



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

THE REPORT

**about the results of the work of the external expert commission for
evaluating compliance with the requirements of the standards of primary
accreditation of undergraduate programs of 5B110300 – «pharmacy»
NCJSC «Medical University of Karaganda»**

16-18.04.2019 г.

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*Addressed to
Accreditation
Council of IAAR*

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Karaganda 2019

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(I) LIST OF DEFINITIONS AND ABBREVIATIONS

KSMU, University, NJSC MUK, KMU - Non-profit Joint Stock Company Medical University of Karaganda

PhD – Philosophy Doctor

SWOT - Strengths, weaknesses, opportunities, threats

AC – academic council

AS - administrative staff

SCES RK - State Compulsory Educational Standard of the Republic of Kazakhstan

DAW - Department of Academic Work

HRMD - Human Recourse Management Department

DSR & P - Department of Strategic Development and Planning

DOW – Department of Operational Work

ISP – individual study plan

CED- catalog of elective disciplines

CUL - collective use laboratory

MH RK – Ministry of Healthcare of the Republic of Kazakhstan

MES RK– Ministry of Education and Science of the Republic of Kazakhstan

MEP - modular educational program

IS ISO – international standard ISO

MTB – material and technical base

SCC– State Certification Commission

RW– research work

DSR – doctoral student research

R – regulations

CPD – continuous professional development

SEC – scientific expert commission

SEA– scientific expert advice

OMNID - department of management of scientific and innovative activity

EP - Educational program

F – faculty

WC - working curriculum

EC– employers council

MC – model curriculum

ECD – educational complex of disciplines

AC – Academic Council

II INTRODUCTION

In accordance with IAAR's order № 33-19-OD from 05.04.2019 there was a visit of external expert commission (EEC) in NCJSC «Medical University of Karaganda» during the period 16-18 April 2019. An assessment of the university's compliance with the standards of institutional and specialized accreditation of the IAAR was conducted..

EEC's stuff:

1. **The chairman of the commission** – Bayldinova Klara Zhenisovna, c.m.s., associate professor, Asfendiyarov Kazakh National Medical University (Almaty);
2. **International expert** – Ion Bologan, d.m.s., N. Testeminanu State University of Medicine and Pharmacy of the Republic of Moldova (Kishinev, Moldova);
3. **International expert** – Zhuravel Irina Aleksandrovna, d.c.s., professor, National University of Pharmacy (Kharkov, Ukraine);
4. **Expert** – Turdalieva Botagoz Saitovna, d.m.s., professor, AO «Kazakh medical university of continuing education» (Almaty);
5. **Expert** – Dzhardemalieva Nurzhamal Zhenisovna, c.m.s., associate professor, Asfendiyarov Kazakh National Medical University (Almaty);
6. **Expert** – Baskakova Irina Valentinovna, c.m.s., associate professor, Asfendiyarov Kazakh National Medical University (Almaty);
7. **Expert** – Ospanova Dinara Almakhanovna, d.m.s, associate professor, AO «Kazakh medical university of continuing education» (Almaty);
8. **Expert** – Kurmangaliev Kairat Bolatovich, c.m.s., associate professor, NCJSC « Marat Ospanov West Kazakhstan Medical University» (Aktobe);
9. **Expert** – Kulzhanova Sholpan Abdylgazyevna, d.m.s., professor, NCJSC «Medical University of Astana» (Nur-Sultan);
10. **Expert** – Jumalina Akmaral Kanashevna, d.m.s., associate professor, NCJSC « Marat Ospanov West Kazakhstan Medical University» (Aktobe);
11. **Expert** – Pak Laura Alekseevna, PhD, NCJSC « Medical University of Semey», (Semey);
12. **Expert** – Amrenova Kuralai Shaganovna, c.m.s., associate professor, NCJSC « Medical University of Semey», (Semey);
13. **Expert** – Narmanova Oryngul Zhaksybayevna, д.м.н., professor, NCJSC «Medical University of Astana» (Nur-Sultan);
14. **Employer** – Bekzatova Gulmira Khakimovna, MSOE "Regional Infectious Diseases Hospital" HMKR (Karaganda);
15. **Employer** – Bashirova Tatyana Pavlovna, LT «City Center PHC» (Karaganda);
16. **Student** – Aldanish Zhumazhan Zhumabekuly, NCJSC «Medical University of Astana» (Nur-Sultan);
17. **Student** – Asanov Alikhan Altinbekuly, The Leader of «Alliance of Students of Kazakhstan» of Karaganda region (Karaganda);
18. **Observer from Agency** – Aymurzieva Aigerim Urinbaevna, Head of Medical Projects Agency (Nur-Sultan);

The EEC report contains an assessment of the conformity of the educational organization with the IAAR criteria, recommendations of the EEC on further improvement of the university.

III PRESENTATION OF UNIVERSITY

Karaganda state medical university was established in 1950 on base of Ministry Soviet Order of Kazakh SSR #65 from 20 January 1950 “About organization of Karaganda state medical university” in accordance with the instruction of Council of Ministers from 5 December 1949 # 19630-p. Since that time highly professional team of 11 medical faculty departments got to teaching. The institution developed progressively annually: new departments were opened, campuses and hostels, preventorium, recreation areas were premised. In 1959 ablution faculty was opened (at present The faculty of prevention medicine, biology and pharmacy), in 1962 pediatrics faculty was organized, in 1978 – stomatological faculty. In 1992 The first in central Asia and third in CIS area biomedical faculty was founded. In 1992 faculty of preventive health and clinical disciplines skills development was started, and in 1993 – faculty of updating teaching qualifications. In 2002 specialty on “Oriental medicine” and “Pharmacy” were opened, in 2013 – specialty “Biology” and “Technology of pharmaceutical production”. Specialty “General medical practice” is in residency since 2011. Pursuant to an order #82 FM KR from 25.01.2019, Karaganda state medical university was renamed to NJSC “Karaganda medical university”.

The quality of education and research is provided by the infrastructure: 4 educational buildings with classrooms equipped with interactive equipment; a scientific library with reading rooms and an electronic library hall, the collection of which currently stands at 858,805 copies, including 372,893 copies. in the state language; research center and molecular genetic laboratory for collective use; 6 dormitories, 57 clinical sites, a clinic, student sports camps and recreation areas.

Students and staff are provided with a high-speed Wi-Fi network covering the area of all educational buildings and hostels of the university. NAO MUK is the first Kazakhstani university with 64 virtual servers, 14 physical servers and a data processing center with a total capacity of 193 Tb.

Each student and employee has a personal corporate Outlook email and a personal account to enter the university information system (IS University), employees have personal access to a SharePoint-based corporate portal for electronic document management.

In the framework of the implementation of the “State program for the development of health care of the Republic of Kazakhstan“ Salamatty Kazakhstan for 2011-2015 ”, the Ministry of Health of the Republic of Kazakhstan in the structure of the research center of NAO“ MUK ”opened a collective laboratory for molecular and molecular research in the North-West Region in 2012 Republic of Kazakhstan.

In accordance with state license No. KZ78LAA00009866 dated 08/14/2017, NAO MUK provides training in Kazakh, Russian and English languages at 54 departments and courses at the undergraduate and postgraduate levels of education

The university staff is represented by highly qualified teachers, including 62 doctors of sciences, 22 doctors of PhD and 222 candidates of science. Twenty university professors are correspondents of the National Academy of Sciences, the Academy of Medical Sciences, the Academy of Military Sciences, the National Academy of Natural Sciences of the Republic of Kazakhstan, the Russian Academy of Natural Sciences, the International Academy of Informatization, and the Eurasian International Academy of Sciences.

As part of the integration into the European educational space in the context of the Bologna process, on September 17, 2010 NAO MUK signed the Magna Carta of Universities in Bologna (Italy). In 2011, the directory of medical schools "Avicenna" of the World Health Organization (World Directory of Medical Schools, WHO).

NAO MUK is a member of the Association of Medical Education in Europe (AMEE) of the Association for the Study of Medical Education in Europe (ASME), the Association of Medical Education in Asia (AMEA), the Organization for the Protection of PhD in Biomedicine

and Health in the European System (ORPhEUS), the Organization on academic mobility of the Pacific and Southeast Region (UMAP), European University Association (EUA).

