



«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 evaluation Commission  
for compliance with the requirements of specialized accreditation standards  
educational programs  
8D10103 «Public health»  
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*



Независимое агентство  
аккредитации и рейтинга

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**Nur-Sultan, 2020**

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## **(I) LIST OF ABBREVIATIONS AND ABBREVIATIONS**

BC - Basic courses

GNI-internal regulatory documents

of the state educational institution State mandatory standard of education

IGA Final state certification

Individual entrepreneur Instructional letter

IRP Individual work plan

KED Catalog of elective disciplines

of the Ministry of health

Ministry of education and science

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

Research and development activities

of NPA – normative legal acts

OP Educational program

PD Profile subjects

Teaching staff

Republic of Kazakhstan

RP Work programs

DPD curriculum

BLUNT model curriculum

of educational-methodical complex of the Educational-methodical complex of disciplines

## **(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 (EEC) contains an assessment of the submitted educational programs against the IAAR criteria, recommendations of the EEC for further improvement of educational programs and parameters of the profile of educational programs.

### **EEC 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 Myrzagalievna, 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 EDUCATIONAL ORGANIZATION

NAO "MUA" was established in 1964 as the Tselinograd state medical Institute by the decision of the Central Committee of the Communist party and the Council of Ministers of the Kazakh SSR and functioned as:

1. Tselinograd state medical Institute (1964-1997).
2. Kazakh State medical Academy (1997-2008).
3. Joint-stock company "Kazakh medical Academy", with one hundred percent ownership state participation in the authorized capital (13.05.2008-2009).
4. NAO "Medical University of Astana" (06.01.2009-01.07.2010) as a part of JSC «National medical holding».
5. NAO "Medical University of Astana" from 22.02.2019 up to the present time.

The University operates under the regulatory acts and internal regulatory documents, has a license Committee on control in education and science of RK from 31.01.2009 No. KZ93LAA00014823, without limitation, the right to conduct educational activities in programs of higher and postgraduate professional education, and the application for a license to the level of "Doctorate". In The University has a multi-level education system, doctoral studies are the highest level of training of specialists.

In 2011, the University integrated the EFQM excellence Model with the existing quality management system, was validated by international experts (assessors) for compliance with the criteria and fundamental concepts of the EFQM excellence Model at the level of "Striving for excellence", in 2012 – "Recognized excellence", 4 stars. Within the framework of the integrated management system development (IMS) was implementation of the corporate social responsibility (CSR) system in accordance with the ISO 26000:2010 standard, the information security system (SIB) in accordance with the with ISO 27001: 2005 standard, international standard ISO 31000:2009 " Risk management. Principles and management", environmental management system according to international standard ISO 14001:2004 and system of management of professional safety and health according to the international standard OHSAS 18001:2007, energy management system according to international standard ISO 50001:2011. Since 2013 the school has a certificate of authority AFNOR (France) in accordance with the international standard ISO 9001:2008 recertification in 2016

In the world ranking of University Internet sites Ranking Web of Universities (Webometrics) (for 2020), NAO "MUA" is ranked 10884th, in the continental ranking 4779th, in the Republic 27th.

27 10884      \_Астана Медицинский Университет / Медицинский Университет Астана.      . 4779 12271 6505  
6084

A source: <https://www.webometrics.info/en/Asia/Kazakstan>

The main structural divisions of the University are institutes, deans' offices, departments, departments, centers, which include staff in the following categories: teaching staff, administrative and managerial staff, teaching and support staff, maintenance staff. In 2007, the faculty of public health was established, which carries out organizing training at the following levels: bachelor's degree, postgraduate education (master's and doctoral programs of the Russian Academy of Medical Sciences), additional medical education. Currently, it is called "Public health and management", under the

management of which 6 departments function. 5647 students, 1460 interns, and 580 residents study at The University's faculties, 88 undergraduates and 63 doctoral students, including 639 foreign students.

The University has a system of international distance learning (MOODLE), which uses the latest achievements in this field in its work. Since March 2020, the educational process has been implemented in a distance learning format however, due to the introduction of quarantine, Sirius, Webex, and Moodle platforms are used. Training of doctoral students is carried out in full-time, the duration of training is 3 years years. The contingent of students on the OP is 9 people, in the 1st year-5, 2-3, 3-1/

#### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

Accreditation of the IAAR educational program is held for the first time

#### **(V) DESCRIPTION OF THE VEC VISIT**

The work of the EEC was carried out on the basis of the visit program of the expert commission for specialized accreditation of educational programs in NJSC "MUA" 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, vice-rectors of the university in areas of activity, heads of structural divisions, deans of faculties, heads of departments, heads of departments, teachers, students, graduates, employers. A total of 190 representatives took part in the meetings (Table 1).

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

<b>Participant category</b>	<b>amount</b>
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
<b>Total</b>	<b>102</b>

During the work of the EEC, a visual inspection of the university infrastructure was carried out: the center for master's and doctoral studies, the center for support of publications, library literature, the department for organizing and monitoring the quality of the educational process, the office-registrar, the department for work with students, which also deals with career guidance, the center for youth affairs, clinical bases: Alanda Clinic, Republican Center for Healthcare Development, Department of Public Health.

At the meetings of the IAAR EEC with the heads and teaching staff of the university, the mechanisms for implementing the university's policy were clarified, and the specific data presented in the university self-assessment report were specified.

During the visit, the members of the EEC got acquainted with the state of the material and technical base, got acquainted with the educational and methodological documentation of the departments in the accredited specialty, studied the regulatory and educational documents on educational disciplines, including the educational

program, standard curriculum, educational and methodological complexes and other materials provided by the university.

The university ensured the participation of EEC members in the classes held in a distance format. In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the university. Along with this, experts have studied the online positioning of the University through the official website of the university [www.amu.kz](http://www.amu.kz).

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

## **(VI) COMPLIANCE WITH SPECIALIZED STANDARDS ACCREDITATIONS**

### **6.1 Standard "Mission and end results"**

#### ***Proof part***

All activities of the university are aimed at realizing its mission. The mission of the university is the development of 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 nation's health. The mission is presented on the website in the section "corporate governance" - "about the university". Strategic directions and operational plan correspond to the implementation of the mission, contain the main directions of the university's activities for the next 5 years. The university has set a goal - to enter the ranking of the best universities in the world according to the QS version within 10 years, which is reflected in the university's vision.

The mission of the faculty is to provide an integrated approach to the training of highly qualified competitive specialists in the health care system, their continuous professional development based on the integration of education, science and practice, corresponds to the mission of the university and is also presented on the university website in the "Departments and faculties" section to inform the public and stakeholders ...

