



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

## **REPORT**

**the results of the external expert committee  
Assessment for compliance  
specialized accreditation standards specialty  
5B110200 - "Public Health" (Bachelor) and  
5B110600 - "Nursing" (bachelor)**

**JSC "Karaganda Medical University"**

**17-19.04.2019 city**

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
*External expert commission*

*Addressed to  
Accreditation  
Council of IAAR*

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Karaganda, 2019

## CONTENT

(I) LIST and Abbreviations .....	4
(II) INTRODUCTION.....	5
Presentation of the NAO "Karaganda Medical University" .....	5
Analysis of specialized self-evaluation report of the NAO "Karaganda Medical University" .....	8
Description EEC visit.....	12
Corresponding specialized accreditation standards.....	13
Standard 1. "Mission and Outcomes" .....	13
Standard 2. "Educational Program" .....	15
Standard 3. "Evaluation of educational programs" .....	17
Standard 4. "Students" .....	20
Standard 5. "The assessment of students" .....	23
Standard 6. "Academic staff / teachers" .....	25
Standard 7. "Educational Resources" .....	27
Standard 8. "Management and Administration" .....	29
Standard 9. "Continuous Improvement" .....	31
(VII) REVIEW Strengths / best practices for each standard .....	32
(VIII)RECOMMENDATIONS OF THE NAO "MUK" .....	35
APPENDIX 1. EVALUATION TABLE «SPECIALIZED PROFILE PARAMETERS» .....	36



## **(I) LIST and Abbreviations**

NAO "MUK" University, College or - non-profit joint-stock company "Medical University of Karaganda"

PhD - Doctor of Philosophy

SWOT - Strengths, weaknesses, opportunities, threats

AC - Academic Council

AUP - administrative and managerial staff

SES RK - State educational standards of the Republic of Kazakhstan

DAR - Department of academic work

DUCHR - Human Resource Management Department

JEM and MS - Department of Strategic Development and International Cooperation

DER - Department of operational work

FTI - individual curriculum

QED - the catalog of elective subjects

LCS - Laboratory of collective use

MOH - Ministry of Health of the Republic of Kazakhstan

The MES - Ministry of Education and Science of the Republic of Kazakhstan

MOS - Modular Education Program

ISO - International Standard ISO

MTB - material and technical base

HOOK - State Examination Board

R & D - research work

NIRD - research work of doctoral

PPA - regulations

CPD - Continuing Professional Development

NEC - scientific expert committee

NES - scientific advisory council

OMNID - Department of Management Science and Innovation

OP - aboutbrazovatel'naya program

Faculty - faculty

RUE - the curriculum

CP - Employers' Council

Tuplyu - model curriculum

EMCD - methodical complex of disciplines

FF - Scientific Council

## (II) INTRODUCTION

In accordance with the order of the IAAR number 33-19-OD from 04.05.2019 of the NAO "MUK" the visit of the external expert committee (WEC) from 16 to 18 April 2019. Evaluate relevant university institutional accreditation standards IAAR:

1. **chairman of the board** - Bayldinova Clara Zhenisovna, MD, PhD, Associate Professor, Kazakh National Medical University named after SD Asfendiyarov (Almaty);
2. **foreign expert**- Ion Bologan, MD, State University of Medicine and Pharmacy. N. Testemițanu (Kishinev, Moldova);
3. **foreign expert** - Zhuravel Irina Alexandrovna, Doctor of Chemistry, professor, National Pharmaceutical University (Kharkova, Ukraine);
4. **Expert** - Turdalieva Botagoz Saitovna, MD, Professor, "Kazakh Medical University of Continuing Education" (Almaty);
5. **Expert** - Dzhardemaliev Nurzhamal Zhenisovna, MD, PhD, Kazakh National Medical University (Almaty);
6. **Expert** - Irina V. Baskakov, PhD, Associate Professor, Kazakh National Medical University. SD Asfendiyarov (Almaty);
7. **Expert** - Ospanov Dinara Almahanovna, dmn, associate professor, "Kazakh Medical University of Continuing Education" (Almaty);
8. **Expert** - Kurmangaliyev Kairat Bolatovich, MD, PhD, of the NAO "West Kazakhstan Medical University. Marat Ospanova "(Aktobe);
9. **Expert** - Kulzhanova Sholpan Abdlgazyevna, MD, PhD, of the NAO "Astana Medical University" (Astana);
10. **Expert** - Zhumalina Akmaral Kanashevna, MD, PhD, of the NAO "West Kazakhstan Medical University. Marat Ospanova "(Aktobe);
11. **Expert** - Laura Park Alekseevna, PhD, NAO "Medical University of Semey" (Semey);
12. **Expert** - Amrenova Kuralaj Shaganovna, MD, PhD, of the NAO "Medical University of Semey" (Semey);
13. **Expert** - Narmanova Oryngul Zhakysbaevna, MD, PhD, of the NAO "Astana Medical University" (Astana);
14. **Employer** - Bekzatova Gulmira Hakimovna, MSPE "Regional Infectious Diseases Hospital" UZ KO (Karaganda);
15. **Employer** - Bashirov Tatyana Pavlovna, LLP "The city center PHC" (Karaganda);
16. **Student** - Aldanysh Zhymazhan Zhymabekuly, NAO "Astana Medical University" (Astana);
17. **Student** - Asanov Alikhan Altinbekuly, leader of the "Alliance of Students of Kazakhstan" in Karaganda region (Karaganda);
18. **The observer from the Agency** - Aymurzieva Aygerim Urinbaevna, Head of Medical Projects Agency (Astana).

EEC report contains an assessment of compliance of educational organization criteria IAAR EEC recommendations for further improvement of the university.

### **Presentation of the NAO "Karaganda Medical University"**

Non-profit JSC "Medical University of Karaganda" (hereinafter - the NAO "KMC"), established in 1950, is a leading medical institution in Kazakhstan in preparation of qualified personnel for the health system, has a high reputation in the field of educational, scientific, medical and diagnostic services, It has a high national ranking among the medical universities of Kazakhstan.

Currently, the university realizes multilevel training: post-secondary education (college), undergraduate, postgraduate (Master's degree, residency, doctorate) and additional education. Training is carried out in the state, Russian and English languages. Our graduates successfully

work in Kazakhstan, CIS and non-CIS countries. The contingent of students NAO "MUK" on November 1, 2018 is 7348 people, among them: Bachelor - 5025 people, interns - 1523 people, residents - 380 people, undergraduates - 102 people, doctoral students - 73 people enrolled... college - 245 people.

The university taught by highly qualified teachers, academician of the National Academy of Sciences of the Republic of Kazakhstan, the New York Academy of Natural Sciences, the International Academy of Information, Academy of Natural Sciences of the Republic of Kazakhstan. The faculty of the NAO "MUK" is 755 persons, among them:... Doctors of sciences - 62 persons, doctors, PhD - 22 persons, candidates of sciences - 224 persons, masters - 128 people.

University teaching of 7 undergraduate programs, 7 graduate programs, 4 doctoral programs and 26 residency programs. In addition, it proposed to further training for health professionals and education in 52 specialties.

The University is the Grantee two international projects Erasmus + «Transition to University Autonomy in Kazakhstan» and "Training against medical error".

NAO "MUK" is included in the directory of medical schools "Avicenna" World Health Organization and the World Federation for Medical Education. NAO "MUK" is a member of the Association of European Medical Education (AMEE), Association for the Study of Medical Education (ASME), Organization for Defending a PhD in the field of biomedicine and health care in the European System (ORPHEUS), the European University Association (EUA), the Organization of the university mobility Asia and the Pacific (UMAP), International Association for the development of education (IADE), the Association of higher educational institutions of the Republic of Kazakhstan, the Association of medical education of Asia (AMEA).

NAO "MUK" - Kazakhstan's first medical school, successfully passed in 2005 quality management system certification for compliance with educational, scientific and clinical activities with the requirements of the International Standard ISO 9001 certification body NQA - UK (United Kingdom), NQA - Russia. In 2015 it was certified in the certification body SGS (Switzerland). In 2016 he passed the accreditation of health care to meet the accreditation standards for health care organizations that provide inpatient care with the assignment of the first category.

In 2010, the NAO "MUK" passed the institutional accreditation of the University, in 2011 received a certificate of accreditation of the university as a subject for scientific and scientific-technical activities. In 2017 it passed postmonitoring of specialized accreditation of educational programs in IQAA (2014, 2016), as well as the institutional accreditation of the NAO postmonitoring "MUK" (IQAA).

In 2017 the NAO "MUK" successfully moved to the new version of ISO 9001, as well as the certification audit (Certification Association "Russian Register" (Russia)). And in 2018. NAO "MUK" passed specialized accreditation of educational programs (IAAR).

In 2016, "Research and public health laboratories" NAO "MUK" successfully passed the accreditation of RK ISO / IEC 17025-2007.

A simulation program of the university in 2017 been awarded ASPIRE «Excellence simulation-based healthcare education» Accreditation committee AMEE. In the same year have been certified for compliance with Good Clinical Practice (GCP) MoH Pharmacy Committee.

In 2018 Laboratory of collective use of the NAO Research Center "MUK" has successfully passed the accreditation of ST RK ISO 15189-2015.

NAO "MUK" first medical school included in the Eurasian project on introduction of entrepreneurial education in higher educational institutions of Kazakhstan.

Now the Medical University headed Dosmagambetova Raushan Sultanovna, MD, Professor, Rector of the NAO "KMC".

Higher education program majoring 5B110200 - "Public Health" was first developed in the NAO "MUK" in 2007. Objects of professional activity are companies and organizations of various forms of ownership, engaged in health activities: controls; health facilities; environment,

child care facilities, educational organizations, industry, agriculture, utilities, and food items; foci of infectious and parasitic diseases; science organization, social protection, health insurance, pharmaceutical companies; companies, agencies to ensure the quality of health services, public and professional associations. Length of study 4 years. In 2017, there was a referral group of specialties Public Health and Medical and preventive work in 1 called Public Health according to the EMA RTMC №6 on May 19, 2017 goda. Po completion of specialist training program will be awarded the title - Bachelor of Health 5B110200 - "Public Health" and certificate will be issued by said function and academic record (transcript) with the list of subjects studied are rated by the number of credits and reclaimed volume of academic hours. Graduates with a degree in the specialty 5B110200 - "Public Health" has the right to pursue further studies in the magistracy. The list of educational programs in the specialty set by the Board of Higher Education on the basis of an educational program on specialty undergraduate 5B110200 "Public Health" adopted in 2017 in accordance with the standard curriculum. 5B110200 by specialty - "Public Health" are graduating departments - Public Health Department and the Department of Health and Nutrition. Training program in the specialty 5B110200 - "Public health" is defined requirements of the educational program in the specialty 5B110200 - "Public Health" and represented disciplines in the amount of not less than 156 credits or 7020 academic hours of theoretical training, not less than 8 credits or 360 academic hours of professional practice. Implementation of educational programs specialty 5B110200 - "Public Health" provides free access for each student to library collections and databases, presence syllabus in all disciplines and professional practices, as well as visual aids, audio and video materials, medical equipment and sanitary equipment. A positive feature of the educational program specialty is that in accordance with state standards of education learning process is based on the credit system of training, using various teaching methods and forms of education quality control. The credit system of training has a purpose - to ensure international recognition of the national educational programs, creation of conditions for mobility of students and faculty members. The task of the credit system of education is to develop students' ability to self-organization and self-education. When the credit system of training educational work includes lectures, workshops, seminars, laboratory classes. It increases the amount of independent work performed by students. Independent work is divided into two types - an independent student work (CPC) and independent student work under the guidance of the teacher 11 (SRSP). In typical curricula and working programs of disciplines, reflected the recommended methods of teaching and learning in the disciplines. When implementing educational programs and the development of various forms of independent and self-directed learning, improve the absorption of the material the students different active teaching methods are used: TVL, RBL. Command-based learning (TVL - Team- Based Learning) method allows us to develop the students 'skills to work in a team actively engages students in the learning process, develop communication skills, generates the students qualities such as critical attitude to the studied process, accounting colleagues' opinion, the responsibility for their own learning process and learning as a team. Conducting the workshops by the RBL, focused on research, it maximizes involve all groups of students, not only in the learning process, but also learn the basics of research work under the guidance of a teacher during classroom and extracurricular activities by carrying out research activities. These active teaching methods are used in education departments, training specialists. since 2009, began training in a magistracy, "Public Health", since 2013 - under the "Public health" in the PhD-doctoral studies. On the conformity of the educational program's goals and mission, goals and objectives of the university shows the share of employed in the specialty, as the first issue of the students of specialty "Public Health" was in the 2011-2012 academic year, where 90 graduates employed was 100%.