The University carries out active international cooperation in the field of medical education, science and practice with medical universities and research centers of the countries of near and far abroad. The partners of MUK NAO are such universities as: University of Albany (USA), University of Poitiers (France), Gothenburg University (Sweden), University of Madrid (Spain), University of Lund (Sweden), University of Maastricht (Holland), University of Leicester (Great Britain), University of Porto (Portugal), University of St. George (London, Great Britain), Caroline Institute (Sweden), Mazarik University (Czech Republic), Aristotle University (Greece), National University of Malaysia (Malaysia), etc.

In 2015, the university joined the European Association of Universities and became the first grant applicant of the Erasmus + Program to increase the potential in higher education among medical universities in Kazakhstan.

The university participates in the implementation of republican programs and projects of scientific research in the field of health care, international multicenter studies SMART, METALL, UTIAP. Over the past three years, the number of publications in publications indexed in the authoritative scientific information databases Thompson Reuters and Scopus has increased 6 times. In addition, more than 30 grant financing projects of the Ministry of Education and Science of the Republic of Kazakhstan were implemented. From 2004 to the present, more than 50 scientific and technical programs and projects in the field of healthcare and medical education have been completed.

Since 2017, NAO MUK has been a participant in the Eurasian project on introducing entrepreneurial education in universities of Kazakhstan (ERG).

Accreditation Committee for Simulation Training of the Medical Education Association of Europe (AMEE) in 2017. recognized the university's simulation program and awarded the ASPIRE Excellence simulation-based healthcare education award.

The effectiveness of the university is confirmed by the reports of the commissions on the evaluation of the university, the successful passage of specialized accreditation.

The percentage of employment of graduates from year to year remains at a high level (97%), which undoubtedly indicates the recognition, relevance and competitiveness of our specialists in the labor market.

IV DESCRIPTION OF EEC's VISIT

The visit of the external expert commission (EEC) to the NAO MUK was organized from April 16 to 18, 2019. in accordance with the program agreed with the Chairman of the EEC, MD, Associate Professor Bayldinova K.Zh. and approved by the Rector of the University, d.m.s., Professor Dosmagambetova RS.

In accordance with the requirements of the standards, the visit program covered meetings with the rector, vice-rectors, heads of departments, deans, heads of university departments, teachers, students, graduates, employers and employees from various departments, interviewing and questioning teachers and students. A total of 165 people took part in the meetings (table 1).

Table 1 - Information of the number and categories of participants in meetings

<i>Category of participants</i>	<i>Quantity</i>
Rector	1
Provosts	5
Deans	7
Heads of Chairs	15
Heads of Department	9
Teachers of the departments	30
Students	21

Graduates	37
Employers	13
Total	138

During the visual inspection of the university, the EEC visited deans' offices, a research center, a computer center, an assembly hall, a library, a sports hall, the Department of Academic Work, the Registrar's office, the Student Services Center, and the Practical Skills Center.

Within the framework of the visit, on April 17, 2019, a visit was made to the department of pharmaceutical disciplines, which is the graduating department for the specialty "Pharmacy". Head of the Department I. Loseva acquainted with the premises, equipment of the department and teachers of the department.

At the time of the visit, students were studying in the classrooms at the department in accordance with the class schedule, including 2 groups of students specializing in Pharmacy. A practical lesson in the discipline "Pharmaceutical Chemistry" (group 4-002, specialty "Pharmacy") was held in a chemical chemistry laboratory. Theme of the lesson: Analysis of derivatives of furan: furatsillin, furadonin, furazolidone. Teacher Vlasova L.M., Ph.D., associate professor. The laboratory has modern laboratory equipment (fume hood, laboratory furniture, electronic scales, a device for thin-layer chromatography, a polarimeter, a spectrophotometer, refractometer, potentiometer, magnetic and overhead stirrers, etc.).

In study room 213 a group of 3 year students was engaged in the discipline: Medical and pharmaceutical commodity science (3-002gr). Lecturer Tursynova Sh.B., master's degree in pharmacy. Conducted a final lesson, written boundary control.

All classrooms of the department are equipped with modern laboratory and educational furniture, multimedia equipment, the department has all the necessary conditions for teaching students and for teachers (computers, laptops, IP-telephony).

Also, a visit to the bases of production practices took place.

1. The trade and logistics complex of Amanat LLP, which has a pharmacy warehouse certified according to GDP, office premises, where students have the opportunity to familiarize themselves with the documentation, monitor the work of the pharmacy warehouse for acceptance, storage organization, the formation of the order assembly and other works. The complex has a conference room where, during internships, students are given introductory instruction, training seminars by the staff of the complex. The company's organizations conduct production practices: Organization of Pharmacy (3 year) and Management and Economics of Pharmacy (4 year). Acquaintance with the work of the complex was carried out by the head of the HR department of the company German E. She also talked about how work is conducted with students, including the experience of early involvement of students in pharmacy practice, the introduction of elements of dual education. The company has a large pharmacy network, while internships are distributed to pharmacies, where each student is assigned a mentor. The company has graduates of the MUK, with an employee of the QMS department Drygalo O. and a pharmacist at a pharmacy located in the complex Karbaeva F., with whom they talked about satisfaction with the quality of training in the MUK. She also talks about how students work in the field of pharmacy practice, the introduction of elements of dual education. The company has a large pharmacy network where students get access to pharmacies. The company has graduates of the MUK, with an employee of the QMS department Drygalo O. and a pharmacist at a pharmacy located in the complex Karbayeva F., with conversations on satisfaction with the quality of training in the MUK.

2. The base of industrial practice in the Industrial Technology of Medicines and Pharmacognosy (4 year) - JSC International Research and Production Holding "Phytochemistry". The holding is a leading developer of original medicines based on plant materials of Kazakhstan and Central Asia. Holding "Phytochemistry" includes 12 research divisions of a chemical, pharmacological, pharmaceutical and biological profile. It employs about two hundred employees, including two academicians of the National Academy of Sciences of the Republic of

Kazakhstan (the NAS RK), the three corresponding members of the NAS RK, 17 doctors and 42 candidates of science, 27 PhD students and undergraduates. The holding includes several graduates of the MUK program - bachelors, masters and PhD-doctor. 3 employees of the Holding are part-timers of the Department of Pharmaceutical Disciplines and Chemistry; they carry out the scientific management of doctoral students and undergraduates of the university. The holding has all the necessary equipment for conducting practice, as well as for implementing scientific projects. During the visit, the work of the Holding was presented by: scientific secretary G.K. Mukusheva, the heads of departments represented the work of laboratories and production structures: head of the laboratory for standardization and quality control Phytopreparations G. Tuleuova, candidate of pharmaceutical sciences, head of the laboratory for herbal medicine technology Zhabayeva A.N., candidate of pharmaceutical sciences, chief technologist of the Karaganda pharmaceutical plant, which is part of Itzhanova Kh.I. Also within the framework of the visit, a meeting was held with the President of JSC Adekenov S.M., Honored Worker of the Republic of Kazakhstan, Academician of the NAS RK, laureate of the State Prize of the Republic of Kazakhstan in the field of science and technology, doctor of chemical sciences, professor.

COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1 Standard "Mission and outcomes"

Evidence part

NCJSC "Medical University of Karaganda" has a clear, clearly formulated mission in the context of the national system of medical education, which presents the purpose of this medical organization, goals and objectives. The mission is consistent with the Strategic Plan for 2017-2021 (Protocol No. 5 dated 12/20/2016; edition 5 dated 12/29/2018).

The mission was updated and approved at a meeting of the Academic Council of the University (Protocol No. 5 dated 01/09/2017), and consists in "Training professionals who meet the requirements of the national health system and international standards through the introduction of innovations in education, science and practice." Vision of the University - A research university that implements educational activities through science, practice and innovation. The mission, vision and values of the university are presented on the official website of the university www.kgmu.kz.

The university involves faculty, students and employers in the formation of a bachelor's degree in the specialty "Pharmacy". Taking into account the interests of employers is laid down at the level of defining the goals and final results of training specialists and is implemented through the membership of representatives of employers in the Clinical Council of the MUK, the Council of Employers, and in the scientific and expert commission on pharmacy and pharmaceutical production technology.