The mission of the educational program in the specialty of doctoral studies in "public health" is to train specialists competent in solving applied professional problems in the field of public health, as well as capable of formulating and solving modern scientific and practical problems, successfully carrying out professional activities (according to the report) and training highly specialized, competitive specialists of a new generation capable of conducting scientific research (in the EP).

The university presented evidence that the EP model is built on a modular-credit basis, built on a competency-based approach, for which competencies at the doctoral level have been developed and presented : professional traits (ethics and norms of behavior) - general competencies; special competences - "methods in the field of public health", "public health and its physical, radiological, chemical and biological-ecological determinants", "health promotion", "ethics", "Assessment of socially significant diseases", "standardization and accreditation" , "Use of modern technologies", "expert activity" according to OP. To achieve competencies, the university approved the final results.

The university provides a certain academic freedom for teaching staff in the development of EP, there is no evidence that the university provides institutional freedom to the dean's office and the center of master's and doctoral studies as an independent unit of the university. The mission and the final learning outcomes for the EP are determined with the participation of the main stakeholders: teaching staff, doctoral students, AUP and communicated to a wide range of others

stakeholders such as employers and the public.

#### ***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 EEC visit.

The HEI did not provide clear evidence of mechanisms for informing the public about the established learning outcomes: participation in the formulation of the mission and end results of other stakeholders.

When visiting the EEC departments, AUP, interviews, it was revealed that the implementation of certain decisions on the activities of departments in the field of medical education is not always carried out in a timely manner. The main reason for the problem is the weak interaction of structural divisions, in particular, the center of magistracy and doctoral studies with the dean's office of public health and management and departments, which is probably explained by an insufficiently clear distribution of responsibilities between structural divisions.

### ***Strengths / Best Practice***

Strengths include:

- The university has developed and is implementing a strategic plan for the development of the university with an emphasis on increasing scientific potential, with a motivation system for teaching staff and university staff, focused on the final result (6 main final indicators are adopted )
- Development of resources for the implementation of the EP using various sources: PPP, additional government sources, etc.

### ***EEC recommendations***

- To involve representatives of all interested parties in the development and discussion of the EP Mission: employers, students, teaching staff and AUP with fixing the course of the discussion and proposals made.
- Wider use of social networks and resources site to disseminate information about the IIA with the AI of the university and the OP to reach a larger range of public and raise awareness.

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

strong – 5 satisfactory - 13 suggest improvements -0 unsatisfactory -0

### ***Standard 6.2. "Research environment and educational resources"***

#### ***Proof part***

When visiting the departments, clinical bases, administrative divisions of the university, the members of the commission were provided with evidence of the provision of resources for conducting research work both at their own expense and at the expense of grants or external funding.

Sources of external funding for scientific research are grants from both the Ministry of Education and Science of the Republic of Kazakhstan, the Ministry of Health of the Republic of Kazakhstan.

University employees publish articles in Kazakhstani magazines, there are security documents, books, monographs. Provided proof of the fact that the results of scientific research have been implemented in health care practice and educational process.

Currently, projects are being implemented on grant financing of the Ministry of Education and Science of the Republic of Kazakhstan, program-targeted financing of the Ministry of Health of the Republic of Kazakhstan, by order of pharmaceutical companies.

11 employees of the university belong to the category of teaching staff, implementing the educational program of PhD doctoral studies in the accredited specialty.

According to the statement of the university, the research is carried out in accordance with ethical standards and approved by the relevant competent ethics committee.

Doctorates go on scientific internships as part of the implementation of individual curricula.

### ***Analytical part***

In general, the results of the analysis following the visit to the EEC showed that the real situation complies with the report according to the IAAR standard and requirements. At the same time, there are criteria that the university needs to improve and bring in line with the normative legal acts and the GNI.

Doctoral students went to Vilnius University and took classes in biostatistics, which is not a strong practice. It is advisable to send doctoral students for scientific internships with foreign leaders.

A system of incentives for teaching staff has been developed with an emphasis on the assessment of scientific achievements, which will enhance the scientific potential of the departments.

The university did not provide evidence of the development of joint educational programs for doctoral studies. However, this mechanism is relevant and allows the university to strengthen its position at the international level, provide an opportunity for doctoral candidates to receive 2 diplomas in one period of study, will undoubtedly affect the quality of doctoral students' training and the compliance of research with international standards, increase the quality of teaching and give a competitive advantage to the university.

The material and technical base and information resources are sufficient for the implementation of an educational program on public health.

It is necessary to pay attention to the content of the site and the convenience when searching for information, navigation is inconvenient. The site does not contain information about the educational program, the operational plan of the university, the financial and economic indicators of the university, which is one of the mechanisms for implementing the principle of transparency of an educational institution.

### ***Strengths / Best Practice***

Strengths include:

- Developed infrastructure of the university, various clinical bases of city, regional and republican significance, allowing to effectively implement the educational process
- Strengthening the focus of the university on the development of scientific achievements.

### ***EEC recommendations***

- Contentfully fill the website of the university with the placement of the following information: the operational plan of the university and the development plan of the EP, educational programs for doctoral studies and providing open access for interested parties.

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

strong – 19 satisfactory - 7 suggest improvements-1 unsatisfactory -0

### ***6.3 Standard " admission Policy and criteria»***

#### ***The evidentiary part***

The policy of admission to the doctoral program is determined on the basis of regulatory documents of the Republic of Kazakhstan. By the order of the rector, an admissions Committee is created annually. Admission to the doctoral program is carried out on a competitive basis based on the results of entrance examination. Individuals entering the doctoral program pass entrance exams: for one of the following foreign languages (English, French, German); by specialty. There are no foreign citizens applying for doctoral studies at the University.

Admission is carried out according to the standard procedure in accordance with the requirements of the NPA in this area

areas. The number of persons admitted to the doctoral program for training at the expense of funds it is determined within the limits of the state educational order. To ensure the transparency of the exam procedure, resolving disputes on the during the examination period, an appeals Commission is established.

Topics of dissertation research are determined and approved in the first 3 months after enrollment. The processes meet the requirements of the regulatory documents of the Republic of Kazakhstan. At the end of the doctoral program, doctoral students submit the results of dissertation research in the form of a dissertation and undergo a defense procedure.

The University has a dissertation Council, updated in 2019. The composition of the dissertation Council is posted on the website, reports on the activities of the Council are also posted on the website. In 2019-2020, there were no meetings of the dissertation Council for the defense of dissertations.