In 2011, by order of the Rector of KSMU №172 from 05.01.2011. Department of Nursing was established. The main focus of the department is to train specialists of nursing, midwifery, medical affairs, social workers from practical public health. The founder of the Department of Nursing at KSMU and the head of this department was Serik Kuserbaevich Shuahbaev, MD, Ph.D., associate professor, has the highest qualification category in the

specialty "physician", "doctor-expert to conduct an independent expert of health subjects in the field of assessing the quality of medical services "; I had a certificate in the field of "gastroenterologist" and "general practitioner".

In September 2014 the Department of Nursing reorganized into nursing course, responsible for the course appointed Master of Education Sedach Nick Nikolaevna. The course of nursing students were learning II, III, IV courses of specialty "Nursing", masters of all specialties in the disciplines "Pedagogics", "Psychology"; graduate specialty "Nursing" - in the disciplines "Pedagogics", "Psychology", "Management in Nursing", "Fundamentals of teaching and research in nursing", "Organization of the nursing process and documentation in nursing", "Fundamentals of Epidemiology" "Legal issues in nursing." Also on the course were nursing professionals and nursing training social workers from practical health care of the Karaganda region.

In 2018 Nursing School of Education University was organized, composed in 2018-2019 academic year, entered nursing course is transformed into the Department of Nursing. Teachers of the specialty "Nursing" are responsible for the conduct of the practice for the students of specialty "Nursing" all courses: field study "nurse" for students of II year, industrial practice "nurse of general practice" for students of III year, industrial practice "Bachelor of nursing" for students of the IV year; for students of I course of the specialty "General Medicine" - "Introduction to the profession", for students of II course of the specialty "General Medicine" - "Basic medical skills"; for students II course specialty "Dentistry" - "Basic medical skills"; for undergraduates specialty "Nursing" - teaching practice. Students practice in the medical organizations of Karaganda region and beyond, and teaching practice - in the Karaganda Medical College and medical colleges of other regions of Kazakhstan.

The Department of Nursing is a graduate of the Department for students on a specialty "Nursing", enrolled in an educational program bakavariata 5B110100 - "Nursing".

### **Analysis of specialized self-evaluation report of the NAO "Karaganda Medical University"**

A report on self-assessment criteria for specialized accreditation of educational programs in the field 5B110200 - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor).

The report includes a description of the standards and the application of the relevant standards. To the report accompanied by a statement of the University Rector, Dean of the Faculty public health, nursing, etc. It confirms the accuracy of the information and data contained in the report. As well as a list of members of the internal commission on self-assessment by specialized accreditation criteria by the accredited educational programs specialties, specifying the responsibilities of each member of the internal commission; information about the responsible person for the conduct of self-education program.

RStatic preparation group for the preparation of the report, the staff for the period of self-evaluation has been done some work: to gather the necessary information in accordance with the standards of accreditation of educational programs in the field 5B110200 - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor). A thorough analysis of the materials, the content of which is reflected in the Report. Contents Report on self-assessment by specialized accreditation criteria of education in a special program 5B110200 - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor) structured in accordance with SFAS specialized accreditation of medical schools and includes a description of the strengths and weaknesses, areas for improvement for each standard.

### **Standard 1. "Mission Model Education Program and outcomes"**

The standard describes institutional mission; mission, goals, objectives and learning outcomes of the educational program 5B110200 specialties - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor) In accordance with the available resources and capacities of the NAO "KMC". It reflected the participation of stakeholders in the formulation of the mission,



institutional autonomy, academic freedom, and learning outcomes. Mission and learning outcomes of educational programs are documented and contribute to the institutional mission.

It provides information about career opportunities for graduates who have completed educational programs; educational strategies and approaches, teaching methods which form the responsibility and the ability to develop graduate programs for learning throughout life. Presents the conditions for the implementation of the educational program, traditions and values of the University, the system of formation and development of ethical behavior and leadership

In general, the educational program is consistent with the mission and outcomes of learning and is their achievement.

### **Standard 2. "Educational Program"**

The standard describes: a curriculum model with the trajectories of teaching students the appropriate competencies through training, describes students learning methods, mechanisms for monitoring educational programs based on feedback from teachers and students, as well as representatives of practical health care. NAO "MUK" is a program that teaches students the principles of scientific methodology, evidence-based medicine, thereby contributing to the students to self-development opportunities. Advances in science and practical public health requirements are included in the development of educational programs 5B110200 specialties - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor), which are the process of systematic collection of information, including reliable and accurate methods of data collection and analysis in order to confirm the quality of the educational program with respect to the mission and the training modules, including learning outcomes. The examples of involvement of experts in the development of educational programs. At the University of defined and established mechanisms for periodic review, study and evaluation implemented, to ensure the quality of program management process of educational programs.

Educational Program 5B110200 specialties - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor) regularly reviewed in light of feedback from students, faculty, and stakeholders, including employers and graduates, as well as through the analysis of students' educational achievements.

### **Standard 3. "Evaluation of the educational program"**

The standard describes: established mechanisms for periodic review, study and evaluation of ongoing educational programs that provide quality management and evaluation of programs. NAO "MUK" has a well-established feedback with students, teachers and employers in the region. On the educational achievements of students based on an assessment of educational programs 5B110200 specialties - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor). Evaluation of educational programs is the process of systematically collecting information with the involvement of stakeholders, who have access to the assessment of students and programs for possible changes in training programs.

Evaluation of educational programs 5B110200 on specialties - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor) ON "MUK" will be held on a regular basis taking into account the opinions of students, teachers and other interested parties.

### **Standard 4. "Students"**

The standard describes the requirements of the NAO "MUK" to the policy of admission and selection of students to the number and nature of student intake, support services and counseling students, policy on student representation. University establishes the policy of admission, which complies with the legal requirements relating to equality of educational opportunities and ethical aspects. Policies and procedures should receive clear and consistent with the mission and the end result of the educational program of medical education organizations, officially published and made available to future students and all interested parties. NAO "MUK" systematically identifies students' learning needs and creates conditions

for their satisfaction. University student services are guided by principles that reflect the mission and the distinctive features of the university, and provide academic support to students, advice in relation to careers, medical care, material support and personal development of students. Services provided include the availability of services running to meet their educational, personal and career needs: a dormitory, dining rooms, medical center, sports hall, computer center, library, and the availability of services for the efficient operation of the employment and career growth. The NAO "MUK" implemented policy on student representation and participation in the development, management and evaluation of educational programs. Representation of students also includes students' self-government, participation of students in the Faculty Council, the University Committee on Educational specialties 5B130200- "Dentistry advice in relation to careers, medical care, material support and personal development of students. Services provided include the availability of services running to meet their educational, personal and career needs: a dormitory, dining rooms, medical center, sports hall, computer center, library, and the availability of services for the efficient operation of the employment and career growth. The NAO "MUK" implemented policy on student representation and participation in the development, management and evaluation of educational programs. Representation of students also includes students' self-government, participation of students in the Faculty Council, the University Committee on Educational specialties 5B130200- "Dentistry financial support and personal development of students. Services provided include the availability of services running to meet their educational, personal and career needs: a dormitory, dining rooms, medical center, sports hall, computer center, library, and the availability of services for the efficient operation of the employment and career growth. The NAO "MUK" implemented policy on student representation and participation in the development, management and evaluation of educational programs. Representation of students also includes students' self-government, participation of students in the Faculty Council, the University Committee on Educational specialties 5B130200- "Dentistry dining rooms, medical center, sports hall, computer center, library, and the availability of services for the efficient operation of the employment and career growth. The NAO "MUK" implemented policy on student representation and participation in the development, management and evaluation of educational programs. Representation of students also includes students' self-government, participation of students in the Faculty Council, the University Committee on Educational specialties 5B130200- "Dentistry dining rooms, medical center, sports hall, computer center, library, and the availability of services for the efficient operation of the employment and career growth. The NAO "MUK" implemented policy on student representation and participation in the development, management and evaluation of educational programs. Representation of students also includes students' self-government, participation of students in the Faculty Council, the University Committee on

Educational specialties 5B130200- "Dentistry" 5B110200 - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor) In social activities and local projects in health care.

#### **Standard 5. "The assessment of students"**

The standard describes the requirements for the evaluation of the methods used for evaluating educational achievements of students in the field 5B110200 - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor) NAO "KMC". The principles, methods and practices used to evaluate the students examples of the balance between written and oral examinations, the use of methods of assessment based on the criteria and considerations, and special examinations. Described use of external examiners to improve the fairness, quality and transparency of the evaluation process. use the system to appeal the assessment results. The report described how to determine when students are transferred from course to course and what is the debt elimination.

#### **Standard 6. "Academic staff / teachers"**

The Standard describes the requirements for selection and admission staff policy, activities and staff development policies. It is shown that the NAO "MUK" uses an open and clear process and criteria for the recruitment and appointment of teachers and ensure equal opportunities of employment, consistent with legal requirements and any other selection criteria. Defined responsibility of teachers, evaluation of their policies, promotion and tenure. Dignity of applicants are measured on the basis of criteria such as formal qualifications, professional experience, the results of research activities, teaching experience, peer recognition. The NAO "MUK" provided the monitoring responsibilities of teachers of basic biomedical sciences, behavioral and social sciences, clinical sciences. Service functions include clinical duties in health care, administration and management. Teachers are given equal opportunities for continuous professional development in their careers that are consistent and contribute to achieving the mission and outcomes of learning. Teachers of the obligation to use these opportunities to develop their professional interests and to take the initiative in ensuring its continuous growth as a competence and educators, scientists and clinicians specialists. Teachers accept the responsibility that the content and teaching methods meet established academic and professional standards and learning outcomes. Educational strategies and methods of teaching and learning, including innovative technology,

#### **Standard 7. "Educational Resources"**

The standard describes: the material-technical base of the NAO "MUK" resources for clinical training in the field 5B110200 - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor). The examples of the effective use of information and communication technologies, research base, research, and exchange of expertise in the field of education. Material and technical base of the NAO "MUK" includes: lecture halls, classrooms, educational and scientific laboratories, laboratories of clinical skills room for teachers, libraries, information technology and facilities, recreational students, such as adequate classrooms, a hall for rest , vehicles, catering for students, hostels, drawers for storage of personal belongings of students, sports facilities, rooms for leisure. The University has its own clinical base and plans to expand the number of clinical sites. In addition, to conclude an agreement with clinical databases, 5B110200 - "Public Health" (Bachelor) and 5B110100 - "Nursing" (bachelor). Policy effective use of information and communication technologies NAO "MUK" involves the use of computers, internal and external networks; coordination with the library resources and services of the university information technology; total access to all educational resources through the electronic control system.

Overall, the information and communication technologies used for the efficient planning, management, research and evaluation of educational programs and educational services provided.

### **Standard 7. "Management and Administration"**

The standard describes: management and academic leadership, the budget for training and the allocation of resources, administrative staff and management, interaction with the health sector in the NAO "KMC". The university has a management system which contributes to achieving the mission and goals, support the institutional effectiveness and integrity, creates and maintains an environment for learning and research and creative activities, as well as plans to become a research university. Powers, responsibilities and relationships between the advisory bodies, the administration, the faculty and staff are clearly described in the relevant documents. Organizational Structure NAA "KMC" processes and decision-making policies are clear and consistent with its mission and support the institutional effectiveness. NAO "MUK" control system involves the participation of all stakeholders, including the health sector, and reflects the academic leadership responsibility. Defined academic leadership responsibility for the development and management of the educational program. NAO "MUK" has the appropriate internal and external mechanisms for evaluating the financial condition and financial management, and maintains its integrity and use of the results of activities for continuous improvement. Defined academic leadership responsibility for the development and management of the educational program. NAO "MUK" has the appropriate internal and external mechanisms for evaluating the financial condition and financial management, and maintains its integrity and use of the results of activities for continuous improvement. Defined academic leadership responsibility for the development and management of the educational program. NAO "MUK" has the appropriate internal and external mechanisms for evaluating the financial condition and financial management, and maintains its integrity and use of the results of activities for continuous improvement.

#### **Description EEC visit**

EEC work was carried out on the basis of the program of the visit of the expert committee of the specialized accreditation of educational programs in the NAO "MUK", in the period from 16 to 18 April 2019.

To obtain objective information about the quality of the organization of education, development of the university and the entire infrastructure of the NAO "MUK" clarify the content of the self-assessment report, meetings were held: the rector, vice-rectors, heads of departments, deans of schools with teaching staff, learners, graduates and employers. In total, the meeting was attended by 239 people (Table 1).