Information on the content of the EP is communicated to interested parties by posting on the website of NCJSC "MUK".

EP 5B110300 "Pharmacy" (undergraduate) meets the regulatory requirements adopted at the national level, is regularly reviewed and approved.

The degree of satisfaction of teachers studying is determined during sociological monitoring according to established requirements. In order to analyze the internal and external environment, surveys and questionnaires are conducted among students, graduates, employers and teachers in order to identify their opinions on the quality of professional activities of teachers, on the quality of training of bachelors, on the quality of management activities.

Strengths / Best Practices

Strengths include:

- The presence in the university of an approved Quality Policy.

- Compliance with the goals of the EP Strategic Development Plan and the mission of the university.
- High demand for graduates in the labor market.
- High institutional rating of the university and educational programs.
- Ensuring the continuity of learning outcomes in EP 5B110300 “Pharmacy” (undergraduate) programs with postgraduate studies implemented at the university in this specialty.

Analytical part

The implementation of the EP bachelor's degree in the specialty "Pharmacy" meets the requirements of the standard "Mission and final results", which is confirmed by the demand and full employment of graduates.

The process of developing a bachelor's degree in the specialty “Pharmacy” is transparent and accessible to all interested parties (confirmed during interviews with students, teachers and employers).

Institutional autonomy and academic freedom are confirmed by the fact that the Policy in the field of ensuring the quality of educational programs of NCJSC MUK was developed and approved by the decision of the administration of 09.01.2017 (Protocol No. 5). All departments of the university and the owners of the processes participate in the formation and implementation of the Quality Assurance Policy for EP, relying on the basic principles of activity prescribed in the Policy. The document is presented on the corporate portal of the university. The activities of each unit are regulated by the Regulations developed at the university, which are also presented on the portal.

EEC conclusions on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

strong - 28

satisfactory - 0

suggest improvement - 0

unsatisfactory – 0

There are no recommendations.

6.2 Standard "Educational program"

Evidence part

NCJSC "MUK" provides professional training for the specialty "Pharmacy" in the state and Russian languages in full-time education. The content of the program corresponds to the mission of the university and meets the needs of the labor market.

The modular educational program EP 5B110300 "Pharmacy" was approved by the rector on 08/31/2017. The program was compiled taking into account the views of all consumers - employers, students and their parents, and is aimed at creating universal and professional competencies for future specialists in demand on the modern labor market. Employers are actively involved in the discussion and approval of the educational program in the specialty. All suggestions and comments on the design of the program are taken into account, taking into account the academic continuity and the logical sequence of the studied disciplines. Considerable attention is paid to internships at the bases of the pharmaceutical profile.

The University regularly makes changes to the EP in accordance with the new achievements of pharmaceutical science and with the current needs of healthcare and pharmacy organizations. Varying the optional components (elective) in the EP 5B110300 “Pharmacy” allows you to sensitively respond to the needs of practical health care. The implementation of the EP is supported by the corresponding resource base.

The educational program is in line with the National Qualifications Framework and professional standards.

Strengths / Best Practices

Strengths include:

- The content of the EP “Pharmacy” is aimed at the clearly expected learning outcomes: competencies, competencies and practice-oriented.
- Continuous updating of the catalog of elective disciplines taking into account the recommendations of employers.
- The presence of contracts with organizations of the pharmaceutical industry to participate in the educational process and conduct research

Analytical part

The model of the educational program presented is based on a modular system and involves a competency-based approach to training specialists. Compulsory and elective disciplines are grouped in accordance with formative competencies into modules, while the disciplines that make up the pre- and post-requisites of each of the EP components are defined. The program involves an active combination of both traditional teaching technologies and innovative interactive techniques. Considerable attention is paid to the organization of students' independent work in order to develop self-development and self-improvement skills.

The procedures for the interaction of structural units of the university to support the EP are described. The main educational, scientific and administrative structural unit that implements EP in the specialty "Pharmacy" is the dean of the School of Public Health and Pharmacy. The Department of Pharmaceutical Disciplines and Chemistry is a developer of EP and implements its implementation. The Department of Academic Work, together with the dean's office, is responsible for the preparation of work curricula, keeps a record of academic achievements (registrar's office), draws up a schedule of classes, midterm and final control.

The Department of Transfer of Innovative Technologies is responsible for the implementation and monitoring of innovative teaching methods, the organization of training for the teaching staff, together with the supervising dean, analyzes the satisfaction of students with the quality of the educational process. The Department of International Cooperation and the Bologna Process participates in the planning and organization of foreign internships, academic mobility of students and teachers (together with the dean's office); library, Department of Operations and other supporting structural units provide the infrastructure of the learning process.

The focus is on continuing education in the magistracy and doctoral studies, the desire is formed for continuous learning throughout life.

EEC conclusions on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

strong - 37

satisfactory - 1

suggest improvement - 1

unsatisfactory – 0

EEC recommendations

To provide for the possibility of implementing several educational paths as part of the educational program

6.3 Standard "Evaluation of the educational program"

Evidence part

Assessment of the effectiveness of EP is carried out according to the results of basic, current, midterm and final control of students' knowledge, training and production practices, state certification of graduates, as well as on the basis of analysis of the degree of students' satisfaction with the quality of training. The university has implemented a system for collecting and analyzing consumer feedback through internal and external monitoring. A number of units are involved in monitoring. Actively used standardized methods for assessing learning outcomes and the effectiveness of EP.

In order to maintain academic honesty and academic freedom, to protect against discrimination against students, teachers or employees, the Code of Ethics, the Rules of Labor (Internal) Regulations, the Admission Policy for Students, the KSMU Academic Policy, including the Regulation on the Rating Assessment of Student Achievement, are approved by the ILC as well as the rules for the formation of the individual curriculum of the student, the rules of restoration and transfers, the appointment of scholarships, the provision of academic leave, final certification, issuance of education documents, etc.

Strengths / Best Practices

Strengths include:

- Approved Quality Policy
- The participation of all stakeholders in the development and evaluation of educational programs.
- High percentage of employment and demand for program graduates by pharmaceutical companies

Analytical part

Monitoring and evaluation of the curriculum is carried out in accordance with the mission and quality policy of NCJSC "MUK". In assessing the effectiveness of EP, the level of students' knowledge, the satisfaction of graduates and employers, and the results of external and internal monitoring are equally taken into account. The University approved and operates the Admission Policy for applicants, developed measures for the adaptation of first-year students to the educational environment.

Learning achievements of students in all types of educational tasks are assessed using a point-rating alphabetic system for assessing knowledge in accordance with the legal acts and internal documents of the university (Student Handbook, Academic Policy, Regulation on the Rating Assessment of Student Achievement, WP, syllabuses of disciplines). Analysis of students' academic achievements is used to provide feedback with the structural units responsible for the selection of students (selection committee), EP planning (deans of schools, departments, the adviser service, DAW, DOW, etc.), student counseling (student support service).

EEC conclusions on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

strong - 18

satisfactory - 3

suggest improvement - 0

unsatisfactory – 0

There are no WEC recommendations

6.4 Standard "Students"

Evidence part

The provisions of the Policy and the criteria for admission to the Medical University of Karaganda for undergraduate studies in the specialty "Pharmacy" are available on the official website and are available. The organization of admission of applicants is carried out by the Admissions Committee. The procedure for admission to educational grants and paid tuition is carried out in accordance with regulatory documents. The university has well-organized career guidance work, which has significantly increased the number of applicants.

The procedure for transferring students from one course to another, to another university or to another specialty, as well as the transfer from paid tuition to a state grant, the procedure for expelling and restoring students are prescribed in the University's academic policy.

The general student population at the university is planned taking into account the total area of the educational and laboratory facilities, the availability of teaching staff, the availability of educational, educational, methodological and scientific literature, the capacity of the university bases, the availability of social and living conditions for students to study and live.

A system of academic counseling for students has been created and is working, combining departments, dean's office, office registrar service and adviser service. Students are represented in deliberative bodies. Students have the opportunity to realize their personal, scientific, social and creative needs. Mechanisms for encouraging activity, as well as support and assistance, work.

Strengths:

- The content of the EP "Pharmacy" is aimed at the clearly expected learning outcomes: competencies, competencies and practice-oriented.
- Use of new educational technologies and interactive teaching methods.

