the evaluation of the educational program for management and all interested parties.			x		
	Subtotal			4		
9	STANDARD " MANAGEMENT AND INFORMATION FOR THE PUBLIC»STANDARD " MANAGEMENT AND INFORMATION FOR THE PUBLIC»					
9.1	The medical organization of education should determine the structural unit responsible for educational programs and achieving the final results of training.			X		
9.2	The structural unit responsible for educational programs should have the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, evaluating students, evaluating the educational program and courses of study.			X		
9.3	The medical education organization should define the responsibilities and responsibilities of the management/staff for basic medical education.			X		
9.4	The medical education organization should have a clear range of responsibilities and powers to provide educational programs with resources, including a target budget for training, allocate the resources necessary for the implementation and implementation of the training program, and allocate educational resources in accordance with needs.				X	

9.5	The medical organization of education should publish accurate, objective, up-to-date information about the specifics of the OP, which should include the programs being implemented, indicating the expected learning outcomes; information about the possibility of awarding qualifications at the end of the OP; information about teaching, training, evaluation procedures; information about passing points and educational opportunities provided to students; information about employment opportunities for graduates.				X	
9.6	The medical education organization should provide for a variety of ways to disseminate information, including the media, information networks to inform the General public and interested persons.			X		
9.7	The medical organization of education should publish adequate and objective information about the teaching staff of the OP, about cooperation and interaction with partners in the framework of the OP.				X	
9.8	The medical organization of education must demonstrate the reflection on the web resource of information that characterizes the University as a whole and in the context of educational programs.				X	
9.9	Medical education organizations should develop a quality management program, including regular reviews.				X	
9.10	The medical organization of education should ensure transparency of the management system and decisions that are published in bulletins, posted on the University's website, and included in the protocols for review and execution.				X	
Subtotal:			3	7		
IN TOTAL:			67	34	5	