Table 1 - Information on the number and categories of interlocutors

<i>Category members</i>	<i>amount</i>
rector	1
Vice-Rector	5
deans	7
Heads of departments	15
heads of departments	9
teachers of the department	78
residents	15
Graduates	96
employers	13
<b>Total</b>	<b>239</b>

During a visual inspection of the university deans visited WEC, a research center, a computer center, an assembly hall, a library, a sports hall, Department of academic work, the

Registrar's Office, Student Services Center, Center of practical skills.

In the second day of the EEC visited the department, providing training at the undergraduate level, internship, graduate, residency at clinical sites, own clinic. During the meeting held with the main PPP representatives of clinics.

### **Corresponding specialized accreditation standards.**

#### **Standard 1. "Mission and Outcomes"**

##### ***Evidence of the***

All the activities of the university is aimed at the realization of its mission. The strategic goal of the mission and objectives consistent with the goals and objectives of the university.

on special missions of educational undergraduate programs 5B110200 - "Public Health" and 5B110100 - "Nursing" is carried out in accordance with the mission of the NAO "MUK" and is preparing professionals to meet the requirements of the national health system and international standards, through the introduction of innovation in education, science and practice.

Objectives, activities to achieve the goals and target indicators that contribute to the improvement of the system of training of bachelors in the NAO "MUK" reflected in the priorities of the "Strategic Plan for the NAO" MUK " in the years 2017-2021" And realized by improving educational programs, expansion of academic mobility, the development of educational technology and improve the assessment of educational achievements of students, involvement enrolled in a professional environment and improvement of practical training.

The official source of information about the university is the site [www.kgmu.kz](http://www.kgmu.kz) Which is open for public and operational objective of informing the public about the activities of the University.

University during the formation of OP Development Plan draws faculty departments / courses, employers enrolled. Employers annually formulate their demand for specialists, the requirements for their preparation, and are actively involved in the process of correcting the working curricula of specialty light of practical health care needs, make suggestions for change. In the formation of the plan of OP processes marked by transparency, with information about the contents of OP communicated to stakeholders.

OP specialties 5B110200 - "Public Health" and 5B110100 - "Nursing" held a public discussion with representatives of all stakeholders, taking into account the identified deficiencies, comments and suggestions, correct and introduce amendments.

This organization carried out the procedure for the approval, periodic review (review) and monitoring of educational programs and documents regulating this process. all the processes that govern the implementation of OP documented in the University. Every employee knows their responsibilities, functions and rights.

It ensures the availability and effective operation focused on students, staff and stakeholders awareness and feedback system demonstrates the functioning of the quality assurance system OP, the analysis of external and internal environment. The degree of satisfaction of teachers, students determined in the course of sociological monitoring. Monitoring is organized and conducted in accordance with the requirements. [Polls and surveys](#) conducted among students, alumni, employers and teachers to identify their opinion about the quality of the professional activity of teachers, the quality of management activities and other important issues of the educational process.

Mission, goals and expected results of OP training students are periodically revised to reflect not only the standards of medical specialties, but also the needs and expectations of stakeholders.

to the development of the educational program requirements for specialty "Public Health" is defined curricula and research to improve the study of specific disciplines.

Research work of students and teachers at the University devotes special attention as 1 of the most important types of higher education institution activities. Planning for this type of work

is carried out in accordance with the stated mission, goals and objectives of the university. The research work provides an opportunity to significantly expand the scope of the educational program, getting acquainted with the actual problems of modern health care and participating in finding solutions to these problems by using modern methods of scientific research.

The NAO "MUK" adopted competence-oriented approach, which is a unified system of defining objectives, content selection, organization of professional training process based on the allocation of special, general and core competencies, guaranteeing a high level and effectiveness of professional activity of a specialist.

To achieve these objectives the University provides to acquire the necessary knowledge and skills through the study of basic and specialized disciplines, the formation of skills and abilities in passing the professional (teaching, research) and practice in carrying out the research work. The educational program of professional competence and qualifications are structured in modules and are reflected in the work programs of basic and elective courses.

### ***Analytical part***

According to the standard of "Mission and Outcomes" we want to note that the success of the implementation of educational undergraduate programs in the field 5B110200 - "Public Health" and 5B110100 - "Nursing" is determined mainly on the basis of a planned, purposeful and effective implementation of the development plan OP, which respectively should be more transparent and accessible to all interested parties.

The university has a system that implements the academic freedom of staff to implement the existing educational programs, which is based on the basic principles set forth in the Policy in the field of quality assurance. It is aimed at continuous improvement through the introduction of innovative educational technologies, improving the assessment of learning outcomes and the creation of an internal independent examination of educational and educational activity; enhancing the role of the departments in the educational process; bringing to the evaluation of training activities of all stakeholders; create the conditions and infrastructure that promote effective teaching, conducting effective research and promotion of the results; implementing advanced models of scientific and methodological support of the educational process; support and promote the professional growth of faculty, researchers and administrative staff; stimulating creativity of employees and students; involvement in the implementation of high school plans of all participants in the educational process; development of corporate culture and continuous monitoring of the effectiveness of processes.

Are maintained constant development and updating OD considering stakeholder needs and students. In developing the OP perform alignment with national development priorities and strategy of development of the university.

### ***Strengths / best practice***

The strong points are:

- University attracts representatives of stakeholder groups, including students, faculty and employers in the formation of OP.
- University demonstrates the extent to which the principles of sustainability, effectiveness, efficiency, prioritization, transparency, accountability, delegation of authority.
- High institutional university ranking and rating of educational programs, including educational programs specialty "Public Health" (2nd place) and "Nursing" (3rd place)
- Demand for University Graduates in the Karaganda region and other regions of Kazakhstan markets, employment of graduates 97.9%.
- University systematically promotes the use of modern Center of practical skills and the Center for Transfer of innovative technologies at all levels of education.
- Manual OP demonstrates evidence of openness and accessibility for students, teaching staff and employers.

- University purposefully working on the practice of continuous improvement of material and technical equipment.
- Enhanced international cooperation in the framework of academic mobility and the implementation of scientific and educational projects.

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

strong - 24

satisfactory - 4

suggest improvements-0

unsatisfactory -0

***Area for improvement: not  
recommendations: not***

## **Standard 2. "Educational Program"**

### ***Evidence of the***

University of adequately defined the content, the volume of academic disciplines. The NAO "MUK" educational programs for specialty 5B110200 - "Public Health" and 5B110600 - "Nursing" is developed in accordance with standards of educational programs and the Committee discussed the AU with reviews from employers and approved by CSS NAO "KMC". OP regulates the objectives, expected results, content, conditions and technologies of educational process, assessing the quality of training of graduates. The structure is based on a modular principle and contains learning outcomes, key and professional competences. Model OP enables the learner during the learning process to plan and implement an individual, the path of training in preparation for work on the chosen specialty.

The quality of training and their professional competence, performance and confirmed by feedback from the Ministry of Defense leadership. In the educational process introduced innovative teaching methods: TBL, RBL, Case studies, class method on a "snowball", a student in the teacher's role, brainstorming, discussion, debate, round table method.

In order to adapt to the changing conditions of OP in the educational process introduced an interdisciplinary approach, the integration of the horizontal and vertical base and the majors, the integrated assessment of students' knowledge and skills. Interdisciplinary relationship can be traced in modular training modules.

As part of the competency approach changing technology training, evaluation forms, increased the importance of independent work of students. About dynamic educational program shows a catalog of elective subjects, which is regularly reviewed, taking into account the needs of society and the labor market. Sensitivity to the needs of society and the labor market, regional priorities manifested in the formation of groups of students in areas of training, the ratio of which varies depending on the need of a profession. By learning more about global health research, students will be prepared to meet the new challenges that require their unique profession.

Taking into account the views of employers, practical health care needs of the NAO "MUK" approved by the trajectory of training in the specialty 5B110200 - "Public Health", "Management in Public Health", "Health Surveillance", "Control of communicable and non-communicable diseases." OP contains a map (profile) competencies detailing areas of competence: knowledge and skills in their specialty, communication, professionalism and legal expertise, research, ethics and norms of behavior. The model of a graduate with a detailed description of knowledge, skills, competencies issues, as well as describing the special competencies of each individual direction, "Office of Public Health", "The epidemiology of infectious and non-infectious diseases" "Health Surveillance". The OP presented the curriculum for students of all trajectories indicating secondary, basic and majors, in the form of a table showing the number of credits of compulsory subjects and the complaints of choice, a form of

final control on all courses. meaningfulthe difference in the curriculum of education trajectories are observed.

5B110100 by specialty - "Nursing" two paths of study approved: "The clinical direction in nursing", "Management and pedagogical activities in nursing." But due to the small number of students there is the complexity of the choice of the trajectory individually, and selects the entire group that is not fully enables the learner during the learning process to plan and implement an individual, the path of training in preparation for work on the chosen specialty.

Students already on 1 course have the opportunity of contact with patients, studying the discipline "Introduction to the nursing profession," passing educational practice "Safe nursing care." Future professionals of nursing and have engaged in volunteer activities in the medical university clinic that brings them directly with the community and helping to implement its requirements.

EMCD defines a uniform procedure for training and methodological support of the discipline in each discipline and absolute essential compInt and a compInt for choice OP, which includes: a working curriculum subjects; Work Program of professional practice; guidelines for the passage of practice, reporting documentation; syllabus; control and measurement means; map of educational-methodical maintenance of discipline

Traced individual assistance and advice to students on the educational process, and the conditions for the effective development of OP. In the educational process takes into account the individual characteristics of students, supported the implementation of the educational process and being a monitoring system for their achievements.

Students can consult the teachers, as well as write to the rector of the blog, which is posted on the University website and get a detailed answer.

### ***Analytical part***

Standard "Educational Program" is designed in accordance with the mission, objectives and expected results of students enrolled. OP implementation allow to provide sufficient material and technical base, human resources, actively cooperate with the medical health service organizations and public health. As standard, it may be noted compliance with the qualitative and quantitative composition of the teachers for the implementation of the OP, the high level of teacher training and reviews of practical database managers about a sufficient level of training. When determining the complnts of choice in determining the trajectory of the educational program in the specialty "Public Health" can be more clearly put down the emphasis on development loans hygienic structure and quantity.

According to OD 5B100200 specialty "Public Health" graduate has the opportunity to work as a specialist for State Sanitary and Epidemiological Surveillance, Epidemiology, Microbiology, statistics manager, trainer, social work in health care specialist, a laboratory technician. The sphere of professional activity of the bachelor is a non-productive sphere: health, education, science, social protection, public administration; the following professional activities: organizational management; information analysis; accounting and statistics; control and regulating; health education research, education.

Educational program of undergraduate specialty 5B110100 - "Nursing" is designed in accordance with the National Qualifications Framework, which will be freely adapted to graduates of the program in public health practice.

### ***Strengths / best practice***

- Catalog of elective subjects agreed with the employer;
- Manual OP demonstrates an effective balance between the theoretical and practice-oriented subjects;
- Competence approach to the formation and implementation of the OP
- The list and content of courses are available for students. Courses cover all the issues, the problems existing in the field taught;



- Manual OP demonstrates the use of the advantages of individual characteristics, needs and cultural experience of students in the implementation of OP

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

Strong - 41

Satisfactory - 5

Suggest improvements - 0

Unsatisfactory-0

***Area for improvement:*** not

***recommendations:***

1. School of Public Health and School of Nursing Education to intensify the process of creation and implementation of joint educational programs with partner universities.

### **Standard 3. "Evaluation of educational programs"**

***Evidence of the***

Evaluation of OP is carried out taking into account the mission 6V110200 OP "Public Health", 6V110600 "Nursing" in accordance with the University's mission.

NAO "MUK" defines and establishes mechanisms for periodic review, study and evaluation of ongoing educational programs and ensures the quality of the program management process. Qualification by function undergraduate OP is systematic information gathering process to study the effectiveness and relevance of the educational process mechanisms, and involves the use of reliable and accurate data collection and analysis techniques. Evaluation of OP is conducted in order to confirm the quality of OP given the mission of the university and the achieved learning outcomes.

In all stakeholders in the educational process of evaluating OP participate - they are students, teachers, university administration, and representatives of practical health care. The effectiveness of OP objectives is assessed at the meetings of supervising departments, AK in the field, meetings of the School of Nursing Education and the School of Public Health, the Academic Council of the University Academic Council.

The analysis and discussion of the results of basic knowledge, current progress, the results of the sessions, industrial and professional practices, the state certification. Assessing the effectiveness of the educational objectives of the program are the degree of satisfaction of students and employers on the results of the survey, the number of graduates employed in their field.