Analytical part

The policy and procedure for admitting students to the undergraduate NCJSC MUK are consistent with the Law of the Republic of Kazakhstan "On Education", the Mission and the goals of the University. The specialty "Pharmacy" was opened at the university in 2002. Since 2017, 2 specialized subjects have been established for admission to the specialty "Pharmacy" - biology and chemistry.

Currently, 83 students are studying in the specialty of undergraduate "Pharmacy". Students have the opportunity to receive advice on any issues from the staff of the dean's office, a full-time teacher-psychologist. A lot of work is carried out by curators who provide direct advice to students on issues of practice, scientific work and the possibility of further training. Feedback results are analyzed, discussed at meetings of departments, the Academic Council, the faculty council with the subsequent development of improvement measures.

The university systematically provides feedback from students on the assessment of the quality of educational services by departments, deans, and a library. The university has a trade union committee of students. On the page of the website, each student has the opportunity to ask representatives of the university administration. Students of the specialty "Pharmacy" are part of the Academic Council, the Academic Council, participate in the coordination of the content of the study program, in determining the list of ED and practice bases.

A student support program is being implemented: the university provides benefits for educational and medical services, services for living in hostels. For the self-realization of the social and personal needs of students in various fields of activity, the university has student scientific circles, sports sections, amateur art groups. The MUK creates conditions for training students with special needs.

Analytical part

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EEC conclusions on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)

strong– 13

satisfactory–2

suggest improvement –1

unsatisfactory–0

Recommendations

To develop a program to increase the contingent of applicants on a paid basis

6.5 Standard "Student Assessment"

Evidence part

Policies, procedures, principles and methods for assessing student achievement are set out in the Academic Policy and the Regulation on the rating assessment of student performance. They are transparent and available on the university website.

The assessment procedure includes standardized methods: test assignments, questions and situational tasks for an oral interview and written work, assignments for the OSPE. The final state certification of graduates of the specialty "Pharmacy" is carried out in 2 stages - comprehensive testing in specialized disciplines and assessment of practical skills in the specialty (SOSPE). To carry out the OSPE, evaluation sheets with assessment criteria have been developed. A system for reviewing appeals has been developed.

Strengths / Best Practices

- The system of rating assessment of student knowledge prescribed in the Regulation of Academic Policy
- Using standardized performance measurement methods

Analytical part

The policies, teaching methods and assessment criteria within each discipline are defined and set out in the WP and syllabuses, which are regularly reviewed. An electronic journal has been introduced for proper monitoring.

The student's academic achievement for the year is determined as an average grade point (GPA). A transfer point from course to course is established and approved by the Academic Council. There is an annual tendency to increase the GPA score, taken in connection with the increasing requirements of the university to control the quality of the educational process.

The teaching staff passes systematic training in innovative teaching and assessment methods in the medical education system at training seminars and master classes.

Evaluation methods correspond to the training methodology and evaluate the approved end results. Forms of conducting each type of control (control of practical skills, oral questioning, test control, etc.) are determined taking into account the characteristics of the discipline. All issues for conducting, midterm and final control in the disciplines are annually reviewed and updated in the amount of at least 30%, which is reflected in the minutes of the department meetings.

EEC conclusions on the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)

strong–13

satisfactory–2

suggest improvement –0

unsatisfactory–0

No recommendations

6.6 Standard "Academic staff / teachers"

Evidence part

Selection and admission of employees for the implementation of EP is carried out in accordance with the personnel policy. The competition for filling the posts of faculty and scientific workers of the MUK holds on the basis of an analytical review of the results of candidates' activities in the form of testing, interviews, portfolio reviews (requirements and rules for selecting candidates in accordance with the labor code of the Republic of Kazakhstan). Employee development policy, promotion, performance evaluation, motivation for self-development.

Monitoring the activities of teaching staff is regulated by existing regulatory documents in the field of education and regulation of labor relations, as well as developed and approved in mandatory instructions. The assessment of the teaching staff competency is carried out systematically: knowledge of the state language, knowledge of regulatory legal acts, information and communication technologies, and specialized subjects.

Strengths / Best Practices

- High degree of teaching staff –55%
- High level of professionalism of the teaching staff
- Availability of a scientific school
- Involvement of practicing specialists in the educational process

Analytical part

The educational program is provided by highly qualified scientific and pedagogical staff: 55% of higher education institutions have the degree of Doctor or Candidate of Science, as well as in the implementation of research projects at various levels.

The university introduced 2 categories of posts for teachers –academic (professor, associate professor, assistant professor, tutor, teacher, trainee) and scientific justification (professor researcher, associate professor researcher, teacher researcher). For each of the posts a list of qualification requirements is defined. The scientific activity of teaching staff in

accordance with the planned research department is carried out within the framework of scientific and expert commissions (SEC) – "Therapy and Pharmacology", "Pharmacy and the technology of pharmaceutical production."

The participation of teachers in continuing education programs is reflected in individual teaching staff plans, annual plans and department reports.

A mentoring program is being implemented.

EEC findings on the grounds of: (strong/ satisfactory/ perceived improvements/ unsatisfactory)

strong–13

satisfactory–2

suggest improvement –0

unsatisfactory–0

Area for improvement

To provide for the possibility of acquiring pedagogical competencies by specialists in the pharmaceutical industry involved in the learning process.

6.7 Standard "Educational Resources"

Evidence part

NCJSC "MUK" has a sufficient material and technical base for the goals and objectives of the EP "Pharmacy" (undergraduate). All audiences use computer equipment: multimedia consoles, screens, projectors and comply with sanitary and epidemiological standards and requirements. The main building has wireless Wi-Fi Internet. The university library provides educational, scientific and educational literature. The foundation provides additional literature. There is access to the Cochrane scheme with any computer connected to the Internet. Own editions of educational and educational literature are available in print and on electronic media.

The university provides adequate information and communication technologies to ensure access for students, teachers and other interested parties to resources.

Strengths / Best Practices

- Constant planned updating of material resources of the EP
- Partnerships with pharmaceutical organizations;
- The functioning of the university English courses for teachers

Analytical part

The educational process is fully provided with all the necessary information sources: textbooks, teaching aids, teaching aids and developers in educational disciplines, active handouts and instructions for independent work, electronic textbooks, access to online educational resources. Industrial practice of students of the specialty "Pharmacy" is carried out on the basis of partner organizations - JSC "IRP" Holding Phytochemistry, RSE in PVC "National Center for Expertise of Medicines, MD and ME" MH RK, pharmacy organizations LLP "Dolgolet", "Format", production pharmacies LLP Doka 21, we have concluded a cooperation agreement.

EEC findings on the grounds of: (strong/ satisfactory/ perceived improvements/ unsatisfactory)

strong–25

satisfactory–5

suggest improvement –0

unsatisfactory–0

No recommendation.

6.8 Standard "Management and Administration"

Evidence part

NCJSC is a legal entity within the legal form of a non-profit joint-stock company. MUK is an educational organization that provides educational services at all levels of education, in the specialty "Pharmacy". The management of generally accepted methods is inextricably linked with other types of education, using university-wide tools for planning and quality control. The main activities and powers of structural divisions and advisory bodies are the current provisions regarding qualification requirements, functional duties, and job descriptions. All documentation is presented on the corporate portal of the university. Top managers attract foreign hotels.

Strengths / Best Practices

- Availability of corporate governance system and Supervisory Board
- Availability of a certified quality management system
- Having a strong strategic partner, attracting international top management

Analytical part

The university identified the main structural units involved in the implementation of undergraduate programs 5V110300 –"Pharmacy", designated areas of their influence and responsibility. The scientific and pedagogical process is organized transparently, clearly documented, involves only full-time education.

The implementation of the educational process of undergraduate in the specialty "Pharmacy" meets the requirements developed and approved by the MUK. pharmacology and evidence-based medicine) and the core component of the EP (Department of Pharmaceutical Chemistry). The general management and management of EP in the specialty of pharmacy is carried out by the dean of the school of public health and pharmacy. All decisions made at the level of the dean's office, administration, AC, (orders, decisions) are satisfied to the attention of the relevant employees in the form of mailing by corporate mail, placement on the corporate portal (links are also sent by mail), the most important documents are brought to information of interested persons, responsible persons and executors.