### ***The analytical part***

According to this standard, it can be noted that the selection and admission to the doctoral program is carried out in accordance with the following criteria: in accordance with regulatory documents. Information about the admission conditions is publicly available.

Topics of scientific research and candidates of scientific consultants are discussed at meetings of Advisory bodies, all standard procedures of discussion at the level of the Department, the scientific Committee within the Senate are passed. Doctoral students are given the opportunity to participate in Advisory bodies, in the discussion of scientific papers.

### ***Strengths/best practices***

- It is not revealed

***Recommendations:*** none.

***The conclusions of the WEC according to the criteria: (strong/ satisfactory/ assume improvements/ unsatisfactory)***

strong-7 satisfactory -3 suggest improvements-0 unsatisfactory-0

## 6.4 PhD Doctorate Program Standard

### ***Proof part***

The University determines the content, volume of academic disciplines, taking into account the legal documents governing this process. The educational program contains compulsory and elective components. The choice of elective disciplines is carried out automatically, which makes it possible to implement the individual trajectory of education.

In the organization of education, when forming and updating educational programs, the opinion of students, the interests of employers are taken into account.

The educational program has a mission that differs in the EP report and passport provided. The purpose of the EP for doctoral studies is aimed at training and retraining of professionally qualified specialists in the field of public health, in demand on the labor market of the Republic of Kazakhstan.

The university has a system for the development and discussion of educational programs and methodological developments of EP. The distribution of disciplines is carried out by structural divisions: the center for master's and doctoral studies and sends them to the departments for implementation .

On the basis of workers' training programs are developed, discussed at meetings of the chairs of all the other documents included in the OP: syllabus and control and measuring equipment (hope, a landmark issues, final control).

Training is conducted in three languages: state, Russian, English.

Individual assistance and advice to students on the educational process is traced , and conditions are created for the effective development of EP. In the educational process, the individual characteristics of students are taken into account, support is provided in the implementation of the educational process and a monitoring system for their achievements is maintained.

The doctoral program provides for the disciplines necessary to acquire the competencies adopted under this program.

Scientific consulting is carried out by the teaching staff of the university together with representatives of other universities, research institutes, scientific centers, practical health care organizations in Kazakhstan and other countries.

The university has a procedure for assessing the achievements of doctoral students; the work on the implementation of feedback from scientific consultants and doctoral students to assess the quality of the program is not entirely clear. In connection with this, the process of updating the model OP, methodological approaches in training is conducted formally without taking into account the needs of interested parties.

### ***Analytical part***

EEC notes the compliance of the doctoral program with the requirements for the competencies of doctoral graduates.

Some of the criteria of the standard by which accreditation was carried out require further improvement.

In particular, the goal of the EP for doctoral studies should not include the process of retraining of personnel. It is necessary to define a single mission of the EP, revise with the participation of all interested, proposals, documented. Determine the procedure for hearing the results of scientific research of doctoral students, which will help improve the quality of dissertations, more actively conduct feedback from scientific consultants and doctoral students on the evaluation of the EP.

### ***Strengths / Best Practice***

- EP meet the needs of the market and the state policy of the Republic of Kazakhstan in the field of training qualified personnel

### ***Recommendations:***

- Improve the quality of EP through active feedback and the involvement of teaching staff, doctoral students, employers in the development and discussion of EP with the obligatory documentation of the process at the level of departments, the center of master's and doctoral studies, the presence of peer review

- To make wider use of the potential of partner universities in improving the educational program

- Create joint 2-degree educational programs with partner universities

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

Strong-7 Satisfactory - 9 Suggesting improvements - 0 Unsatisfactory – 0

## **6.5 Scientific guidance standard**

### ***Proof part***

The Strategic Development Plan of the University provides for measures to improve the quality of training and vocational education by stimulating the existing staff.

The qualifications of the teaching staff and staff of the university comply with the requirements of the NLA, ensured by a systematic assessment of their competence by the administration of the university.

The university conducts training seminars for scientific consultants.

On average, one scientific consultant works with 1-3 doctoral students, which is adequate for his workload.

The university provided evidence that the teaching staff are consultants for doctoral students of other organizations, which is a recognition of the scientific potential of the university.

According to the qualification requirements for scientific consultants, all acting consultants fully comply.

When selecting a scientific consultant, a formal assessment of his scientific achievements is carried out.

The university has determined the responsibility of scientific consultants, consultants know their responsibilities and rights, but could not provide written evidence of this process. The university has agreements between the university and the doctoral student, where there is no information about the responsibility of scientific consultants.

#### ***Analytical part***

According to the "Scientific leadership" standard, one can note a good level of professionalism of the teaching staff implementing the educational program of doctoral studies in terms of scientific leadership.

To increase the scientific potential of scientific consultants, create a pool of potential scientific consultants, the university must determine the formulated duties and responsibilities of each scientific consultant and write it down in internal regulatory documents; determine the minimum frequency of scientific advisers consulting their students. Correct the discrepancy in the definition: scientific supervision of doctoral students is carried out by scientific consultants, not scientific advisers.

#### ***Strengths / Best Practice***

- Selection and placement of teaching staff is carried out taking into account qualifications. Recognition of scientific consultants outside the university.
- The departments have the best practices that are actively introduced into the educational process

#### ***EEC recommendations:***

- Develop and approve a document regulating the duties, rights and responsibilities of scientific consultants and communicate it to interested parties.
- Determine the conceptual apparatus, which must be reflected in the internal regulations governing the requirements for the process of scientific support of dissertations.

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

strong-5 fair -4 suggest improvement-0 unsatisfactory-0

### ***6.6 PhD Dissertation Standard***

#### ***Proof part***

Dissertations completed at this university are completed within the period provided for doctoral studies - 3 years. During this period, doctoral students complete doctoral studies, conduct research, publish the main results of scientific research.

Dissertation work meet the requirements, requirements for research for the degree of Doctor of Philosophy in specialty "Public health" according to the NPA.

All dissertations defended in the dissertation council are published on the website of the university where the defense was carried out.

Thus, in general, the review showed that all procedures at the university are followed at the proper level.

#### ***Analytical part***

According to this standard, the university meets all the criteria for accreditation.

There are dissertations on which articles were published in publications that were later derived from the peer-reviewed Scopus and WoS databases, which affects the quality of dissertations at the defense stage, creates difficulties in defense and an additional burden on researchers. There is a need to strengthen the requirements for the assessment of work at the university stage to ensure high-quality publication products.