Approval system evaluation and revision of educational programs at the University is regulated by the following documents: Academic Policies NAO "MUK", "Measurement, analysis and improvement" - Quality Manual KSMU, OP in the field bakalavariata 6V110200 "Public Health" and 5B110100 - "Nursing" profiles feedback to students and teachers, approved by the QMS.

When monitoring and periodic evaluation of the curriculum are considered academic calendar, content and relevance of the educational program, the catalog of elective courses, educational complexes and specialty disciplines, practical health care needs, satisfaction of students, performance indicators, and professional practice.

When evaluating and revising the program are taken into account: compliance with SES program, the structure of the disciplines of the program (title page, an explanatory memorandum (relevance), purpose, objectives, teaching and thematic plan, the content of the course, whether the role is defined discipline for the entire educational program, methodological support,

compliance training hours, evaluation methods enrolled, the main and additional literature). Then, recommendations are made at the level of AK on the field of "Public Health" and "Nursing" and the Academic Council on the introduction of changes and amendments to the work programs of disciplines. Approved by the Academic Council of the university.

Students actively participate in the discussion of the mission design, management and evaluation of OP. The CPC, the AU also involved students. Objective assessment of OP is provided at the expense of: PPP participation, university administration and employers to discuss plans; implementation of information systems that support the implementation of educational programs; operation of the feedback system; forming the base of the legal documents on the university website and its availability to the faculty and students. At the same time takes into account such factors as the condition of the material-technical base of the NAO "MUK" availability of learning resources, qualitative composition of the teaching staff.

Held constant feedback with the students in order to identify problem areas and in the form of focus groups. Continuously work on identification of problems: the reasons for poor progress of students, nonconformities OP, improvement of professional skills. Held faculty meetings and activities according to the plan of corrective actions, compiled at every level of the organization.

Organization and resources, learning environment and culture of the NAO "MUK" aimed at the development of student-oriented educational program (NAO Charter "MUK" Academic Policy, Code of academic integrity).

Within the competence of the monitoring program developed scorecards to analyze PPP activities, monitoring of the implementation of innovative teaching methods. Carried out a visit to workshops, lectures, providing feedback on teacher performance. General outcomes would be measured career choices indicators - employment and / or post-graduate education. Planned international accreditation / benchmarking and specialty in the field OP 6V110200 "Public Health" and 5B110100 - "Nursing".

In order to assess the organization and quality of education in high school on a regular basis, a survey of teachers, employers at various levels. Survey results are used to improve the quality of education, the results of a questionnaire developed appropriate measures and recommendations aimed at improving and enhancing the quality and organization of educational process.

Results feedback conducted influence the organization and implementation OP (selection elective subjects, PPP, educational facilities, etc.). Ineffective elective subjects are excluded from QED, the task to increase the motivation of students and faculty. PPP raises qualification courses and FPK FPPK, improved teaching materials disciplines, meetings and conversations with students, administration.

To fulfill the mission and outcomes of training educational programs are analyzed academic achievement of students and graduates. Month discussed the state of methodical maintenance of educational process at the faculty meeting, where students are engaged in, and the results of student assessment. Collects and analyzes statistical data on the educational achievements of students and graduates: academic achievement scores, the number of students missing classes, evaluation of professional practice, the results of the summer and winter exam session, the final state exam, the number of not passing score, the percentage of employment.

The level of training at the time of admission to the University is confirmed by documents shall be submitted by entrants to the selection committee. Getting to the study of the discipline initial / advanced level of students' knowledge is tested using the basic control tasks.

Analysis of students' educational achievements, feedback is used and affects the student selection policy, educational program planning, advising students - students build their own educational trajectory in the form of RMI, developed on the basis of TUP and QED. The student with the help of advisors forms his individual work plan at the beginning of the 1st semester for the entire period of study.

Feedback from students, faculty, work councils and university committees, meetings with management and employees are building mechanism and involve all the parties in the process of

monitoring and the evaluation of the educational program. Students are represented and participate in the work of the Clinical Board of the Academic Council, the Committee of the educational program in the specialty, the Commission on the transfer of the grant for nursing education school.

Achieving the goals of the university's mission, creating favorable conditions for graduates contribute to the work of the Supervisory Board of the NAO "MUK" as part of Health Minister, Chairman of the Committee on Development of human resources of the Chamber of Entrepreneurs of Karaganda region, "KSMU Alumni Association", the Council of Employers. Annually, there are: reporting meeting of the rector of the NAO "MUK" Dosmagambetovoy RS Public region, with students, with the PPP.

The interaction of the university and employers has become an important indicator of the quality and reliability of the university, 1 of the most important criteria for its competitiveness in the market of education and the labor market. This indicator is considered as a priority in assessing the activities of the university.

Every year university conducted questionnaire and interview with employers, the results obtained feedback used to improve OD bakalavariata. Events on employment of graduates organized by the NAO "MUK": creation of a database, queries the need for medical personnel, the formation of a database of vacancies, the organization of meetings of students with employers, organizing and conducting "Job Fair", the organization and conduct of the personal graduates distribution Directions monitoring graduates.

To evaluate the OP in high school used both external and internal, and mechanisms. External mechanisms include: certification audit of QMS; compliance audit of the QMS; Independent certification of graduates; certification of high school; institutional and specialized accreditation; post-licensing control. The internal include: self-esteem departments and divisions; University self-esteem; internal audit departments and divisions; vnutrikafedralny control; ranking employees; studying the rating; current, intermediate and final attestation of students

Improvement of educational programs at the Medical University Karaganda engaged DAR. DAR experts provide insight into the study of the needs and expectations of key stakeholders, the development of core competencies of high school teachers, improving teaching staff of innovative competence. Conducted by experts DAR routine checks (such as checking quality lectures using klicking system program) provide a basis for the evaluation of conducted lectures and the right to adopt the recommendations and specific solutions.

After analysis, prepared a corrective action plan if necessary, appointed responsible for the implementation of the action plan. Information is posted on the corporate website.

An example of the analysis operation monitoring teachers who showed congestion PPP. Accordingly, the University revised curriculum PPP load to the downside for the purpose of enabling the teacher to engage in other types of educational activities: methodical, scientific, educational.

University ensures equal opportunities for employment, for continuing professional development that are consistent and contribute to achieving the mission and objectives of the school. Development of human resources and intellectual potential is 1 of the most important directions of the strategic development plan of the NAO "KMC". PPP University has a high level of qualification and competence.

Full and objective information about the OP is published in a special handbook for applicants "Entrant Karaganda". In the lobby of the main building located banners with information about the OP. In vocational guidance period, the information is placed on: the national television channel; national radio; Led-displays for the city of Karaganda; in a national newspaper; electronic bulletin board in the main building of the university.

Published annually image articles about the activities of the NAO "MUK" in national print publications and magazines about the university information in the print media, news stories on

national TV channels, news stories on radio, news information and articles on electronic online portals.

### ***Analytical part***

According to the standard "Evaluation of an educational program," it should be noted that the NAO "MUK" defines and establishes mechanisms for periodic review, study and evaluation of ongoing educational programs and ensures the quality of the program management process.

Evaluation of OP bachelor 5B110200 - "Public Health" and 5B110100 - "Nursing" is a systematic process of gathering information for the study of the effectiveness and the adequacy of the educational process, and includes the use of reliable and accurate data collection and analysis methods. Evaluation of OP is conducted in order to confirm the quality of OP given the mission of the university and the achieved learning outcomes. In all stakeholders in the educational process of evaluating OP participate - they are students, teachers, university administration, and representatives of practical health care.

### ***Strengths / best practice***

- Detected competence approach "Public health" and 5B110100 - - "Nursing" to conduct monitoring the effectiveness of implementation of OP bachelor 5B110200.
- The effectiveness of OP objectives of bachelor 5B110200 - "Public Health" and 5B110100 - "Nursing" is estimated at faculty meetings, AK in the field, meeting separately allocated to schools of nursing education and public health, the Academic Council of the University Academic Council.
- OP performance indicators are designed to meet the practical requirements of health, elective disciplines catalog agreed with the employer, and is reviewed annually.
- Expansion of partnerships with educational organizations for the formation of joint programs of study and implementation of the academic mobility of students and teachers.
- The strategic partnership with practical public health to develop competence graduate model, design and implementation of OP.

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

Strong - 16

satisfactory - 4

suggest improvements-1

poor-0

***Area for improvement:*** not

### ***Recommendations:***

***I.*** Reinforce feedback from graduates of the NAO "MUK" on specialties Bachelor 5B110200 - "Public Health" and 5B110100 - "Nursing to determine their level of preparedness for implementation and evaluation of educational programs within certain path and make adjustments to the OP specialties.

## **Standard 4. "Students"**

### ***Evidence of the***

A procedure of receiving enrolled subject to regulations of the Ministry of Education and Science. Organization of admissions in the NAO "MUK" carries out the selection committee, headed by the Rector. The composition of the Admissions Commission includes vice-rector for educational and methodical and educational work, the dean of the school of nursing education, executive secretary that provides the Commission and the ongoing work of secretaries taking documents.

Policies and procedures of admission to the NAO "MUK" are spelled out in detail, in line with the mission and goals of the University, officially published and available to all prospective students and all interested parties on the website of the NAO "MUK" in the "Education" tab "Entrant".

When you receive educational grants and the number of accepted students in the field each year a growing number of the pass mark and the number of students is decreasing.

Admission to paid training in the NAO "MUK" conducted in accordance with Admission policy, annually reviewed and approved by the NAO to the rector's office "KMC". Take scored by the results of complex testing or UNT minimum level - 55 points. Reception of documents from the medical college graduates at NAO "MUK" As well as by students whose education is funded as part of social programs for vulnerable sectors of the population, it is based on the Model Rules of admission to **universities: at least 55 points.**

For applicants conducted multiple mini-interview. Multiple mini-interview is a series of short, carefully timed tasks (stations). Each task is aimed at identifying the learning ability, creativity, critical thinking and personal qualities of the applicant. According to the results the selection committee decides on admission.

Students enrolled in the 1st year, offered training on OP for bachelor 5B110200 - "Public Health", 5B110100 - "Nursing", implemented by the NAO "MUK", which correspond to modern trends in medical education, having three educational trajectories. For the preparation of a competent professional with a basic level of knowledge and skills in accordance with the mission of the institution, the requirements of OP developed sphere of competence of the graduate, approved at a meeting of the Academic Council. All professional competence are structured in accordance with the specialty course and teaching disciplines. The work programs of all disciplines in SYLLABUS given competence, the development of which is expected within a particular class.

Conditions that ensure the stability of the set of students on educational programs is the availability of qualified teaching staff, the availability of constantly updated material and technical base, highly rated in the national ranking of educational programs (2nd and 3rd place in the country - "Atameken"), the opportunity to continue further education in magistracy, Demand for graduates NAO "MUK" in the labor market.

Every year the University held a job fair with the participation of health management and city akimats of regions and districts, medical organizations and business structures, which are identified staffing needs of employers and suggestions on improving the quality of training. Graduates do not have problems with employment.

Education in the NAO "MUK" for students starts with orientation week in which annually departments, DAR, schools OZ and CO, department for work with young people and other meetings are held to review the Charter, the mission and the university strategy, rules of conduct at the university; with training regulations; current, interim, final certification of students' knowledge; the summer semester; counting GPA; transfer from course to course, to another specialty, recovery; passing the professional practices. Undertaken for adaptation of students at the university are covered in the newspaper "Medic", materials meeting with first-year students of the Medical University of guidance available on the website of the University, as well as all official social networking pages.

Student of the 1st year students also issued a handbook, a guide, and its electronic version posted on the University's official website under "Education."

With beginner students meet advisors, assisting in formation of individual educational plans for students. From the stage of admission to the medical school, the student creates their individual learning paths based on the model curriculum specialty and elective courses catalog.

Dates of training and control activities, professional practices throughout the school year with an indication of days of rest (vacation and holidays) are presented in the academic calendar, which is being developed GIFT for each academic year and approved by the Academic Council of the University.

Students entering the NAO "MUK" have the opportunity to receive quality medical care at the Medical Center of the NAO "MUK" within the guaranteed volume of free medical care.

Access to all of the university's electronic resources via the website and portals NAO "KMC".

University of practicing flexible tuition fees, offers discounts to students belonging to the category of orphans and facilitate the transfer of excellent students in the state education grants.

Students have good social conditions of accommodation in the hostel, have the opportunity to engage in scientific activities, have a variety of cultural and leisure, to engage in sports in sports clubs.

The NAO "MUK" established student support services. Operating department on work with the youth, student government, the Strategic Planning and International Cooperation, the psychologist, the board of curators, advisors, Library and Information Center.