EEC findings on the grounds of: (strong/ satisfactory/ perceived improvements/ unsatisfactory)

strong–13

satisfactory–4

suggest improvement – 0

unsatisfactory–0

No recommendation

6.9 Standard "Continuous Improvement"

Evidence part

NCJSC MUK periodically evaluates academic requests regarding mission achievements and learning outcomes at all levels of education. In the academic year 2018-2019, the structure of the university was reorganized. The number of points combined to optimize performance and based on the formation of certain competencies. The faculties were reorganized into schools (the Regulation on the school was approved on August 27, 2019).

Strengths / Best Practices

- Transparent policy of the university, including financial
- Continuous improvement of the material and technical base

- Improving the system of differentiated remuneration of employees, the introduction of motivational incentives
- Continuous updating of the catalog of elective disciplines taking into account the recommendations of employers

Analytical part

Departments involved in training, in the development of new elective courses, the introduction of new innovative teaching methods, methods for assessing student learning achievement.

The last three years have been trained in courses to increase pedagogical competence. The university allocates resources for the training of teachers to improve the skills of research competencies, there is financial support for the most promising scientific research (internal grants on a competitive basis).

EEC findings on the grounds of: (strong/ satisfactory/ perceived improvements/ unsatisfactory)

strong–11

satisfactory–3

suggest improvement –1

unsatisfactory–0

EEC recommendations:

To develop a program to increase the contingent of applicants on a paid basis

IV. RECOMMENDATIONSTO NCJSC "Medical University of Karaganda" on the specialty 5B110300 "Pharmacy" (bachelor's degree)

1. A program has been developed to increase the contingent on a paid basis.
2. Intensify the process of creating and implementing joint educational programs together with partner universities
3. To provide for the possibility of implementing several educational programs as part of the 5B1 educational program.

APPENDIX 1. EVALUATION TABLE «SPECIALIZED PROFILE PARAMETERS»

№ I/II	№	№	CRITERIA FOR EVALUATION	Position of the organization of education			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
		1.	"MISSION AND OUTCOMES"				
		1.1	Definition of the mission of the educational program				
1	1	1.1.1	The medical education institution should determine its mission and communicate to stakeholders and the health sector.	+			
2	2	1.1.2	The mission statement should contain goals and an educational strategy to prepare a competent doctor / pharmacist at the level of undergraduate medical education;	+			
3	3	1.1.3	with an appropriate basis for a further career in any field of medicine / pharmacy, including all types of medical practice / pharmaceutical services, pharmaceutical production, administration and scientific research in medicine;	+			
4	4	1.1.4	able to fulfill the role and functions of a doctor / pharmacist in accordance with the established requirements of the health sector and pharmacy;	+			
5	5	1.1.5	prepared for postgraduate studies, including internship, residency, specialization	+			
6	6	1.1.6	with a commitment to lifelong learning, including professional responsibility to maintain the level of knowledge and skills through performance assessment, audit, the study of one's own practice and recognized activities in CPD/CME.	+			
7	7	1.1.7	The medical education organization should ensure that the stated mission includes public health issues, global health aspects, the needs of the medical care system and other aspects of social responsibility reflects the main international health problems.	+			
8	8	1.1.8	The medical education organization should ensure that the strategic development plan is consistent with the stated mission, the goals of the medical education organization and is approved by the advisory council of the MEO / University.	+			
9	9	1.1.9	The medical education organization should systematically collect and analyze information about its activities; assess the strengths and weaknesses of the university (SWOT analysis),	+			

			on the basis of which the administration and the advisory council of the university should determine the policy and develop strategic and tactical plans.				
10	10	1.1.10	The mission and goals of the medical educational organization should correspond to available resources, the capabilities of the medical educational organization, market requirements and ways to support them should be determined and access to information about the mission, the goals of the medical educational organization for the public should be provided (information in the media, on the university's website), the mission and goals of the medical organization of education are approved by the advisory council of the MOO / University.	+			
11	11	1.1.11	The medical education organization should ensure that the mission includes the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences.	+			
		1 · 2	PARTICIPATION IN FORMULATION OF THE MISSION AND FINAL RESULTS				
12	12	1.2.1	The medical education organization must ensure that key stakeholders are involved in the development of the mission of the EP.	+			
13	13	1.2.2	The medical education institution should ensure that the stated mission is based on the opinions / suggestions of other relevant stakeholders.	+			
14	14	1.2.3	The medical education organization must create permanent mechanisms for monitoring, evaluating and documenting the progress in achieving the goals and objectives of the strategic plan, in general, and in particular with regard to pharmaceutical education	+			
		1.3	Institutional autonomy and academic freedom				
			The medical education organization must have institutional autonomy to develop and implement policies for which the faculty and administration are responsible, especially with regard to:				
15	15	1.3.1	educational program development;	+			
16	16	1.3.2	use of allocated resources necessary for the implementation of the educational program.	+			
			The medical education organization should guarantee academic freedom to its staff and students:				
17	17	1.3.3	in relation to the current educational program, in which it will be allowed to rely on various points of view in the description and analysis of issues in medicine;	+			
18	18	1.3.4	the possibility of using the results of new research to improve the study of specific	+			

			disciplines / issues without expanding the educational program.				
		1.4	Learning Outcomes				
			The medical education organization should determine the expected end results of the training, which students should show after completion, regarding:				
19	19	1.4.1	their achievements at a basic level in terms of knowledge, skills and relationships;	+			
20	20	1.4.2	an appropriate basis for a future career in any branch of medicine and pharmacy;	+			
21	21	1.4.3	their future roles in the healthcare and pharmaceutical sectors;	+			
22	22	1.4.4	Their subsequent postgraduate training;	+			
23	23	1.4.5	their commitment to lifelong learning;	+			
24	24	1.4.6	public health needs, health system needs and other aspects of social responsibility.	+			
25	25	1.4.7	The medical education organization must ensure that the student fulfills its obligations with regard to doctors, pharmacists, technologists, teachers, patients and their relatives in accordance with the Code of Conduct.	+			
			Medical education organizations should:				
26	26	1.4.8	to determine and coordinate the connection of the final learning outcomes required upon completion with those required in postgraduate studies;	+			
27	27	1.4.9	determine the results of student involvement in research in medicine;	+			
28	28	1.4.10	to pay attention to the final results related to global health.	+			
			Total	28			
		2	STANDARD "EDUCATIONAL PROGRAM"				
		2.1	Curriculum model and teaching methods				
29	1	2.1.1	The medical education organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design.	+			
30	2	2.1.2	The medical education organization must determine the teaching and learning methods used that stimulate, prepare and support students and ensure that students are responsible for their learning process.	+			
31	3	2.1.3	The medical education organization must ensure that the educational program develops students' lifelong learning abilities.	+			
32	4	2.1.4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.	+			
33	5	2.1.5	provide an opportunity for elective content (elective disciplines) and determine the balance between the compulsory and elective part of the	+			