***Strengths / Best Practice***

- Thesis research is being carried out, the scientific results of which have received practical implementation or are being implemented at the level of the country and region

***Recommendations:***

- Improve the process of supporting publications for quality assurance publications and eliminating the risks of submitting articles of doctoral students and teaching staff to substandard scientific publications

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

Strong - 15

satisfactory - 2 suggest improvements - 0 unsatisfactory - 0

6.7 *Standard "Evaluation of Dissertation Works"*

***Proof part***

The university provided evidence that all dissertations are being discussed at the university level, and later sent to the dissertation council. The university has its own dissertation council. For 2019-2020 since the renewal of the composition of the dissertation council, there were no defenses .

The regulation of the activities of dissertation councils was carried out and is carried out in accordance with the regulatory documents adopted in the Republic of Kazakhstan.

All defended dissertations until 2019 were submitted in writing in the form of a dissertation, presentation of the main results and provisions of the dissertation, reviews, reviews of scientific consultants were attached to the works.

***Analytical part***

According to this standard, it can be noted that the university has created all the conditions for the assessment of dissertations at the university level. Currently, the university has a dissertation council for the specialty "Public health", created by order of the chairman of the Committee for Control in Education and Science, which allows doctoral students to defend themselves within the walls of their own educational institution. according to a survey of doctoral students and graduates of doctoral studies, dissertation candidates want to defend themselves in this dissertation council.

***Strengths / Best Practice***

- The university has a dissertation council in the specialty "Public health"

***Recommendations: No***

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

Strong-10 Satisfactory -2 suggest improvements-0 unsatisfactory-0



## 6.8 Management and Administration Standard

### ***Proof part***

The structural unit responsible for the management of the EP is the center for master's and doctoral studies. Also, the dean's office of public health and management, which includes 6 departments, is responsible for the implementation of the educational program.

Advisory bodies have been created at the dean's office level, allowing to consider and discuss all issues related to the implementation, changes in the OP.

The center cooperates with the dean's office, departments and other structural divisions in the management and implementation of the doctoral program.

Students (doctoral students) participate in the EP management process through the work of the faculty council, meetings of departments.

To determine feedback and assess the effectiveness of program management, a survey of the main consumers of the EP is conducted.

The center, the faculty are not independent in determining their own budget, the budget is formed on the basis of applications for the needs of departments in certain purchases and is determined at the level of the administration.

### ***Analytical part***

This university has all the documents and processes. Regulating the management of the university and the educational program.

There is a weak connection between the structural units responsible for the management of EP and departments, which creates certain difficulties both in EP management and in building capacity in the field of the quality of educational services.

### ***Strengths / Best Practice***

- Stable financial condition of the University; extensive collaboration with partners in the health sector.

### ***Recommendations:***

- Revise the functional responsibilities of the employees of the departments: the center for master's and doctoral studies, the dean's office of public health and management, providing EP management with an emphasis on strengthening interaction between the structural units involved in the management and implementation of the EP.

- Strengthen the human resources potential of the Master's and Doctorate Center by organizing training for employees in the field of department management, educational program.

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

Quantitative indicators reflecting the organization's compliance with the Standard's criteria are as follows:

Strong – 9 satisfactory -15 suggest improvements - 3 unsatisfactory - 0

## **(VII) REVIEW Strengths / BEST PRACTICES FOR EVERYONE STANDARD**

### **7.1 Standard "Mission and leadership"**

- The university has developed and is implementing a strategic plan for the development of the university with an emphasis on increasing scientific potential, with a motivation system for teaching staff and university staff, focused on the final result (6 main final indicators are adopted)

- Development of resources for the implementation of the EP using various sources: PPP, additional government sources, etc.

#### **7.2 Standard "Scientific and educational environment and educational resources"**

- Developed infrastructure of the university, various clinical bases of city, regional and republican significance, allowing to effectively implement the educational process
- Strengthening the focus of the university on the development of scientific achievements.

#### **7.4 Standard "PhD Doctorate Program "**

- EP meet the needs of the market and the state policy of the Republic of Kazakhstan in the field of training qualified personnel

#### **7.5 Scientific Guidance Standard**

- Selection and placement of teaching staff is carried out taking into account qualifications. Recognition of scientific consultants outside the university.
- The departments have the best practices that are actively introduced into the educational process

#### **7.6 Standard " PhD Dissertation "**

- Thesis research is being carried out, the scientific results of which have received practical implementation or are being implemented at the level of the country and region

#### **7.7 Standard "Evaluation of dissertations "**

- The university has a dissertation council in the specialty "Public health"

#### **7.8 Standard "Management and Administration"**

- Stable financial condition of the University; extensive collaboration with partners in the health sector .

### **(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY**

#### **8.2 Standard "Scientific and educational environment and educational resources"**

- Contentfully fill the website of the university with the placement of the following information: the operational plan of the university and the development plan of the EP, educational programs for doctoral studies and providing open access for interested parties.

#### **8.4 Standard "PhD Doctorate Program"**

- Improve the quality of EP through active feedback and the involvement of teaching staff, doctoral students, employers in the development and discussion of EP with the obligatory documentation of the process at the level of departments, the center of master's and doctoral studies, the presence of peer review

- To make wider use of the potential of partner universities in improving the educational program

- Create joint 2-degree educational programs with partner universities

#### **8.6 Standard " Dissertation"**

- Improve the process of supporting publications for quality assurance publications and eliminating the risks of submitting articles of doctoral students and teaching staff to substandard scientific publications

#### **8.7 Standard "Management and Administration"**

- Revise the functional responsibilities of the employees of the departments: the center for master's and doctoral studies, the dean's office of public health and management, providing EP



management with an emphasis on strengthening interaction between the structural units involved in the management and implementation of the EP.

- Strengthen the human resources potential of the Master's and Doctorate Center by organizing training for employees in the field of department management, educational program.