KSSU and CP "Samruk" actively functioning in the University. The structure of CP "Samruk" includes: the president, ministers, chairmen KSSU faculties, head of the local committee of the "Association of Medical Students of Kazakhstan« KazMSA », the local committee leader of the Republican movement" Alliance of Students of Kazakhstan ", chairman of the department of" Zhas Otan "youth wing of the party" Nur Otan ".

Students actively participate in defining the mission, development, management and evaluation of educational programs. Incorporated into the AK by function, AC, DC, CC, Commission on the transfer of the grant.

According to the NAO, "MUK" Strategic Plan 2017-2021 gg. is student support Social Welfare Officer. Students-orphans, students on a paid basis, reduced tuition fees by 50% percent, the children of employees - 20%.

All students are orphans decision of administration are exempt from payment for accommodation in a hostel, Chairman of the Board and members of the dormitories folk ensemble "Karaköz" Oriental dance set a discount of 50% for accommodation in the hostel. Every month during the school period, students-orphans in return power assigned military compensation and free accommodation in the dormitories. University administration and the trade union committee of employees and students of the NAO "MUK" provides assistance to low-income students.

Students NAO "MUK" have the opportunity to purchase tickets to the recreation area "Medic" Karkaralinsk city and village. Topar with 50% discount.

Students are given the opportunity fractional tuition fees, for this is writ 10 statement issued after the approval of the individual payment schedule.

To encourage research activities of students the best of them are presented to the scholarship Rector NAO "KMC". Academic mobility of students financed from own funds of the institution.

University fully covers all the expenses of the participants in the conference of young scientists with the reports and publications on the state, Russian and English languages, in the scientific and practical student conferences in foreign universities in various competitions.

### ***Analytical part***

According to the standard "The students" can be noted that the selection and admission to training in the field OP undergraduate 5B110200 - "Public Health", 5B110100 - "Nursing" is

carried out in accordance with the regulations. Information about the conditions in the public domain. Students are provided with appropriate training and leisure conditions.

Students are given the opportunity to participate in consultative bodies, in the evaluation of training programs. Interacting with the student in a partnership format, the university administration has demonstrated its interest in the development of feedback.

***Strengths / best practice***

- Students have the opportunity to be the owner of scholarships.
- Students have the opportunity to participate in international conferences at the expense of the university.
- Students are able to study at the universities of far abroad at the expense of the university.
- 100% of the educational process teaching materials in the departments where students are engaged according OP.
- Availability of psychosocial support, organization of cultural and sports entertainment.
- The presence of the environment for the harmonious and comprehensive development and growth of students.
- Students free access to electronic databases, including international.
- The development of a unified information management system in high school based on the corporate website, portal, student educational portal.
- An effective system of social support for students.

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

Strong - 14

satisfactory - 2

suggest improvements-0

poor-0

***Area for improvement:*** not

***Recommendations:***

1. A limited number of state grants for training in 5B110200 - "Public Health", 5B110100 - "Nursing" and demand in the labor market of graduates of the NAO "MUK" encourages the University to increase the number of targeted grants and / or self-supporting seats.

2. Low English proficiency of students of the educational programs of the specialty 5B110100 - "Nursing" impedes their academic mobility to foreign countries.

**Standard 5. 'The assessment of students'**

***Evidence of the***

To evaluate the educational achievements of students of specialties 5B110200 - "Public Health" and 5B110100 - "Nursing" at the University of developed criteria, regulations and procedures in accordance with the goals and objectives for the implementation of the corresponding OP.

In accordance with the Regulations on the rating system, the academic ranking of students consists of rating admission and rating of final control. Rating tolerance consists of the current performance rating and ranking boundary control.

Control of current progress, SRSP and CPC on the subject conducted by teachers leading classes in a group of students in accordance with the academic calendar of the NAO "MUK"

calendar-thematic plans, schedule of delivery of CDS tasks. Exhibited teacher assessment monitoring, educational achievements of students, the results of boundary control, admission ranking, final control and academic student rating on discipline brought to the notice immediately after their issuing. Current estimates are set student teacher in an educational journal on a 100-point scale for each completed task.

In the e-zine information "Platon" system only recorded marks for assignments, mid-term control, difzachet exam. According to the educational, industrial, industrial practice the current valuation is not exposed.

Landmark control on discipline by the department during the SRSP. Form, deadlines boundary control and their number recorded in the syllabus of discipline. In the case of removal of unauthorized withdrawal from the boundary control, violation "of labor (internal) of the Rules regulations NAO" MUK "the result of boundary control is canceled and the magazine rated a" 0 ".

Calculating the admission ranking conducted by calculating the arithmetic mean of all the current estimates and boundary control. Missed a valid reason not practiced. If the number of hours passes valid reason is 50% or more of the total number of hours devoted to practical exercises and lectures related to the assignment, the student is not allowed to take the job. "0" is placed in an electronic journal.

Practiced only practical classes missed for a valid reason, in accordance with the schedule of consultations and individual work with students in the department. Ordinance on admission to the session is provided in the recorder's office on the last day of the semester. In the second stage, the automatic admission to the exam in the discipline on the basis of tolerance rating. This tolerance is carried registrar office.

Final control on discipline is carried out in accordance with the working curriculum. The final control is carried out throughout the volume of the material, provided the program discipline. discipline program is presented in the syllabus with a list of all the issues of content within designated hours.

It is an example of the distribution of different forms of final control for existing subjects. The shape of the final control for each discipline offered chairs are considered to AC NAO "MUK" and approved by the Academic Council of the NAO "KMC".

By the final control of the discipline of the students admitted having tolerance rating of 50% or higher. If the tolerance rating of less than 50% in the examination sheet in front of the student name an entry "not allowed."

Students who do not agree with the result of the admission ranking and / or the results of the final control, has the right to file an appeal no later than the next day after the announcement of the admission ranking and / or the results of the final control.

Academic Ranking of student discipline is made up of rating admission and rating of final control.

Transferable GPA in NAO "KMC" is determined based on counting and is GPA with the 2018-2019 academic year for the specialty "Public Health" and "Nursing" from the 2018-2019 school year from the 1st to the 2nd year: 2.6 from the 2nd to the 3rd: 2.7 to 3rd on the 4th 2.8. Until 2018 nerevodnoy GPA in NAO "MUK" was lower and amounted to specialty "Public Health" to 2018 was as follows: from the 1st to the 2nd year: 2.5 from the 2nd to the 3rd: 2.6 seconds 3rd to 4th: 2.7, which resulted in expulsion of students.

Policies and procedures for assessing the progress of students are represented in the "Regulations on the rating system of learning assessment of students", which is represented in the public domain on the university website.

Transparency and accessibility of evaluation procedures provided free access to this information for all stakeholders - teachers, students, office-registrar via AIS "Platon".

In the formulation and implementation of new methods for assessing the responsibility shared between the department, AK in the field, AC. In addition, students have a real opportunity



to participate in the implementation of new evaluation methods in the course of direct discussion of recent statements at AK.

An approach based on competencies, allows the focus of training and evaluation for results and provides an opportunity to assess the competence mastered, as well as helping students to better understand what is expected of them, and employers - which means this or that qualification.

### ***Analytical part***

Evaluation of educational achievements of students has different forms and is conducted in compliance with the normative legal acts in the field of education. assessment procedures are transparent and available to students interested parties OP undergraduate 5B110200 - "Public Health" and 5B110100 - "Nursing".

### ***Strengths / best practice***

- Develop a mechanism for monitoring the effectiveness of implementation of the OP.
- Invite external examiners from among the practical health care professionals during the students' knowledge assessment (differentiated test for all types of practices, IGA).
- The use of AIS "Platon" for constructive and fair feedback of students on the basis of the assessment of their knowledge and skills.
- Improving the transfer of the ball assessment of students from course to course.
- According to market surveys revealed a high level of satisfaction with the quality of students' educational services

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

Strong - 13  
satisfactory - 2  
suggest improvements - 0  
unsatisfactory - 0

***Area for improvement:*** not  
***recommendations:*** not

## **Standard 6. "Academic staff / teachers"**

### ***Evidence of the***

The main resource of the educational process are the teachers in the university, so the human resources, professors and teaching staff must meet the qualification requirements, has full knowledge and modern teaching methods to possess the necessary skills and experience to effectively transfer knowledge to students in the learning process.

Human Resource Management Department carries out ongoing on reception procedures, registration, the dismissal of teachers and staff. Faculty hiring in Karaganda Medical University carried out by the contest for the vacant positions. The positive decision of the competitive commission is the basis for the conclusion of a teacher of the employment contract.

Availability of basic education in accordance with the planned teaching activities, availability of scientific and teaching experience, academic degree, degree, academic rank are mandatory for faculty trains bachelors. These requirements are reflected in the job description approved by the Rector of the NAO "KMC".

Planning the number of full-time university units held annually in accordance with the regulatory indicators. The total number of PPP NAA "KMC" is calculated from the average ratio: students and teachers (the average number of students per 1 teacher), respectively, 6: 1, the

number OHR - 18: 1. The ratio of teachers in general, the basic sciences and majors training load corresponds to the volume of data and subjects determined JI (3: 1).

To make efficient use of personnel potential of the university, to ensure the selection and replacement of the teacher in the NAO "MUK" is working on the creation of a personnel reserve. This allows teachers to be interchangeable. The University is constantly taking measures for professional development, training, growth of pedagogical skills, research personnel departments through the organization of courses, seminars, workshops, trainings, conferences, forums, and others. The issuing department 2Obschestvennogo health "percentage ostepennyh is quite high, which is not said about letting the department of nursing, where PPP is represented by clinicians and a Master of medical Science in specialty "nursing". But the designated priorities for improving ostepennyh department: two graduates of the specialty "Nursing" enrolled in doctoral studies on a specialty "Public Health", 4 Master of Medicine in the specialty "Nursing" were held this year, the preliminary selection for admission to doctoral studies in the specialty "Nursing", in which the first set will be held in this year. Master's graduates in the specialty "Nursing" this year all has passed, too, the preliminary selection for admission to doctoral studies in the specialty "Nursing", another - "Public Health".

Formation of the teaching staff is aimed at ensuring the implementation of areas and specialties of high school education programs, including for additional education. Human Resource Development is defined as the highest priority of the Republic of Kazakhstan Strategic Development Plan, Strategic Plan NAO "KMC".

The Medical University Karaganda implemented and annually updated rating system of evaluation of PPP activity, which assesses all areas of activity of teachers. Prior to 2019 the use of performance monitoring and evaluation capacities of individual PPP's contribution to the quality of training was based on the rating system PPP activity.

To implement the OP and improve the performance of teachers guidance NAO "MUK" developed and implemented measures to motivate teachers: maintenance of working conditions in accordance with the position; timely remuneration and appointment incentive bonuses for quality work; moral encouragement and rewarding of teachers; strengthening of university human resource capacity through training; training of the teaching staff of the number of young scientists and employees; training and specialization of teaching staff abroad, including the program "Bolashak"; providing educational resources for the implementation of OP. Regulations and internal documents are available on the website of the NAO "MUK" corporate portal.

The university organized and conducted courses on the Kazakh and English languages for faculty and staff in accordance with the plan to improve the linguistic competence of the PPP and the AUP and KAZTEST. Training is conducted at various levels, is preparing to pass a certified language IELTS exam.

The ratio of educational, methodical, scientific, clinical and social functions are presented in terms of the individual teacher.

On the external part of the number of qualified health practitioners, who have degrees, certificates of the highest and first qualification category of medical purpose involved teaching students practical skills.

Mandatory for the PPP are the following requirements: the availability of basic education in accordance with the planned teaching activities, availability of scientific and pedagogical experience, scientific or academic degree, professional certification.

The main methods of assessment are to achieve the Department of performance indicators, PPP certification, management system efficiency of employees, the contest "Best in Profession" for PPP clinical departments, regular senior management meetings with employees.

According to the results of the University for the year is assigned a 1-time faculty and staff bonuses. The university also apply various types of intangible promotion: gratitude; awarded the certificate of honor; submission to the ranks, medals and badges MOH and MES. PPP Promotion is based on the principles of legality, transparency.

The university provides social support measures for employees: benefits for service in the dental clinic of the University, the discount for university tuition to children of employees, free gifts to children of employees in the New Year.

An important factor is the involvement of the NAO OP "MUK" teachers of RK universities and abroad for academic mobility program.

### ***Analytical part***

The faculty of the corresponding kvalifika-insulating requirements, has full knowledge and owns modern teaching methods, the necessary skills and experience to effectively transfer knowledge to students in the learning process, but the improvement, strengthening PPP ostepennyh should lead to an improvement in the quality of training of scientific comp lnts of the educational program.

With the receipt of the new legal status of the university developed and approved new qualification requirements for positions of teachers and educational support personnel departments, which involves an assessment of the activities in two main areas: academic and scientific.