			educational program, including a combination of compulsory elements and electives or special components of choice.				
		2.2	SCIENTIFIC METHOD				
			The medical education organization should throughout the entire training program teach students:				
34	6	2.2.1	principles of scientific methodology, including analytical and critical thinking methods;	+			
35	7	2.2.2	scientific research methods in medicine;	+			
36	8	2.2.3	evidence-based medicine, which require the appropriate competence of teachers and will be an obligatory part of the educational program and will involve medical students in conducting or participating in small research projects,	+			
37	9	2.2.4	The medical educational institution should include in the educational program elements of basic or applied research, including mandatory or elective analytical and experimental studies, thereby facilitating the participation in the scientific development of medicine as professionals and colleagues.	+			
			Basic Biomedical Sciences				
			The medical education organization should determine and include in the educational program:				
38	10	2.3.1	achievements in basic biomedical sciences for the formation of students' understanding of scientific knowledge;	+			
39	11	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.	+			
40	14	2.3.3	The medical education organization should correct and introduce new achievements in the biomedical sciences in the educational program, which are necessary for the formation and development of professional competencies in the field of medicine and pharmaceutical practice of a graduate for:	+			
41	15	2.3.4	scientific, technological and clinical developments;	+			
42	16	2.3.5	current and expected needs of society and the health system.	+			
		2.4	Behavioral and social sciences and medical ethics				
43	17	2.4.1	The medical education organization must determine and include in the educational program the achievements of:	+			
44	18	2.4.2	Behavioral sciences;	+			
45	19	2.4.3	Social sciences;	+			
46	20	2.4.4	Medical ethics;	+			
47	21	2.4.5	Medical jurisprudence,	+			
			which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural causes 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.				
48	22		The medical education organization should correct and introduce new achievements in behavioral and social sciences and also medical ethics in the educational program for:	+			
49	23		scientific, technological and clinical developments;	+			
50	24		current and anticipated needs of society and the health system;	+			
		2.5	Clinical Sciences and Skills				
			The medical education organization should determine and implement the achievements of the clinical sciences in the educational program and ensure that students:				
51	23	2.5.1	acquire sufficient knowledge and clinical and professional skills in order to take on appropriate responsibilities, including activities related to strengthening the health, disease prevention and patient care;				
52	24	2.5.2	spend a reasonable part (one third) of the program in planned contacts with patients, including consideration of the goal, the appropriate number and their sufficiency for training in the respective clinical / production facilities;				
53	25	2.5.3	conduct health promotion and prevention.				
54	26	2.5.4	The medical education organization must establish a certain amount of time for training in the main clinical / pharmaceutical disciplines.				
55	27	2.5.5	The medical education institution should organize clinical training with appropriate attention to the safety of the patient, including monitoring the actions performed by the student in a clinical / industrial setting.				
			The medical education organization should correct and introduce new achievements in the clinical sciences in the educational program for:				
56	28	2.5.6	scientific, technological and clinical developments;				
57	29	2.5.7	current and expected needs of society and the health system.				
58	30	2.5.8	The medical education organization should ensure that each student has early contact with real patients, including his gradual participation in assisting the patient, including the responsibility for examining and / or treating the patient under supervision, which is carried out in the appropriate clinical / production facilities.				
59	31	2.5.9	The medical education institution should structure the various components of clinical				

			skills training according to the specific stage of the training program.				
		2.6	PROGRAM STRUCTURE, CONTENT AND DURATION				
			The medical education organization should determine and implement the achievements of pharmaceutical disciplines in the educational program and ensure that students:				
60	32	2.6.1	acquire sufficient knowledge and professional skills, including:	+			
61	33	2.6.2	o the basic principles of the organization of drug care for the population;	+			
62	34	2.6.3	o the fundamentals of the pharmacy economy;	+			
63	35	2.6.4	o marketing management processes in pharmacy, conducting and analyzing marketing research, the basics of pharmaceutical management;	+			
64	36	2.6.5	o the basic principles of the organization of the technological process of production and manufacture of medicines of extemporaneous and industrial production, herbal preparations, medical-cosmetic, parapharmaceutical and veterinary preparations, biologically active additives and natural products;	+			
		2.7	The structure of the educational program, content and duration				
65	3	2.7.1	The medical education organization should describe the content, volume and sequence of courses and other elements of the educational program in order to ensure compliance with the appropriate ratio between basic biomedical, behavioral and social and clinical disciplines.	+			
			The medical education organization should in the educational program:				
66	38	2.7.2	to ensure horizontal integration of related sciences and disciplines;	+			
67	39	2.7.3	ensure vertical integration of clinicalsciences with basic biomedical and behavioral and social sciences;	+			
68	40	2.7.4	provide an opportunity for elective content (electives) and determine the balance between the compulsory and elective part of the educational program, including a combination of compulsory elements and electives or special components of choice	+			
69	41	2.7.5	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice	+			
		2.8	Programmanagement				
70	42	2.8.1	The medical education organization should determine the structural unit responsible for educational programs, which, under the guidance of academic leadership, is responsible and authorized to plan and implement the	+			

			educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment and educational program evaluation and training courses in order to ensure the achievement of the final learning outcomes.				
71	43	2.8.2	The medical education organization must guarantee representation from teachers and students in the structural unit responsible for educational programs.	+			
72	44	2.8.3	The medical educational organization should, through the structural unit responsible for educational programs, plan and implement innovations in the educational program.	+			
73	45	2.8.4	The medical education organization should include representatives from other relevant stakeholders 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 educational institutions, health professionals involved in the training process or others faculty members of the university.	+			
		2.9	Relationship with medical practice and the healthcare system				
74	46	2.9.1	The medical educational organization should provide an operational link between the educational program and the subsequent stages of professional training (internship, specialization, CPD/CME. or practice that the student will begin at the end of training, including the identification of health problems and the definition of the required learning outcomes, a clear definition and description of the elements educational program and their relationships at various stages of training and practice, with due regard to local, national, regional and global conditions, and also feedback for / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.	+			
			The medical education organization should ensure that the structural unit responsible for the educational program:				
75	47	2.9.2	takes into account the particular conditions in which graduates have to work and, accordingly, modify the educational program;		+		
76	48	2.9.3	The medical education institution should use feedback results to improve the educational program.			+	
			Total	37	1	1	
		3.	EVALUATION OF THE EDUCATIONAL PROGRAM				

		3.1	EvaluationMethods				
			Medicaleducationorganizationshould:				
77	1	3.1.1	have a program for an educational program for monitoring processes and results, including the routine collection of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately and to identify any areas that require intervention, as well as data collection is part of administrative procedures in connection with student enrollment, student assessment, and completion of studies;	+			
			The medical education organization must establish and apply mechanisms for evaluating the educational program, which:				
78	2	3.1.2	aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and elective parts (see. Standard "Educationalprogram);	+			
78	3	3.1.3	aimedatstudentprogress;	+			
80	4	3.1.4	identify and consider problems that include insufficient achievement of the expected learning outcomes, and will involve the collection of information on the learning outcomes, including identified deficiencies and problems, and be used as feedback for events and corrective action plans, to improve the educational program and curriculum disciplines;	+			
			The medical education organization should periodically conduct a comprehensive assessment of the educational program aimed at:				
81	5	3.1.5	on the context of the educational process, which includes the organization and resources, the learning environment and culture of the medical educational organization;	+			
82	6	3.1.6	to special components of the educationalprogram, which include a description of the discipline and teaching and learning methods, clinical rotations and assessment methods.	+			
83	7	3.1.7	the overall end results, which will be measured by the results of national licensing exams, benchmarking procedures, international exams, career choice and postgraduate studies;	+			
84	8	3.1.8	On your social responsibility;		+		
		3.2	Teacherandstudentfeedback				
85	9	3.2.1	The medical education organization should systematically collect, analyze and provide feedback to teachers and students, which includes information on the process and products of the educational program, and also include information on unfair practices or	+			

			improper behavior of teachers or students with and / or legal consequences				
86	10	3.2.2	The medical education institution should use feedback results to improve the educational program;		+		
		3.3	Educational achievements of students and graduates				
			A medical education organization should analyze the educational achievements of students and graduates regarding:				
87	11	3.3.1	its mission and the final learning outcomes of the educational program, which includes information on the average duration of studies, academic performance points, the frequency of passing and failing exams, cases of successful completion and expulsion, students' reports on the conditions of study in the courses taken, on the time spent to study areas of interest , including optional components, as well as interviews with students in the repeated courses, and interviews with students who leave the curriculum;	+			
88	12	3.3.2	educational program;		+		
89	13	3.3.3	resourcing	+			
			The medical education organization should analyze the student's academic achievements regarding:				
90	14	3.3.4	their previous experience and conditions, including social, economic, cultural conditions;	+			
91	15	3.3.5	level of training at the time of admission to a medical educational institution.	+			
			The medical education organization should use an analysis of students' academic achievement to provide feedback to the structural units responsible for:				
92	16	3.3.6	student selection;	+			
93	17	3.3.7	educational program planning;	+			
94	18	3.3.8	student counseling	+			
			The medical education organization should be for other interested parties, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and healthcare, professional organizations, as well as those responsible for postgraduate education:				
95	19	3.4.3	provide access to course assessment and educational program results;	+			
96	20	3.4.4	to collect and study feedback from them on the clinical practice of graduates;	+			
97	21	3.4.5	collect and study feedback from them on the educational program.	+			
			Total	18	3	0	
		4.	STUDENTS				