**(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATION ORGANIZATION**

**(X) RECOMMENDATION TO THE ACCREDITATION BOARD**

## Appendix 1. SPECIALIZED PROFILE PARAMETERS

### 8D10104 "Pharmacy" Primary specialized accreditation

No. P \ P	CRITERIA FOR EVALUATION	Position of the educational organization			
		strong	Satisfactory	suggests improvements	Unsatisfactory
<b>1.</b>	<b>"MISSION AND LEARNING OUTCOMES"</b>				
1.1	<b>Definition of the mission of the educational program</b>				
1.1.1	The medical education organization <b>must</b> determine the mission of the educational program and bring it to the attention of stakeholders and the health sector.		+		
1.1.2	The medical education organization <b>must</b> ensure that the main stakeholders are involved in the development (formulation) mission of the educational program.		+		
1.1.3	The medical education organization <b>must</b> ensure that the stated mission includes public health problems, the needs of the medical care system and other aspects. social responsibility.		+		
1.1.4	The medical education organization <b>must</b> ensure that the mission of the educational program corresponds to the mission of the organization and allows the preparation of a competent researcher at the level postgraduate medical education.		+		
1.1.5	The mission statement <b>should</b> contain goals and educational strategy to prepare a competent scientist, researcher in the level of postgraduate medical education.		+		
1.1.6	Mission of the educational program : - <b>Should</b> be consistent with available resources, opportunities and market requirements ; -ways to support it <b>should</b> be identified ; -access to information on the mission of the medical education organization / educational program for the public <b>should</b> be provided (availability of information on the website of the university).		+		
1.1.7	The mission and goals of the educational program <b>should</b> discussed at the advisory councils / commissions of the university and approved by the advisory council of the university.		+		

1.1.8	The medical education organization <b>must</b> systematically collect, accumulate and analyze		+		
	information on their activities in preparation for the implementation of the doctoral program; conduct an assessment of strengths and weaknesses ( SWOT- analysis), on the basis of which the leadership of the medical education organization, together with the advisory board, should determine the policy and develop strategic and tactical plans				
<b>1.2</b>	<b>Institutional autonomy and academic freedom</b>				
1.2.1	Medical education organization that implements educational programs of doctoral studies <b>must</b> have institutional autonomy for the development and implementation of policies for which the responsibility of the faculty and administration, especially with regard to:	+			
1.2.1.1	development of an educational program;	+			
1.2.1.2	use of the dedicated resources required for the implementation of the educational program.		+		
1.2.2	Medical education organization <i>should</i> guarantee academic freedom to its employees and future doctoral students:		+		
1.2.2.1	in relation to the current educational program, in which it will be allowed to rely on different points of view in the description and analysis of issues in accredited specialties;		+		
1.2.2.2	in the possibility of using the results of new research to improve the study of specific disciplines / questions without expanding the educational program.		+		
<b>1.3</b>	<b>Learning outcomes</b>				
1.3.1	The medical education organization <b>must</b> determine the expected final learning outcomes that doctoral students will have to show after completion of the doctoral program.		+		
1.3.2	The medical educational organization must ensure that doctoral studies with the award of a PhD degree , a doctor in the profile will provide future doctoral students with the competence that will allow them to become a qualified researcher capable of conducting independent scientific research in accordance with the principles of best research practice (good research practice).		+		
1.3.3	Completion of the doctoral program <b>should</b> have a potential benefit for those who pursue careers outside the medical organization and apply their competencies formed during the development of the doctoral program, including critical analysis, assessment and solving difficult problems, the ability to transfer new technologies and the synthesis of new ideas.		+		
1.3.4	Medical education organization / scientific		+		
	the organization <i>should</i> ensure that the renewal and restructuring process results in the modification of graduate learning outcomes in line with the responsibilities that are assigned to graduates after graduation doctoral programs.				

	<b>Total: 18 parameters</b>	<b>2</b>	<b>16</b>		
<b>2.</b>	<b>Standard "SCIENTIFIC AND RESEARCH ENVIRONMENT AND EDUCATIONAL RESOURCES"</b>				
<b>2.1</b>	<b>Research environment</b>				
2.1.1	The success of individual doctoral programs <b>must</b> be ensured by the organization of a strong and effective research environment. The quality of the research environment <b>should</b> be assessed by analyzing:		+		
2.1.2	publication of research results (number of publications, impact factor , etc.) by profile doctoral studies in a medical educational organization / scientific organization.		+		
2.1.3	the level of attracting external funding for research in medical educational organization / scientific organization.			+	
2.1.4	number of qualified and competent researchers, teachers in a group, at a faculty, an educational institution.	+			
2.1.5	national and international collaboration with medical research groups organizations, universities, scientific research centers.		+		
2.1.6	Presence in the medical organizations of education procedures / systems comply with the ethics of scientific research		+		
2.1.7	opportunities to provide access to the funds needed to write a dissertation, doctoral programs <b>may</b> include study at other laboratories, preferably in another country, thus ensuring internationalization.	+			
2.1.8	Medical education organization <b>should</b> explore the possibilities of providing joint doctoral programs with degrees from both universities and joint leadership to support cooperation between higher education institutions.			+	
2.1.9	The medical education organization <b>should</b> ensure that the process of updating educational resources will be carried out in accordance with changing needs, such as the recruitment of doctoral students, the number and profile academic staff, doctoral program.		+		
2.1.10	Medical education organization <b>should</b> provide sufficient autonomy in the allocation of resources, including procedures aimed at decent remuneration teachers in achieving final results learning.	+			
<b>2.2</b>	<b>Material and technical base</b>				
	The medical educational organization / scientific organization <b>must</b> have the material and technical support corresponding to the licensed indicators that include criteria:				
2.2.1	auditoriums, laboratories and their equipment <b>must</b> be modern and adequate to the goals and objectives doctoral programs;			+	
2.2.2	conditions for the implementation of self-study and research work of future doctoral students;		+		

2.2.3	renewal and improvement of material technical base <b>should be</b> carried out regularly.			+	
2.2.4	The medical education organization <b>must</b> have sufficient resources for the proper implementation of the doctoral program to ensure: admission of doctoral students, organizing training in the doctoral program, performing dissertation work, scientific advice to doctoral students, consideration, peer review and assessment dissertation, operating costs, expenses for participation in training courses, in international scientific conferences, payment of tuition fees for doctoral studies in institutions where it is practiced. scholarships for doctoral students in terms of variation in the size of the scholarship.		+		
2.2.5	Resource policy <b>should</b> be aimed at maintaining and ensuring continuous professional growth of program teachers doctoral studies.		+		
2.2.6	The medical education organization <b>must</b> have a service and support service for future doctoral students, including a receptionist office, research centers and laboratories, a canteen, a canteen, a medical center, sports grounds and halls.			+	
2.2.7	The medical education organization <b>must</b> provide a safe environment for employees, doctoral students, including those who ensure the implementation of the program, patients, if provided by the study, and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with the rules of technology safety in the laboratory and in the use of equipment		+		
2.2.8	Medical education organization <i>should</i> identify processes aimed at improving the learning environment of future doctoral students through regular renewal, expansion and strengthening of the material and technical base, which should correspond to the development in teaching practice.			+	
<b>2.3</b>	<b>Information Technology</b>				
2.3.1	A medical educational organization / scientific organization <b>must</b> have information support that corresponds to the goals and objectives doctoral programs:		+		
2.3.2	The library <b>should</b> contain the materials necessary for training - educational, technical, scientific and reference literature, various periodical medical publications, etc .;		+		
2.3.3	The medical education organization <b>must</b> ensure that future doctoral students will have timely and free access to library resources.		+		