The NAO "MUK", formed a system of training, professional development and stimulation of teachers for the high pedagogical skills, academic performance and dedication.

### ***Strengths / best practice***

- Selection and placement of teaching staff is carried out with regard to the qualifications and professional development. Analysis of quantitative and qualitative composition of teachers qualified, goals of the educational program.

- NAO PPP "MUK" quite a lot of attention to training through courses and training in universities and institutions of Health and abroad.

- Teachers are actively working to improve the educational and pedagogical and educational processes in the framework of the international project ProInCa "Promoting the Innovation Capacity of Higher Education in Nursing during Health Services' Transition".

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

Strong - 6

satisfactory - 4

suggest improvements - 2

unsatisfactory - 0

***Area for improvement: not recommendations:***

1. recommended develop a system for the formation of the staff of the faculty with advanced degrees through targeted training in master's and doctoral PhD.

2. It is recommended to maintain a balance between teaching, research and and service functions, which include the establishment of the time for each activity, taking into account the medical needs of the organization of education and professional development of teachers.

## **Standard 7. "Educational Resources"**

### ***Evidence of the***

The report presents the material and technical basis of the NAO "MUK" onallows 1 to fulfill the goals and objectives of the educational programs in the field Bachelor 5B110200 - "Public Health" and 5B110100 - "Nursing", Resources for clinical training of students and the possibility of using information and communication technologies.

Material and technical basis for the preparation of the NAO MUK submitted but 7, the main training housings and It has: 23 lecture halls, designed for 2657 seats, which permanently fitted to modern means of multimedia support for lectures; 276 classrooms, designed for 5667 seats and is equipped with a rigid inventory; Center of practical skills; Center for Student Services (DSP); Library, area 1394 m<sup>2</sup>, the foundation 607 315 copies. The University has a Research Center, shared the lab, 13 specialized laboratories (histological, pathophysiological, physiological, chemical, biochemical, microbiological, biological, biophysical, toxicology, pharmaceutical, dental laboratory for removable prosthesis, dental laboratory for fixed prosthetics, food hygiene laboratory ) equipped with modern equipment for special skills training research; for modeling and experimental studies on laboratory animals at NAA "KMC" operates vivarium providing content and reproduction of animals.

Every year the new school year is under renovation and preparing classroom fund. Before the onset of the heating season are being prepared for the heating system of uninterrupted work in the winter time. All activities are completed act of obtaining 100% completion and a resolution on the use of heat and water.

NAO "MUK" improves students' learning environment through regular updating, expanding and strengthening the material and technical base in accordance with the development in teaching practice. Evidence of continuous improvement and improve the material and technical basis of the NAO "MUK" is the use of educational, scientific processes, renewable resources, educational and scientific and research laboratories; regular updating and completion of practical skills center mannequins, simulators and models in order to consolidate students' clinical skills in a safe learning environment; Annual replenishment of library book fund in the Russian, Kazakh and English languages; introduction of innovative technologies, information and communication technologies; update the material and technical base hospitals.

NAO "MUK" provides the necessary resources for the acquisition of adequate professional experience of students, including industrial and professional practice of students majoring 5B110200 "Public Health".

Professional practice of students majoring 5B110200 - "Public Health" will be held after school on the bases: MC at KSMU Karaganda, Dental Clinic of KSMU, UOOZ (Shakhtinsk, Saran, Temirtau), UOOZ Oktyabrsky district of Karaganda, Astana DOOZ , UOOZ Temirtau, DOOZ Kyzylorda in the volume of work "Introduction to the profession", "assistant specialist in organizational - methodical work Koosa", "Internship as an assistant specialist departments of public health and epidemiological n Dzor Koosa ".

Provision of electronic resources - 90.5% of subjects. There is access to the following full-text databases

The official website of the NAO "MUK" [www.kgmu.kz](http://www.kgmu.kz) operational since 2006, the first time the site was updated in 2009, the existing version of the site was launched in 2013. The official website of the University is presented in 3 languages: Kazakh, Russian and English. The official website of the NAO "MUK" is run by the University's press service. Site administration is engaged in Specialist Site Administrator university spokesman.

The university created the conditions that ensure the safety of staff and students are held to inform and compliance with safety in the workplace, is available in all university buildings fire alarm system, be instructed, on each floor there is an evacuation plan, shields with fire fighting equipment. In each department there are safety magazines for students. Before the start of the school year, all students get acquainted with the safety rules during training.

To ensure the interaction of all the activities at the university created a unified internal LAN, operates the university site and the program "Platonus" and "Paragraph", held IP-teleph1s (all IP ph1s - 604) units and units of the departments. Provided access to the Internet in the workplace to employees of administrative and management departments, faculty, staff including clinical departments / courses, located on the long-term clinical databases.

Internet access is provided to students and teachers in all buildings NAO "MUK" hostel combined into a single LAN: 4 in the mainchebnyh housing (№1, 2, 3, 4), educational building

military departments (Alalykina, 7), vivarium, dormitories, clinical department and courses located on clinical bases city (more than 39).

Smooth operation of the university information network provides 17 physical servers, 89 virtual servers Required to maintain test systems, Internet-traffic management, teamwork deans and other departments of the university, as well as for the operation of financial, personnel and others. Services.

### ***Analytical part***

Corporate website in accordance with the mission of the University is 1 of the tools for creating a conducive learning environment for the formation of professional competence and develop their personalities, which provides training of competitive specialists on the basis of the achievements of medical education, science and practice, the ability to continue learning throughout life in a dynamic system health, having an active civil position, satisfying the needs and expectations in society and state.

Every year the library is monitoring (survey) of all categories of readers on the quality of the use of reference and search tools, as well as on improving and broadening the base of information resources MUK library. Monitoring results are discussed with the supervising head of the division for the subsequent decisions on the renewal and acquisition of information resources.

The research work is reflected in the content of the university's mission and meet the potential of the University, aimed at meeting the needs and expectations of society and the state. Effectiveness is determined by the performance of research publications, including in international peer-reviewed publications, patents, monographs, implementation, evidence of intellectual property registration.

### ***Strengths / best practice***

1. Constant significant improvement of material and technical base of the university, the expansion and renovation of educational and material assets of departments and divisions of the university, teaching and research laboratories

2. Good governance and the regular updating of the library collection, including electronic resources

3. Improving information and communication management and administration of the NAO "MUK"

4. Wide access of teachers and students to a unified system of information and library services for the implementation of educational programs

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

Strong - 26 satisfactory - 5

suggest improvements - poor 0 - 0

***Area for improvement:*** not

***recommendations:*** not

## **Standard 8. "Management and Administration"**

### ***Evidence of the***

The report presented toistematicheskaya organizational, coordination and administrative work, aimed at achieving the mission and goals of the University and undergraduate educational programs. On 01/28/2019, the Karaganda State Medical University was reorganized into a non-profit joint-stock company "Medical University of Karaganda". The organizational structure of the NAO "MUK" processes and decision-making policies are clear and consistent with its mission, goals, objectives, and support institutional effectiveness.

In connection with the receipt of a new legal status was reviewed and developed with newtruktura University of Management, which was presented at Board approval of the NAO MUK. forms of collective management institution of the Supervisory Board, the Academic Council, the Governing Council (Rector's Office), advisory bodies - the Academic Council, Scientific-Expert Council, Clinical advice.

Direct provision of teaching and research activities provided by the department to which the area of responsibility includes the activities for the improvement and development of educational programs.

Dean of the School of Public Health and Pharmacy, and School of Nursing Education leading the development and implementation in practice educational and professional programs, as reflected in his job description.

In the process of assessing the OP involves all stakeholders (teaching staff, students, employers) through representation in the respective structures. The work of all structures for the implementation and evaluation of the OP, is regulated by the Strategic Plan. The operational plan of the University, the annual report, as well as the relevant procedures of the quality management systems.

Faculty and students of the University are actively encouraged to participate in the management of the university. Faculty and staff of the university departments are members of the academic committee of schools, Sci -. The expert, Clinical, Academic Council (AC and composition of the Scientific Council of the Commission / Council approves the orders of the rector of the University employees participation in the processes of discussion and decision-making are reflected in the records..

Efficiency of deliberations and decision-making in view of the involvement of a large number of teaching staff has increased with the introduction of corporate email, corporate portal SharePoint on university pages on social networks.

To ensure and maintain an active dialogue with the staff of the University in the schedule of managers at all levels specified time to meet.

The management and administration of the university to control and monitor the entire educational process and the implementation of the OP through the analysis of PPP anonymous survey and students, the organization of the external audit, to provide all kinds of the state university of control (post-licensing control, certification, etc.) To the involvement of all stakeholders in the evaluation of the program, creation of conditions for the organization, planning and implementation of educational programs and defines the requirements for the level of training students, the content is formed I

Financial management NAO "MUK" carried out by senior management and the Department of Strategic Development and Planning (hereinafter DSRP) providing the organization, planning and control of the financial activities of the university.

Budget structure data analysis NAO "MUK" shows that the largest share of the cost is the cost of labor to the mandatory social security contributions.

### ***Analytical part***

The management structure reflects the characteristics of the NAO "MUK": the presence of coordination and integration mechanisms on the part of senior management, hierarchical authority within the university, the interaction of departments and employees responsible for the main and supporting processes, the process of monitoring, analysis and improvement, the formation of information flows for decision making management activities.

The NAO "MUK" represented by a matrix management system, which assumes the existence of vertical linkages, and sufficiently strong horizontal between linear and functional units.

The university implemented corporate governance based on the principles of collegiality and transparency of decisions, separation of management bodies and their responsibility, financial transparency.

The University conducts ongoing planning and allocation of financial resources, based on the university's mission and taking into account the scientific advances in the field of medicine and public health problems.

When the NAO MUK organized Employers Council, which was created to assist the university in the field of training and employment of students, improve the quality of education and its orientation to the final consumer, the effective interaction with the medical organizations.

***Strengths / best practice***

1. OP Bachelor in specialties "Public Health" and "Nursing" is implemented in accordance with international standards and applicable regulatory documents in the field of health, which increases the competence and learning outcome profile of the specialty;

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

Strong - 13

satisfactory - 4

suggest improvements - 0

unsatisfactory - 0

***Area for improvement:*** not  
***recommendations:*** not

## **Standard 9. "Continuous Improvement"**

***Evidence of the***

NAO "MUK" defines and establishes mechanisms for periodic review, study and evaluation of ongoing educational programs and provides quality management process. The structure of the educational program is based on a modular principle and contains a key and professional competencies and learning outcomes. At the same time loans, competencies and learning outcomes are interrelated and are based on the Dublin descriptors, taking into account the ECTS and qualifications framework of the EHEA. In order to implement interdisciplinary integration is made appropriate schedule of lectures and practical exercises.

The integrated model implementation OP expressed in the vertical and horizontal integration of disciplines, creating modules, introduction of innovative teaching methods (in particular, RBL, TBL), the development of integrated forms of final control (TPES).

Creating conditions for the implementation of educational programs in accordance with the licensing requirements, creating conditions for the introduction of the achievements of science and practice in the educational process are the main functions of the university management. Development and adoption of the use of allocated resources solutions for the implementation of the educational program being discussed at the Academic Council, the meetings of administration.

Observe the dynamics of growth of wages in the faculty in connection with the introduction of differentiated pay, the introduction of the internal qualification of teaching categories.

To fulfill the mission and outcomes of training educational programs are analyzed academic achievement of students and graduates. The ratio between the clock independent work of students (extracurricular load) and of classes (lectures, lessons) function regulated by SES and RK is 1: 3. Evaluation of educational achievements of students in the NAO "KMC", is carried out to determine the extent of the development of studying the curriculum and state educational standards of higher education on the basis of provisions designed: "Conducting interim certification", "Regulations on the final evaluation of students."

The educational program is reviewed every 5 years and mandatory changes are carried out in connection with the new developments and changes in the biomedical sciences, which are necessary for the formation and development of professional competencies in the field of public health. (Regulation on the organization of methodical work, in ensuring the quality of educational programs, policies NAO "KMC").

The organizational structure of the NAO "MUK" processes and decision-making policies are clear and consistent with its mission, goals, objectives, and support institutional effectiveness.

### ***Analytical part***

Evaluation of an educational program is the process of systematic collection of information for the study of the effectiveness and adequacy of the academic process, mechanisms and includes the use of reliable and valid methods of data collection and analysis in order to confirm the quality of the educational program, taking into account the university's mission and achieved learning outcomes.