		4.1	AdmissionandSelectionPolicy				
			Medicaleducationorganizationshould:				
98	1	4.1.1	define and implement a reception policy, including a clearly defined provision for the student selection process, which includes the rationale and selection methods, such as high school results, other relevant academic experience, other entrance examinations and interviews, assessment of motivation to become a doctor, including changes in needs associated with a variety of medical practices;	+			
99	2	4.1.2	have a policy and introduce the practice of accepting students with disabilities in accordance with applicable laws and regulatory documents of the country;		+		
100	3	4.1.3	have a policy and introduce the practice of transferring students from other programs and medical education organizations.	+			
			Medicaleducationorganizationshould:				
101	4	4.1.4	to establish the relationship between the selection of students and the mission of the medical educational organization, the educational program and the desired quality of graduates;	+			
102	5	4.1.5	periodically review the admission policy,based on relevant data from the public and specialists in order to meet the health needs of the population and society as a whole, including consideration of student recruitment taking into account their gender, ethnicity and language, and the potential need for a special admission policy for students from low-income families and national minorities;	+			
103	6	4.1.6	use the system to appeal decision-making.	+			
		4.2	Studentenrollment				
104	7	4.2.1	The medical education organization mustdetermine the number of students accepted in accordance with the logistical and capabilities at all stages of education and training, and the decision on the recruitment of students implies the need to regulate national requirements for health personnel, in the case when medical educational institutions do not control the number of students recruited students, then they should demonstrate their commitment, by explaining all the relationships, paying attention to the consequences of the decisions taken (imbalance between the enrollment of students and the material and technical and academic potential of the university).	+			
105	8	4.2.2	The medical education institution should periodically review the number and contingent of enrolled students in consultation with relevant stakeholders responsible for human resources planning and development in the			+	

			health sector, as well as experts and organizations on global aspects of human resources for health (such as insufficient and uneven distribution of human resources healthcare, the migration of doctors, the opening of new medical universities) and regulate with the goal of meeting the health needs of the population and society as a whole.				
		4.3	Student Counseling and Support				
			Medical education organizations should:				
106	9	4.3.1	have a system of academic counseling for their students, which includes issues related to the selection of electives, preparation for a residency, career planning, the appointment of academic tutors (mentors) for individual students or small groups of students;	+			
107	10	4.3.2	offer a student support program aimed at social, financial and personal needs, which includes support in connection with social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and medical insurance, as well as financial assistance services in the form of material assistance, scholarships and loans;	+			
108	11	4.3.3	allocate resources to support students;	+			
109	12	4.3.4	ensure confidentiality regarding counseling and support.	+			
			A medical education organization should provide counseling that:				
110	13	4.3.5	based on monitoring student progress and aimed at the social and personal needs of students, including academic support, support regarding personal problems and situations, health problems, financial issues;		+		
111	14	4.3.6	includes counseling and career planning.	+			
		4.4	Student Representation				
112	15	4.4.1	offer a student support program aimed at social, financial and personal needs, which includes support in connection with social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and medical insurance, as well as financial assistance services in the form of financial assistance, scholarships and loans.	+			
113	16	4.4.2	The medical education organization should provide assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.	+			
			Total	13	2	1	
		5.	STANDARD "ASSESSMENT OF STUDENTS"				
		5.1	Evaluation Methods				
			Medical education organizations should:				

114	1	5.1.1	identify, approve and publish the principles, methods and practices used to evaluate students, including the number of exams and other tests, maintaining a balance between written and oral exams, the use of assessment methods based on criteria and reasoning, and special examinations (OSEC or Mini-Clinical exam), as well as determine the criteria for establishing passing grades, grades and the number of permitted retakes;	+			
115	2	5.1.2	ensure that assessment covers knowledge, skills and relationships;	+			
116	3	5.1.3	use a wide range of assessment methods and formats depending on their “utility assessment”, which includes a combination of validity, reliability, learning impact, acceptability and effectiveness of assessment methods and format.		+		
117	4	5.1.4	ensure that assessment methods and results avoid conflicts of interest;	+			
118	5	5.1.5	ensure that the assessment process and methods are open (accessible) for examination by external experts	+			
			Medical education organizations should:				
119	6	5.1.6	document and evaluate the reliability and validity of assessment methods, which requires an appropriate process to ensure the quality of existing assessment practices;		+		
120	7	5.1.7	introduce new assessment methods in accordance with the need;	+			
121	8	5.1.8	use the system to appeal assessment results.	+			
		5.2	The relationship between assessment and learning				
		5.2.1	The medical educational organization should use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:				
122	6		- clearly comparable to the teaching, teaching and learning outcomes;	+			
123	7		- ensure that students achieve the final learning outcomes;	+			
124	8		- contribute to learning	+			
125	9		- provide an appropriate balance between formative and summative assessment in order to manage learning and evaluate student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.	+			
			Medical education organizations should:				
126	10	5.2.2	regulate the number and nature of examinations of various elements of the educational program in order to facilitate the acquisition of knowledge and integrated learning, and to avoid negative impact on the learning process and	+			

			eliminate the need to study an excessive amount of information and congestion in the educational program;				
127	11	5.2.3	guarantee feedback to students based on assessment results.	+			
128	12	5.3	The medical education institution should direct the renewal process towards the development of assessment principles, and methods for conducting and the number of exams in accordance with changes in the end results of training and teaching and learning methods.	+			
				13	2	0	
		6.	STANDARD “ACADEMIC STATE / TEACHERS”				
		6.1	Selection and Recruitment Policy				
			The medical education organization must determine and implement a policy for the selection and admission of employees, which:				
129	1	6.1.1	determines their category, responsibility and balance of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper ratio between medical and non-medical teachers, full-time and part-time teachers and the balance between academic and non-academic staff;	+			
130	2	6.1.2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;	+			
131	3	6.1.3	defines and monitors the responsibilities of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.	+			
			The medical education organization should take into account criteria such as:				
132	4	6.1.4	attitude to his mission, the importance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;	+			
133	5	6.1.5	economic opportunities that take into account institutional conditions for financing employees and efficient use of resources.	+			
		6.2	Development Policy and Employee Activities				
			The medical education organization must determine and implement a policy for the activity and development of employees, which:				
134	6	6.2.1	allows you to maintain a balance between teaching, scientific and service functions, which include setting the time for each type of activity, taking into account the needs of the medical educational organization and the professional qualifications of teachers;		+		
135	7	6.2.2	guarantees recognition of the dignity of	+			

			academic activity, with an appropriate emphasis on pedagogical, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;				
136	8	6.2.3	ensures that clinical activities and research are used in teaching and learning;	+			
137	9	6.2.4	guarantees the sufficiency of knowledge of each employee of the educational program, which includes knowledge of the teaching / learning methods and the general content of the educational program, and other disciplines, and subject areas in order to stimulate cooperation and integration;	+			
138	10	6.2.5	includes training, development, support and assessment of the activities of teachers, which involves all teachers, not only newly hired, but also teachers recruited from hospitals and clinics, laboratories, pharmacies, pharmaceutical industries, and pharmaceutical companies.		+		
			Medicaleducationorganizationsshould:				
139	11	6.2.6	take into account the ratio of "teacher-student" depending on the various components of the educational program;	+			
140	12	6.2.7	Develop and implement employee promotion policies.	+			
			Total	13	2	0	
		7.	EDUCATIONAL RESOURCES				
		7.1	Materialandtechnicalbase				
			Medicaleducationorganizationsshould:				
141	1	7.1.1	have a sufficient material and technical base for teachers and students, allowing to ensure adequate implementation of the educational program;	+			
142	2	7.1.2	to 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, observing safety rules in the laboratory and when using equipment.	+			
142	3	7.1.3	The medical educational organization should improve the learning environment of students by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the development of teaching practice.	+			
		7.2	Clinical / TrainingResources				
			The medical education organization must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
143	4	7.2.1	number and categories of patients;				
144	5	7.2.2	the number and categories of clinical / production facilities, which include clinics (providing primary, specialized and highly	+			