2.3.4	The library <b>should</b> have the basic technical equipment to support day-to-day operations: fax machines, photocopiers, computers, printers available for public use, and a telephone with voicemail or answering machine.		+		
2.3.5	The library <b>should</b> have an informational website. The website may contain the following elements: links, interlibrary forms, full text e-journal articles, and a contact form .			+	
2.3.6	The medical education organization <b>should</b> regularly monitor library resources, study and implement strategies to meet the existing and future needs of doctoral students, including on the basis of applications from departments and faculties, and the amount of funds, allocated for the purchase of educational, methodological, scientific literature.		+		
2.3.7	The medical education organization <b>must</b> ensure that the use of doctoral students will be provided with computer classes and terminals with access to information resources (local area network, Internet).		+		
2.3.8	A medical education institution <b>should</b> provide for a mechanism for monitoring the availability and adequate use of information resources by future doctoral students.		+		
2.3.9	The medical education <b>should</b> be carried out continuous updating, improving and expanding base of information resources, with access to doctoral modern electronic databases, including to foreign databases (Thomson Reuters ( the Web of Science , by Thomson Reuters The ) Scopus' , Pubmed , Elsevier, etc.).		+		
2.3.10	The medical education organization <b>must</b>		+		

	<p>open and constantly update on its website a section on doctoral programs that will open in the new academic year, containing the following information:</p> <ul style="list-style-type: none"> <li>-structure and staff of the doctoral department, duties of the head and employees of the department;</li> <li>-admission policy, including clear rules on the selection process for doctoral students;</li> <li>-list of doctoral programs;</li> <li>-structure, duration and content of doctoral programs;</li> <li>-criteria for the appointment of a scientific advisor, outlining the characteristics, responsibilities and qualifications of the scientific advisor;</li> <li>-methods used to assess doctoral students;</li> <li>-description of the work of the State Attestation Commission;</li> <li>-criteria for the design and writing of a thesis;</li> <li>-description of the procedure for defending a dissertation work;</li> <li>-description of the activities of the Dissertation Council (position, composition), if there is one, in the absence of a Dissertation Council in the specialty at the university - model rules for awarding academic degrees / model regulation on the Dissertation Council;</li> <li>-□program for quality assurance and regular evaluation of the doctoral program .</li> </ul>				
	Total: 28 parameters	<b>3</b>	<b>18</b>	<b>7</b>	
<b>3.</b>	<b>Standard "POLICY AND RECEPTION CRITERIA"</b>				
3.1	The medical education organization <b>must</b> establish the relationship between the selection of doctoral students and the mission of the medical education organization, the educational program and the requirements of the labor market.		+		
3.2	The medical education organization / scientific organization <b>must</b> determine and implement a policy of admission, including a clearly established provision on selection process for doctoral students.		+		
3.3	The medical education institution <b>must</b> have a system / mechanisms of career guidance work aimed at selecting applicants for the selected specialties of doctoral studies.			+	
3.4	The medical education organization <b>must</b> determine the structure responsible for organizing the admission and selection of doctoral students, developed and approved rules / criteria for admission, based on the established model rules for admission to doctoral studies for higher educational institutions, disseminating information for a wide the public.		+		
3.5	In the selection of future doctoral students <b>should</b> evaluate research potential of the applicant, and not just take into account his academic performance.		+		

3.6	In a medical educational organization, there <b>should</b> be a system for studying employment, demand, career support and continuous professional improvement future graduates.		+		
3.7	The medical education organization <b>should</b> ensure that the process of updating and restructuring leads to an adaptation of the admission policy for doctoral students, taking into account changing expectations and circumstances, human resource needs, changes in the postgraduate education system and needs of the program.		+		
	<b>Total: 7 parameters</b>	-	<b>6</b>	<b>1</b>	
<b>4</b>	<b>DOCTORATE PROGRAM standard</b>				
<b>4.1</b>	<b>Model of the educational program, methods learning and structure</b>				
4.1.1	The medical education organization must ensure that the educational program is developed on the basis of an integrated, comprehensive, competence-based approach, using modular training technologies, and is positively evaluated by external experts / reviewers.			+	
4.1.2	The medical education organization must determine the goal and objectives of the doctoral educational program, which are aimed at achieving mission organization of education / educational program and learning outcomes.		+		
4.1.3	The medical education organization must ensure that the content of the educational program meets the requirements of the State Educational Standard and the standard curriculum of the relevant specialty and is developed taking into account the needs labor market.		+		
4.1.4	The medical education organization must ensure the implementation of the educational program with the appropriate working curricula, academic calendar, curriculum for disciplines, forms of the individual curriculum of future doctoral students and an individual plan doctoral student work.		+		
4.1.5	The doctoral program must provide for the performance of original research, which requires analytical and critical thinking, to be carried out under scientific leadership.		+		
4.1.6	The medical education organization must ensure that the educational program will be implemented in accordance with the principles equality.			+	
4.1.7	The medical education organization must provide mechanisms to guarantee fulfillment of obligations by future doctoral students in relation to doctors, teachers, patients and their relatives in accordance with the Code Conduct / Code of Honor.		+		
4.1.8	The doctoral program must guarantee teaching doctoral students the rules of ethics and responsible research			+	
4.1.9	The medical education organization must determine the teaching and learning methods, appropriate to the educational program and achievement of them competencies of students.		+		



4.1.10	The doctoral program must be structured with a clear time limit equivalent to 3 years full time and contain: theoretical training, including the study of cycles of basic and major disciplines; practical training of doctoral students - various types of practices, scientific internships; research work, including the implementation of a doctoral dissertation for scientific and pedagogical doctoral studies; experimental research work, including the implementation of a doctoral dissertation for specialized doctoral studies; intermediate and final certification.		+		
4.1.11	The medical education organization should provide for mechanisms for the implementation of pedagogical practice (in accordance with the type of doctoral studies) for the formation of doctoral students' practical skills and teaching methods.		+		
4.1.12	The medical education organization should provide mechanisms for the implementation of research practice for the formation of doctoral students' knowledge, skills, competencies in the field of the latest theoretical, methodological and technological achievements of domestic and foreign science, modern methods of scientific research, processing and interpretation experimental data.		+		
4.1.13	The medical education organization should provide for mechanisms for the implementation of industrial practice (in accordance with the type of doctoral studies) for the formation of doctoral students on the basis of theoretical knowledge of practical skills, competencies and professional experience in the specialty taught, as well as mastering advanced experience.		+		
4.1.14	The medical education organization must ensure that doctoral students will be provided with the opportunity for additional training during the vacation period in the presence of academic debt, desire to develop additional credits		+		
4.1.15	An appeal mechanism should be developed in the medical education organization, allowing future doctoral students to review the decision regarding their achievements in educational programs.		+		
4.2	<b>Doctoral Program Evaluation</b>				
4.2.1	The medical education organization must have a program for monitoring processes and results, including the routine collection of data on key aspects of the educational program. The purpose of monitoring is to ensure the quality of the educational process, to identify areas that require interventions.			+	
4.2.2	The medical education organization must have approved mechanisms for the regular assessment of the quality of the program, including feedback from scientific consultants, employers and doctoral students.			+	