In today's medical education is dominated by practical orientation of the training, the priority is the skill of preventive medicine and public health management. This makes it possible to effectively apply the acquired competence in the specific professional practice. In order to adapt the educational program to the changing conditions in the educational process introduced an interdisciplinary approach, the integration of the horizontal and vertical base and the majors, the integrated assessment of students' knowledge and skills. Influence on the formation of OP objectives has increasing competition in a professional environment, the degree of satisfaction of employers the quality of training of bachelors.

The management structure reflects the characteristics of the NAO "MUK": the presence of coordination and integration mechanisms on the part of senior management, hierarchical authority within the university, the interaction of departments and employees responsible for the main and supporting processes, the process of monitoring, analysis and improvement, the formation of information flows for decision making management activities.

### ***Strengths / best practice***

1. The University is constantly taking measures for professional development, training, pedagogical skill growth, research departments employees by organizing courses, seminars, workshops, trainings, conferences, forums, etc. To make efficient use of personnel potential of the university, to ensure the selection and replacement of the teacher in the NAO "MUK" is working on the creation of a personnel reserve, which allows teachers to be interchangeable.

2. The transparency of the control system and the decisions taken; academic leadership responsibility for the development and management of educational programs; stable financial condition of the University; extensive cooperation with partners in the health sector.

### ***EEC conclusions on the criteria: (strong / satisfactory / suggest improvement / unsatisfactory)***

Strong - 11

satisfactory - 3

suggest improvements - 1

unsatisfactory - 0

***Area for improvement:*** not  
***recommendations:*** not

## **(VII) REVIEW Strengths / best practices for each standard**



### **Standard 7.1 "Mission and learning outcomes"**

- University attracts representatives of stakeholder groups, including students, faculty and employers in the formation of OP.
- University demonstrates the extent to which the principles of sustainability, effectiveness, efficiency, prioritization, transparency, accountability, delegation of authority.
  - High institutional university ranking and rating of educational programs, including educational programs specialty "Public Health" (2nd place) and "Nursing" (3rd place)
  - Demand for University Graduates in the Karaganda region and other regions of Kazakhstan markets, employment of graduates 97.9%.
  - University systematically promotes the use of modern Center of practical skills and the Center for Transfer of innovative technologies at all levels of education.
  - Manual OP demonstrates evidence of openness and accessibility for students, teaching staff and employers.
  - University purposefully working on the practice of continuous improvement of material and technical equipment.
  - Enhanced international cooperation in the framework of academic mobility and the implementation of scientific and educational projects.

### **Standard 7.2 "Educational programs"**

- Catalog of elective subjects agreed with the employer;
- Manual OP demonstrates an effective balance between the theoretical and practice-oriented subjects;
  - Competence approach to the formation and implementation of the OP
  - The list and content of courses are available for students. Courses cover all the issues, the problems existing in the field taught;
  - Manual OP demonstrates the use of the advantages of individual characteristics, needs and cultural experience of students in the implementation of OP

### **Standard 7.3 "Assessment of educational program"**

- Detected competence approach "Public health" and 5B110100 - - "Nursing" to conduct monitoring the effectiveness of implementation of OP bachelor 5B110200.
- The effectiveness of OP objectives of bachelor 5B110200 - "Public Health" and 5B110100 - "Nursing" is estimated at faculty meetings, AK in the field, meeting separately allocated to schools of nursing education and public health, the Academic Council of the University Academic Council.
  - OP performance indicators are designed to meet the practical requirements of health, elective disciplines catalog agreed with the employer, and is reviewed annually.
  - Expansion of partnerships with educational organizations for the formation of joint programs of study and implementation of the academic mobility of students and teachers.
  - The strategic partnership with practical public health to develop competence graduate model, design and implementation of OP.

### **Standard 7.4 "Students"**

- Students have the opportunity to be the owner of scholarships.
- Students have the opportunity to participate in international conferences at the expense of the university.
  - Students are able to study at the universities of far abroad at the expense of the university.
  - 100% of the educational process teaching materials in the departments where students are engaged according OP.
  - Availability of psychosocial support, organization of cultural and sports entertainment.

- The presence of the environment for the harmonious and comprehensive development and growth of students.
- Students free access to electronic databases, including international.
- The development of a unified information management system in high school based on the corporate website, portal, student educational portal.
- An effective system of social support for students.

#### **Standard 7.5 'Assessment of students'**

- Develop a mechanism for monitoring the effectiveness of implementation of the OP.
- Invite external examiners from among the practical health care professionals during the students' knowledge assessment (differentiated test for all types of practices, IGA).
- The use of AIS "Platon" for constructive and fair feedback of students on the basis of the assessment of their knowledge and skills.
- Improving the transfer of the ball assessment of students from course to course.
- According to market surveys revealed a high level of satisfaction with the quality of students' educational services

#### **Standard 7.6 'Administrative staff / teachers'**

- Selection and placement of teaching staff is carried out with regard to the qualifications and professional development. Analysis of quantitative and qualitative composition of teachers qualified, goals of the educational program.
- PPP NAO "MUK" quite a lot of attention to training through courses and training in universities and institutions of Health and abroad.
- Teachers are actively working to improve the educational and pedagogical and educational processes in the framework of the international project ProInCa "Promoting the Innovation Capacity of Higher Education in Nursing during Health Services' Transition".

#### **Standard 7.7 'Educational Resources'**

- The presence of the University Hospital and a private dental clinic
- Expansion and renovation of educational and physical assets of the university faculties and departments, educational and clinical (training) center, educational and scientific laboratories
- Increasing the number of clinical databases to ensure good clinical training students
- Availability of qualified teaching staff
- The presence of the Institute of clinical mentors
- Development of IT -infrastruktura
- Sufficient library fund, including information databases and electronic library systems
- Wide access of teachers and students to a unified system of information and library services for the implementation of educational programs

#### **Standard 7.8 'Management and Administration'**

- OP Bachelor in specialties "Public Health" and "Nursing" is implemented in accordance with international standards and applicable regulatory documents in the field of health, which increases the competence and learning outcome profile of the specialty;

#### **Standard 7.9 'Continuous Improvement'**

- The University is constantly taking measures for professional development, training, pedagogical skill growth, research departments employees by organizing courses, seminars, workshops, trainings, conferences, forums, etc. To make efficient use of personnel potential of

the university, to ensure the selection and replacement of the teacher in the NAO "MUK" is working on the creation of a personnel reserve, which allows teachers to be interchangeable.

- The transparency of the control system and the decisions taken; academic leadership responsibility for the development and management of educational programs; stable financial condition of the University; extensive cooperation with partners in the health sector.

### **(VIII)RECOMMENDATIONS OF THE NAO "MUK"**

**1.** School of Public Health and School of Nursing Education to intensify the process of creation and implementation of joint educational programs with partner universities.

**2.** Reinforce feedback from graduates of the NAO "MUK" to determine their level of preparedness for the implementation and evaluation of educational programs in the framework of specific learning paths and adjustment of the OP specialties.

**3.** A limited number of state grants for training in 5B110200 - "Public Health", 5B110100 - "Nursing" and demand in the labor market of graduates of the NAO "MUK" encourages the University to increase the number of targeted grants and / or self-supporting seats.

**4.** Low English proficiency of students of the educational programs of the specialty 5B110100 - "Nursing" impedes their academic mobility to foreign countries.

**5.** recommended develop a system for the formation of the staff of the faculty with advanced degrees through targeted training in master's and doctoral PhD.

**6.** It is recommended to maintain a balance between teaching, research and service functions, which include the establishment of the time for each activity, taking into account the medical needs of the organization of education and professional development of teachers.

**APPENDIX 1. EVALUATION TABLE «SPECIALIZED PROFILE PARAMETERS»**

num ber N \\ n	num ber N \\ n	numb er Crete .	CRITERIA FOR EVALUATION	The position of the organization of education			
				strong	satisfactory	It involves improving	unsatisfactory
		1. 1.1	"Mission and Outcomes" mission statement				
1	1	1.1.1	Medical education organization must define its mission and to inform stakeholders and the health sector.	+			
2	2	1.1.2	Mission statement should contain objectives and educational strategy, allowing to prepare competent physician / pharmacist at the level of undergraduate medical education;	+			
3	3	1.1.3	with an appropriate basis for a career in any field of medicine / pharmacy, including all types of medical practice / pharmaceutical services, pharmaceutical production, administration and research in medicine;	+			
4	4	1.1.4	capable of performing the role and function of the doctor / pharmacist in accordance with the requirements of the health sector and the pharmacy;	+			
5	5	1.1.5	prepared for postgraduate training including an internship, residency and specialization	+			
6	6	1.1.6	with a commitment to learn throughout life, including professional responsibility to support the level of knowledge and skills through performance evaluation, audit, study their own practice and recognized activities of CPD / CME.	+			
7	7	1.1.7	Medical education should ensure that the stated mission includes public health issues, aspects of global health, the needs of the health care system and other aspects of social responsibility reflects a major international health problem.	+			
8	8	1.1.8	Medical education should ensure that the strategic development plan is consistent with the stated mission, goals of medical education and is approved on a consultative and advisory MOO / student council.	+			
9	9	1.1.9	Medical education must be systematically collect and analyze information about its activities; assess the strengths and weaknesses of the university (SWOT-analysis), in conjunction with an advisory	+			

			board of the university should set policy and develop strategic and tactical plans on the basis of which the rector's office.				
10	10	1.1.1 0	Mission and goals of medical education organizations must comply with the available resources, the possibilities of medical education organizations, market requirements and should be determined by how they support and provide access to information about the mission, goals of medical education organizations to the public (the availability of information in the media, on the website of the university ), mission and goals of medical education organization approved at the consultative and advisory MOO / student council.	+			
11	11	1.1.1 1	Medical education should ensure that the mission includes reaching medical research in the field of biomedical, clinical, behavioral and social sciences.	+			
		1.2	Participation in the formulation of the mission				
12	12	1.2.1	Medical education should ensure that key stakeholders are involved in the development of OP mission.		+		
13	13	1.2.2	Medical education should ensure that the stated mission is based on the views / suggestions of other relevant stakeholders.		+		
14	14	1.2.3	Medical education must establish permanent monitoring mechanisms to assess and document 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				
			Medical education organization should have institutional autonomy for the development and implementation of policies for which the responsibility of the faculty and administration, particularly in relation to:				
15	15	1.3.1	the development of educational programs;	+			
16	16	1.3.2	Use the resources necessary for the implementation of the educational program.	+			
			Medical education organization should ensure the academic freedom of its staff and students:				
17	17	1.3.3	respect the existing educational program, which will be allowed to rely on the various points of view in the description and analysis of issues in medicine;	+			

18	18	1.3.4	the ability to use the results of new research to improve the study of specific subjects / issues without the extension of the educational program.		+		
		1.4	Learning outcomes				
			Medical education organization should identify the expected learning outcomes that students must take after the completion with respect to:				
19	19	1.4.1	their achievements at a basic level in relation to knowledge, skills and attitudes;	+			
20	20	1.4.2	an appropriate framework for a future career in any field of medicine and pharmacy;	+			
21	21	1.4.3	their future roles in the health and pharmaceutical sector;	+			
22	22	1.4.4	graduate its subsequent preparation;	+			
23	23	1.4.5	its obligations to learning throughout life;	+			
24	24	1.4.6	health public health needs, health needs and other aspects of social responsibility.	+			
25	25	1.4.7	Medical education should ensure that the student fulfills the obligations in respect of doctors, pharmacists, engineers, teachers, patients and their families in accordance with the Code of Conduct.	+			
			Medical education organization should:				
26	26	1.4.8	identify and coordinate the relationship learning outcomes required to complete, with those required in the post-graduate training;	+			
27	27	1.4.9	to determine the results of students' involvement in research in medicine;	+			
28	28	1.4.10	pay attention to the outcomes related to global health.		+		
			in total				
		2	EDUCATIONAL PROGRAM	24	4	-	-
		2.1	Model of educational programs and teaching methods				
29	1	2.1.1	Medical education organization must determine the educational program, which includes an integrated model based on discipline, organ systems, clinical problems and diseases, a model based on a modular or a spiral design.	+			
30	2	2.1.2	Medical education organization must determine use teaching and learning methods that encourage, prepare and support students and ensure that students have responsibility for their own learning process.	+			
31	3	2.1.3	Medical education should ensure that the educational program develops students'	+			