			specialized care), outpatient services (including primary health care), primary health care facilities, health centers and other institutions providing medical care to the population, as well as centers / laboratories of clinical skills, research centers, laboratories, manufacturing, centers for the development of pharmaceutical skills that allow clinical training using zmozhnosti clinical sites and ensure the rotation of the main clinical and basic pharmaceutical disciplines;				
145	6	7.2.3	Clinical / industrial practice monitoring of students.	+			
146	7	7.2.4	The medical education institution should study and evaluate, adapt and improve resources for clinical training in order to meet the needs of the served population, which will include relevance and quality for clinical training programs regarding clinical facilities, equipment, number and category of patients and clinical practice, observation as a supervisor and administration.				
		7.3	Information Technology				
147	8	7.3.1	The medical education organization should determine and implement a policy that is aimed at the effective use and evaluation of relevant information and communication technologies in the educational program.	+			
			Medical education organizations should provide teachers and students with the opportunity to use information and communication technologies:				
148	9	7.3.2	forself-study	+			
149	10	7.3.3	acesstoinformation;	+			
150	11	7.3.4	patintmanagement;				
151	12	7.3.5	work in the healthcare system;	+			
152	13	7.3.6	The medical education institution should ensure that students have access to relevant patient data and health information systems.	+			
		7.4	Medical Research and Scientific Achievements				
			Medicaleducationorganizationsshould:				
153	14	7.4.1	have research activities in the field of medicine and scientific achievements as the basis for an educational program;	+			
154	15	7.4.2	identify and implement policies that promote the relationship between research and education	+			
155	16	7.4.3	provide information on the research base and priority areas in the field of scientific research of the medical educational organization.	+			
			The medical education organization should ensure that the relationship between research and education:				
156	17	7.4.4	the use of medical research as the basis for the curriculum;	+			

157	18	7.4.5	taken into account in teaching;	+			
158	19	7.4.6	encourages and prepares students to participate in medical research and development	+			
159	20	6.4.5	taken into account in teaching;	+			
160	21	6.4.6	encourages and prepares students to participate in scientific research in the field of medicine and their development.	+			
		7.5	EducationExpertise				
			Medicaleducationorganizationshould:				
161	22	7.5.1	have access to expertise in the field of education, where necessary, and conduct an examination that examines the processes, practices and problems of medical education and may involve doctors with experience in research in medical education, psychologists and sociologists in the field of education, which is provided by the department of development of medical education university or by attracting experts from other national and international institutions		+		
			The medical education organization should determine and implement a policy on the use of expertise in the field of education:				
162	23	7.5.2	in developing an educational program;	+			
163	24	7.5.3	in the development of teaching methods and assessment of knowledge and skills.	+			
			Medicaleducationorganizationshould:				
164	25	7.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;	+			
165	26	7.5.5	to give due attention to the development of expertise in the assessment of education and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
166	27	7.5.6	to promote the aspiration and interests of employees in conducting research in medical education.	+			
		7.6	EducationExchange				
			The medical education organization must define and implement a policy for:				
167	28	7.6.1	cooperation at national and international levels with other medical universities, public health schools, faculties of dentistry, pharmacy and other university departments;	+			
168	29	7.6.2	transfer and offsetting of educational loans, which includes consideration of the limits of the educational program, which can be transferred from other educational organizations and which can be facilitated by the conclusion of agreements on the mutual recognition of elements of the educational program and the active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements	+			

			.				
			Medical education organizations should:				
169	30	7.6.3	facilitate regional and international exchanges of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
170	31	7.6.4	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of employees, students, and in compliance with ethical principles.	+			
			Total	25	5	0	
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Control				
171	1	8.1.1	The medical education organization must determine the management structures and functions, including their relationship with the university, if the medical education organization is part or a branch of the university.	+			
			The medical education organization should determine the structural units in its management structures with the establishment of the responsibility of each structural unit and include in their composition:				
172	2	8.1.2	representatives of academic staff;	+			
173	3	8.1.3	students		+		
174	4	8.1.4	other stakeholders, including representatives from the ministry of education and health, the health sector and the public.		+		
175	5	8.1.5	The medical education organization should ensure transparency in the management system and the decisions made, which are published in the bulletins, posted on the website of the university, included in the protocols for review and implementation.	+			
		8.2	Academic leadership				
176	6	8.2.1	The medical education organization should clearly define the responsibility of the academic leadership regarding the development and management of the educational program.	+			
177	7	8.2.2	The medical education organization should periodically evaluate the academic leadership regarding the achievement of its mission and the end results of training.	+			
		8.3	Training and resource budget				
			Medical education organizations should:				
178	8	8.3.1	have a clear range of responsibilities and authority to provide the educational program with resources, including a targeted training budget;	+			
179	9	8.3.2	to allocate the resources necessary for the implementation of the educational program and to allocate educational resources in accordance with their needs.	+			
180	10	8.3.3	The system of financing a medical educational organization should be based on the principles		+		

			of efficiency, effectiveness, priority, transparency, responsibility, delineation and independence of all budget levels.				
			Medical education organizations should:				
181	11	8.3.4	provide sufficient autonomy in the allocation of resources, including decent remuneration for teachers in order to achieve the final learning outcomes;		+		
182	12	8.3.5	when allocating resources, take into account scientific advances in medicine and public health problems and their needs.	+			
		8.4	Administrative staff and management				
			The medical education organization must have the appropriate administrative staff, including their number and composition in accordance with the qualifications, in order to:				
183	13	8.4.1	ensure the implementation of the educational program and related activities;	+			
184	14	8.4.2	ensure proper management and allocation of resources.	+			
185	15	8.4.3	The medical education organization should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular review and analysis of management.	+			
		8.5	Collaboration with the health sector				
186	16	8.5.1	The medical education organization should have a constructive interaction with the healthcare sector, with the related sectors of public health and government, including the exchange of information, cooperation and initiatives of the organization, which helps to provide qualified doctors in accordance with the needs of society.	+			
187	17	8.5.2	The medical education institution should be given official status of cooperation with partners in the health sector, which includes the conclusion of formal agreements with the definition of the content and forms of cooperation and / or the conclusion of a joint contract and the creation of a coordination committee and joint activities.	+			
			Total	13	4	0	
		9.	PERMANENT UPDATE				
			The medical education organization should as a dynamic and socially responsible institution:				
188	1	9.1.1	initiate procedures for regular review and revision of the content, results / competency, assessment and learning environment, structure and function, document and eliminate deficiencies;	+			
189	2	9.1.2	revise structures and functions	+			
190	3	9.1.3	Allocate resources for continuous improvement.	+			
			Medical education organizations should:				

191	4	9.1.4	base the update process on prospective studies and analyzes and on the results of our own study, assessment and literature on medical education;		+		
192	5	9.1.5	ensure that the renewal and restructuring process leads to a review of its policies and practices in accordance with past experience, current activities and future prospects; direct the update process to the following questions:	+			
193	6	9.1.6	Adaptation of the mission statement and end results to the scientific, socio-economic and cultural development of society.	+			
194	7	9.1.7	Modification of the final results of graduate training in accordance with the documented needs of the postgraduate training environment, including clinical skills, public health training and participation in the process of providing medical care to patients in accordance with the responsibilities that are assigned to graduates after graduation from the MEO.	+			
195	8	9.1.8	Adaptation of the model of the educational program and methodological approaches in order to guarantee that they are relevant and relevant and takes into account modern theories in education, adult education methodology, principles of active learning.	+			
196	9	9.1.9	Correction of the elements of the educational program and their relationship in accordance with achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and the state of health / structure of the morbidity of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of obsolete.	+			
197	10	9.1.10	Development of assessment principles, and methods for conducting and the number of exams in accordance with changes in the final learning outcomes and teaching and learning methods.	+			
198	11	9.1.11	Adaptation of student recruitment policies and student selection methods taking into account changing expectations and circumstances, human resource requirements, changes in the system of pre-university education and the needs of the educational program.			+	
199	12	9.1.12	Adapting the policy of recruiting and shaping the academic staff of the staff in accordance with changing needs.		+		
200	13	9.1.3	Updating educational resources in accordance with changing needs, such as recruitment of students, number and profile of academic staff, educational program.	+			
201	14	9.1.14	Improving the monitoring and evaluation of the educational program.		+		

202	15	9.1.15	Improving the organizational structure and management principles to ensure effective operations in the face of changing circumstances and needs, and, in the future, to meet the interests of various groups of stakeholders.	+			
			Total	11	3	1	
			Full	168	22	4	