4.2.3	The medical education organization should have mechanisms aimed at systematic collection, analysis of feedback and its provision to teachers and doctoral students, which will include information on the process and products of the educational program, including unfair practice or improper behavior of teachers or doctoral students.		+		
	The medical education organization should ensure that the process of updating and restructuring the program will be regularly and aimed at:				
4.2.4	adapting the curriculum model and teaching methodology to ensure that they are appropriate and appropriate;		+		
4.2.5	adjusting the elements of the program and their relationship in accordance with advances in medical sciences, with changes in the demographic situation and state health / morbidity structure of the population and socio-economic, cultural conditions.		+		
<b>4.3</b>	<b>Engaging stakeholders</b>				
4.3.1	The medical education organization must ensure that the teaching staff, doctoral students, administrative and managerial staff will be involved in the monitoring program and activities for evaluating the educational program. staff, employers		+		
4.3.2	The medical education organization should ensure that other stakeholders are involved in the assessment process, including representatives of academic and administrative staff, representatives of the public, authorized bodies for education and healthcare, professional organizations, employers.		+		
4.3.3	Medical education organization should have mechanisms for providing access to results evaluation of the educational program of all stakeholders			+	
4.3.4	The medical education organization should ensure that the process of updating and restructuring will lead to an improvement in the monitoring and evaluation of the program in accordance with changes in the final results teaching and teaching and learning methods.		+		
	<b>Total: 24 parameters</b>	-	<b>18</b>	<b>6</b>	
<b>five</b>	<b>SCIENTIFIC GUIDANCE standard</b>				
5.1	The medical education organization must ensure that it will determine for each doctoral student scientific consultants (domestic and foreign)	+			
5.2	The medical education organization must have mechanisms / procedures governing the process of discussion and approval of the candidacy of the scientific consultant and the research topic of the doctoral student according to standard requirements and GOSO.	+			

5.3	The medical education organization must ensure that scientific consultants are selected from specialists with a scientific degree and are actively involved in scientific research in the field of science in the specialty of teaching a doctoral student.	+			
5.4	The medical education organization must have clearly formulated responsibilities and scientific advisor responsibility		+		
5.5	The medical education organization should plan and organize training courses for scientific advisers on implementation policy doctoral programs, the main responsibilities of scientific advisers.		+		
5.6	Medical education organization must have procedures / mechanisms / structures carrying out the organization, control of the scientific activities of future doctoral students on the implementation of dissertation research		+		
5.7	The medical education organization must determine, approve and publish the principles, methods and practices that will be used to evaluate doctoral students, including the evaluation criteria scientific work		+		
	<b>Total: 7 parameters</b>	<b>5</b>	<b>4</b>		
6	<b>Standard «PhD THESIS»</b>				
6.1.	The PhD program should end with the preparation and defense of a doctoral dissertation, which is an indicator of the formation of the doctoral student's competencies in accordance with the educational program.	+			
6.2	Medical organization of education/scientific the organization must set a deadline for preparation dissertations, limited to a 3-year period.	+			
6.3	The dissertation must be written by the doctoral student independently, contain a set of new scientific results and provisions put forward by the author for public defense, and indicate the author's personal contribution to science, and also meet one of the requirements:	+			
6.4	contain new evidence-based results, which solve an important scientific problem;	+			
6.5	contain new evidence-based results, the use of which provides a solution to an important problem/applied tasks;	+			
6.6	contain new scientifically based theoretical and (or) experimental results, the totality of which is important for the development of specific scientific areas.	+			
6.7	The structure of the dissertation should include a review of the literature related to the research topic, a detailed analysis of the goals and objectives of the research work, a methodological base, methodological solutions, results, discussion, conclusion, conclusions and future prospects of the +study.	+			
6.8	A+ dissertation of applied significance should contain information about the practical use of the scientific results obtained by the author, confirmed by author's certificates, patents and other official documents.	+			

6.9	The dissertation can be written in the state or Russian languages	+			
6.10	To ensure international recognition, the dissertation can be written and defended in English.	+			
6.11	The abstract for the dissertation should be published in the state, Russian and English languages.	+			
6.12	The summary of the doctoral thesis should be published in two languages (English, Russian or Kazakh), depending on the main language of study of the doctoral student.	+			
6.13	The results of the dissertation work should be available to interested parties (doctoral students,+ 32 scientific supervisors, employees of the organization where the dissertation was performed, researchers performing scientific work in a similar direction, and other categories of interested persons), i.e. published, if copyright or other reasons do not prevent this.	+			
6.14	The dissertation can be published on the home web page of the medical organization of education/scientific organization where the scientific work was performed, both in abbreviated form (summary, theses), and in full, if copyright or other reasons do not prevent it.	+			
6.15	The dissertation must be accompanied by not less than 7 (seven) publications on the topic of the thesis, including at least 3 (three) in scientific journals recommended by the Committee, one (1) in the international scientific edition, 3 (three) proceedings of international conferences, including one (1) in the materials overseas conferences. The international publication must be in the information database of Thomson Reuters (ISI Web of Knowledge, Thomson Reuters) or Scopus, and have a non-zero impact factor.	+			
6.16	In the case of joint publications, the co-author should document that the doctoral student has made a significant and independent contribution to the writing of these papers. Ownership of the research results of a doctoral student should be clearly defined and described. This will avoid re-publishing the results in more than one dissertation.		+		
6.17	The medical educational organization / scientific organization should ensure that the doctoral dissertation is discussed at the meeting of the Department (s) where the dissertation was performed.	+			
<b>IN TOTAL:</b>		<b>16</b>	<b>1</b>	<b>0</b>	
7	<b>Standard " evaluation of DISSERTATIONS»</b>				
7.1	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.		+		
7.2	Final evaluation and approval of the thesis the work should be carried out by the Dissertation Council.	+			
7.3	The dissertation defense should be conducted at the University where the Dissertation Council functions in the corresponding field of PhD training.	+			

7.4	The dissertation must be reviewed.	+			
7.5	Based on the study of the dissertation and published works, reviewers should submit written reviews to the Dissertation Council, which assess the relevance of the chosen topic, the degree of validity of scientific provisions, conclusions, recommendations formulated in the dissertation and its practical significance, their novelty, and also give an opinion on the possibility of awarding the degree of doctor of philosophy (PhD) in the relevant specialty.	+			
7.6	The defense of a doctoral dissertation should include: preparation of the written version, and subsequent oral defense.	+			
7.7	The dissertation defense should be open to the public.	+			
7.8	The time between the submission of the dissertation to the Dissertation Council and the defense should be as short as possible in order to ensure further employment for the graduate of the doctoral program.	+			
7.9	The dissertation defense should be considered successful if the Dissertation Council made a positive decision, i.e. 2/3 (two-thirds) or more of the Dissertation Council members who participated in the meeting voted for it. If less than 2/3 voted for a positive decision (two-thirds) of the members of the Dissertation Council who participated in the meeting, a negative decision is made.	+			
7.10	In case of negative evaluation of the written version of the dissertation, the doctoral student should be given the opportunity to finalize the dissertation. If a negative assessment is given in the oral defense, the doctoral student must additional protection may be allowed. In exceptional cases, the Dissertation Council may reject the dissertation without the possibility of revision.		+		
7.11	The PhD degree should be awarded by a medical educational organization / scientific organization based on the decision of the Dissertation Council, which evaluates the dissertation and oral defense according to the "PhD Dissertation" standard.	+			
7.12	In order to achieve independent and competent international expertise, medical educational organizations / scientific organizations should actively use information technologies that allow some members of the Dissertation Council to participate in the process of evaluating and defending a dissertation remotely.	+			
	<b>IN TOTAL:</b>	<b>10</b>	<b>2</b>		
<b>8</b>	<b>GOVERNANCE AND ADMINISTRATION standard</b>				
<b>8.1</b>	<b>Program management</b>				
8.1.1	The management of a university / scientific organization <b>should</b> be effective and ensure the improvement of the educational program.		+		
8.1.2	Medical organization of education should ensure that training in doctoral studies carried out only in full-time		+		

8.1.3	The medical education organization must determine the structural unit responsible for educational programs and achievement final learning outcomes.		+		
8.1.4	The structural unit responsible for educational programs <b>should</b> have the authority to plan and implement the educational program ,including the allocation of allocated resources for planning and implementing teaching and learning methods, assessment doctoral students, evaluation of the educational program and training courses.			+	
8.1.5	The medical education organization must guarantee the interaction of future doctoral students with the leadership on design issues, management and evaluation of doctoral programs.		+		
8.1.6	The medical education organization should encourage and facilitate the involvement of future doctoral students in the process of developing educational programs for the training of doctoral students, for which it is necessary to provide appropriate procedures.		+		
8.1.7	The structural unit responsible for educational programs <b>should</b> ensure the transparency of the management system and the decisions made that are published in the bulletins, posted on the website of the university, included in the protocols for review and execution.		+		
8.1.8	The medical education organization <b>should</b> , through the structural unit responsible for educational programs, plan and implement innovations in the educational program.		+		
8.1.9	Medical education organization representatives from other relevant stakeholders <b>should be</b> included in 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 education organizations , health professionals involved in the training process or other teachers of the university faculties ...		+		
	Medical education organization <b>should</b> ensure that the structural unit responsible for the educational program:				
8.1.10	takes into account the peculiarities of the conditions in which graduates will have to work and modify the educational program accordingly.		+		
8.1.11	considers the modification of the educational program based on feedback from the public and society as a whole.			+	

8.1.12	Medical education organization / scientific the organization should ensure that the process of renewal and restructuring leads to improvements in the organizational structure and management principles of the PhD doctoral program to ensure effective performance in the face of changing circumstances and needs, and, in the long term, to meet the interests of various groups, stakeholders in the context of changing circumstances and needs ...		+		
<b>8.2</b>	<b>Academic leadership</b>				
8.2.1	The medical education organization <b>must</b> clearly define the responsibility of the academic leadership in relation to the development and management educational program		+		
8.2.2	Medical education organization <b>should</b> periodically assess academic leadership against the achievement of its mission and learning outcomes.		+		
<b>8.3</b>	<b>Training budget and resource allocation</b>				
	The medical education organization <b>must</b>				
8.3.1	have clear terms of reference and authority for providing the educational program with resources, including the target budget for training.		+		
8.3.2	plan and allocate resources necessary for the implementation of the educational program and allocate educational resources in accordance with their needs.		+		
8.3.3	The financing system of a medical education institution should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
8.3.4	Financial and administrative policies <b>should</b> be aimed at improving the quality of the educational program.		+		
	The medical education organization <b>should:</b>				
8.3.5	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order of achievement final learning outcomes;		+		
8.3.6	when allocating resources, take into account scientific advances in medicine and problems public health and their needs.		+		
<b>8.4</b>	<b>Administrative staff and management</b>				
	The medical education organization <b>must</b> have an appropriate administrative and academic staff, including their number and composition in accordance with qualifications, in order to:				
8.4.1	ensure the implementation of the educational program and related activities;			+	
8.4.2	ensure proper management and resource allocation.			+	
8.4.3	The medical educational organization / scientific organization <b>should</b> 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.			+	

8.4.4	A medical educational organization / scientific organization <b>must</b> ensure the implementation of the PhD doctoral program in accordance with a quality management system certified by independent organizations.			+	
<b>8.5</b>	<b>Interaction with the health sector</b>				
8.5.1	A medical education organization <b>must</b> have constructive interaction with the health sector, with 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 specialists in according to the needs of society			+	
8.5.2	The medical education organization <b>should</b> provide an operational link between the educational program and the subsequent stages of professional training			+	
8.5.3	The medical education organization should be given a formal status of cooperation with partners in the health sector, which includes the conclusion of formal agreements defining the content and forms of cooperation and / or the conclusion of a joint contract and the creation of a coordinating committee, and holding joint events			+	
	<b>IN TOTAL:</b>	<b>9</b>	<b>15</b>	<b>3</b>	
	<b>Total:</b>	<b>78</b>	<b>53</b>	<b>4</b>	

## **Appendix 2. PROGRAM of THE visit TO the EDUCATIONAL ORGANIZATION**

## **Appendix 3. THE RESULTS OF THE SURVEY OF TEACHERS**

## **Appendix 4. RESULTS of the STUDENT QUESTIONNAIRE**