			ability to learn throughout life.				
32	4	2.1.4	Medical education should ensure that the educational program is implemented in accordance with the principle of equality.	+			
33	5	2.1.5	provide the ability to elective content (elective courses) and to determine the balance between compulsory and elective part of the educational program, which includes a combination of compulsory elements and electives or special complnts of your choice.	+			
		2.2	scientific method				
			Medical education should be on throughout the curriculum to teach students:				
34	6	2.2.1	principles of scientific methodology, including analytical and critical thinking;	+			
35	7	2.2.2	scientific research methods in medicine;	+			
36	8	2.2.3	evidence-based medicine, which are required by the competent teachers, and will be a mandatory part of the educational program and will involve medical students in conducting or participating in small scientific - research projects,	+			
37	9	2.2.4	Medical education organizations should be included in the educational program of the elements of fundamental or applied research, including mandatory or elective analytical and experimental research, thus contributing to the participation in the scientific development of medicine as professionals and colleagues.	+			
			The basic biomedical sciences				
			Medical education organization must identify and incorporate in the educational program:				
38	10	2.3.1	achieve basic biomedical sciences to develop students' awareness of scientific knowledge;	+			
39	11	2.3.2	concepts and techniques that are fundamental for the acquisition and use of clinical scientific knowledge.	+			
40	14	2.3.3	Medical education in the educational program should be correct and make new achievements in biomedical sciences that are necessary for the formation and development of professional competence in the field of medical and pharmaceutical graduates to practice:				
41	15	2.3.4	scientific, technological and clinical development;	+			
42	16	2.3.5	current and anticipated needs of the	+			

			community and the health system.				
		2.4	Behavioral and social sciences and medical ethics				
43	17	2.4.1	Medical education organization must identify and incorporate in the curriculum to achieve:				
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 for understanding socio-economic, demographic and cultural conditionings of causes, distribution and consequences of health health problems and knowledge of the national health system and patients' rights, which will contribute to the analysis of public health problems , effective communication, clinical decision making and ethical practices.	+			
			Medical education in the educational program should be correct and make new achievements in behavioral and social sciences and medical ethics and to:				
48	22		scientific, technological and clinical development;	+			
49	23		current and anticipated needs of the community and the health system;	+			
50	24		changing demographic and cultural conditions.	+			
		2.5	Clinical sciences and skills				
			Medical education in the educational program must define and implement to achieve clinical sciences and to ensure that students:				
51	23	2.5.1	acquire sufficient knowledge and skills and clinical in order to assume the proper liability comprising events related to strengthening Zorov, disease prevention and care of patients;	+			
52	24	2.5.2	spend a reasonable portion (1 third) of the program in the scheduled contact with the patient, including the objective, an appropriate amount of their adequacy for training in relevant clinical / production facilities;	+			
53	25	2.5.3	carry out health promotion and prevention.	+			
54	26	2.5.4	Medical education institution is to establish a certain amount of time to learn the basic clinical / pharmaceutical disciplines.	+			



55	27	2.5.5	Medical education must organize clinical training with appropriate attention to patient safety, including the monitoring of the activities carried out by students in a clinical/industrial bases.	+			
			Medical education in the educational program should be correct and make new achievements for the clinical sciences:				
56	28	2.5.6	scientific, technological and clinical development;	+			
57	29	2.5.7	current and anticipated needs of the community and the health system.	+			
58	30	2.5.8	Medical education should ensure that every student has early contact with real patients, including its gradual participation in patient care, including LIABILITY regarding examination and / or treatment of a patient under surveillance, which is carried out in the appropriate clinical / industrial bases.	+			
59	31	2.5.9	Medical education organization should structure the different complnts of clinical skills training in accordance with a particular stage of the training program.	+			
		2.6	The structure of the curriculum, content and duration				
			Medical education organization must define and implement to achieve the pharmaceutical disciplines in the curriculum and ensure that students:				
60	32	2.6.1	acquire sufficient knowledge and skills, including: basic principles of pharmaceutical care to the population; basics of economics of pharmacy; marketing management processes in the pharmaceutical, conduct and analysis of market research, the basis of pharmaceutical management; basic principles of the production process and the extemporaneous preparation of medicaments and industrial production, herbal remedies, therapeutic and cosmetic, parapharmaceutical and veterinary medicines, dietary supplements and naturproduktov; basic principles and regulations governing the quality of medicines; the general principles of pharmaceutical analysis, basic research methods and techniques of drug quality; range of medicinal plants, medicinal plants		+		

			perform questions on botanical features; the basic principles of macro- and microscopic, merchandising analysis and standardization of medicinal plant materials.				
61	33	2.6.2	Medical education shall ensure that students spend at least 1 third of the program in laboratories, production facilities, in order to develop professional skills.		+		
62	34	2.6.3	Medical Education organization must organize practical training with the appropriate attention to the patient and user safety medicaments comprising monitoring the student actions performed in a clinical databases, laboratories and industries.	+			
63	35	2.6.4	Medical education in the educational program should be correct and make new achievements in pharmaceutical sciences for scientific, technological and clinical development, as well as the current and anticipated needs of the community and the health system;	+			
64	36	2.6.5	Medical education organization should structure the different components of learning practical skills in accordance with a particular stage of the training program.	+			
		2.7	The structure of the curriculum, content and duration				
65	37	2.7.1	Medical Education organization must give a description of the content, volume, and sequence exchange and other elements of the educational program to ensure compliance with the corresponding relation between the basic biomedical, behavioral and social and clinical subjects.	+			
			Medical education should be in the educational program:				
66	38	2.7.2	to integrate horizontally related sciences and disciplines;	+			
67	39	2.7.3	integrate vertically clinical sciences with basic biomedical and behavioral and social sciences;	+			
68	40	2.7.4	provide the ability to elective content (ellectivy) and determine the balance between compulsory and elective part of the educational program, which includes a combination of compulsory elements and electives or special components for selection	+			
69	41	2.7.5	to determine the relationship with complementary medicine include non-traditional, traditional or alternative practices		+		

		2.8	management of the program				
70	42	2.8.1	Medical education organization should define a structural unit responsible for the educational program, which is running the academic leadership that is responsible and has the authority to plan and implement an educational program, including the allocation of dedicated resources for the planning and implementation of teaching and learning, student assessment and evaluation of the educational program and training courses, in order to achieve the learning outcomes.	+			
71	43	2.8.2	Medical education must guarantee the representation of teachers and students in the entity responsible for the educational program.		+		
72	44	2.8.3	Medical education organizations should be through a structural unit responsible for educational programs to plan and innovate in the educational program.	+			
73	45	2.8.4	Medical education should include representatives from other appropriate stakeholders in the structural unit of the medical education organizations responsible for education programs, including other members of the educational process, representatives from the clinical sites, graduate medical education, health care professionals involved in training or drunih process teachers faculties.		+		
		2.9	Communication with the medical practice and the health care system				
74	46	2.9.1	Medical education should ensure operational links between the curriculum and the subsequent stages of training (internship, specialization, CPD / CME) or practice that the student will enter after graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements educational programs and their interrelations in the various stages of preparation and practice, taking due account of the local, national, regional and global environment, and also feedback to / from the health sector and the participation of teachers and students in the work of a team of specialists in health care.	+			
			Medical education should ensure that the				

			structural unit responsible for the educational program:				
75	47	2.9.2	It takes into account the environment in which graduates will work and accordingly to modify the training program;	+			
76	48	2.9.3	Medical education organization should use the feedback to improve the results of the educational program.	+			
			in total	41	5	-	-
		3.	ASSESSMENT OF EDUCATIONAL PROGRAM				
		3.1	assessment methods				
			Medical education must:				
77	1	3.1.1	have a program with respect to educational programs 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 properly, and to identify any areas requiring interventions, as well as data collection is part of the administrative procedures connection with the admission of students, evaluation of students and completion;	+			
			Medical education organization shall establish and implement mechanisms for evaluating educational programs that:				
78	2	3.1.2	directed to an educational program and its main complaints, including an educational program model, structure, content and duration of the educational program and the use of obligatory and elective parts (sm.Standart "Educational software);	+			
78	3	3.1.3	focus on student progress;	+			
80	4	3.1.4	identify and address problems that include lack of achievement of the expected learning outcomes, and will involve the collection of information on the outcomes of learning, including identifying gaps and problems, and used as feedback for the event and corrective action plans for improvement of the educational program and training modules;	+			
			Medical education organization should periodically conduct a comprehensive evaluation of educational programs:				
81	5	3.1.5	in the context of the educational process, which includes the organization and resources, learning environment and culture of medical education organizations;	+			
82	6	3.1.6	on the specific complaints of the educational	+			

			program, which includes a description of discipline and teaching and learning methods, clinical rotations and evaluation methods.				
83	7	3.1.7	the general final results, which will be measured by the results of national examinations for licensing, benchmarking procedure, international exams, career choice, and the results of post-graduate training;	+			
84	8	3.1.8	to their social responsibility;		+		
		3.2	Feedback teacher and student				
85	9	3.2.1	Medical education must be systematically collect, analyze and provide teachers and students with feedback, which includes information about the process and products of the educational program, and also include information about the malpractice or misconduct of teachers or students and / or legal consequences		+		
86	10	3.2.2	Medical education organization should use the feedback to improve the results of the educational program;	+			
		3.3	Educational achievements of students and graduates				
			Medical education organization should conduct an analysis of educational achievements of students and alumni regarding:				
87	11	3.3.1	its mission and learning outcomes of the educational program, which includes information on the average length of study, GPA, pass and failure rates at examinations, success and dropout rates, student reports about conditions in their courses, the time spent to explore areas of interest including the complaints of choice, as well as interviews with students on repeated courses, and interviews with students who leave the training program;	+			
88	12	3.3.2	educational programs;		+		
89	13	3.3.3	endowments	+			
			Medical organizations academic achievement of students should be analyzed with respect to education:				
90	14	3.3.4	their previous experience and conditions, including social, economic and cultural conditions;	+			
91	15	3.3.5	the level of training at the time of admission to medical education.	+			

			Medical education organizations to use the analysis of educational achievements of students, business units to provide feedback, be responsible for:				
92	16	3.3.6	selection of students;	+			
93	17	3.3.7	curriculum planning;	+			
94	18	3.3.8	student counseling	+			
			Medical education organization should be to other interested parties, including other members of the academic and administrative staff, the public, the competent authorities of education and health services, professional organizations, as well as those responsible for the post-graduate education:				
95	19	3.4.3	provide access to the results of the course evaluation and education program;		+		
96	20	3.4.4	Collect and examine feedback on their clinical practice graduates;	+			
97	21	3.4.5	Collect and examine feedback from them on the educational program.			+	
			in total	16	4	1	
		4.	STUDENTS				
		4.1	Admission policies and selection				
			Medical education must:				
98	1	4.1.1	define and implement a reception policy, including the clearly defined position on the student selection process, which includes the rationale and methods of selection, such as the results of training in high school, other relevant academic experience and other entrance exams and interview, evaluation of motivation to become a doctor, including changes in the needs associated with a variety of medical practice;	+			
99	2	4.1.2	have policies and introduce the practice of admission of students with disabilities in compliance with applicable laws and legal documents of the country;	+			
100	3	4.1.3	have policies and introduce the practice of transfer students from other programs and medical education.	+			
			Medical education organization should:				
101	4	4.1.4	establish a relationship between the selection of students and the mission of medical education organizations, educational program and desired qualities of	+			

			graduates;				
102	5	4.1.5	periodically review the admission policy, on the basis of the relevant data from the public and experts in order to meet the needs of the population and the health of society as a whole, including the consideration of students set the basis of their sex, ethnic origin and language, and the potential need for a special admission policy for students from low-income families and ethnic minorities;	+			
103	6	4.1.6	use the system for appeals against admission decisions.	+			
		4.2	Recruitment of students				
104	7	4.2.1	Medical education organization should determine the number of students accepted in accordance with logistical and opportunities in all stages of education and training, and the decision to recruit students requires regulation of national requirements for the health workforce, in the case where the medical educational organizations do not control the number of recruits students, it is necessary to demonstrate their commitment by explaining all relations, focusing on the effects of the decisions taken (an imbalance between the recruitment of students and logistic and academic potential of the university).	+			
105	8	4.2.2	Medical education organizations should periodically review the amount and nature of student intake in consultation with relevant stakeholders, responsible for the planning and development of human resources in the health sector, with experts and organizations on the global aspects of human resources for health (such as a failure, and the uneven distribution of human resources health, migration of doctors, the opening of new medical schools) and adjusted to meet the health needs of the population and society as a whole.		+		
		4.3	Counseling and support for students				
			Medical education must:				
106	9	4.3.1	have a system of academic advising their students, which includes issues related to the selection of elective courses, preparation for residency, career planning, the appointment of academic teachers (mentors) for individual students or small groups of	+			

			students;				
107	ten	4.3.2	offer support program for students aimed at the social, financial and personal needs that includes support for the social and personal problems and events, health problems and financial issues, access to health care, immunization programs and health insurance, as well as the services of financial assistance in the form of financial assistance, grants and loans;	+			
108	11	4.3.3	to allocate resources to support students;	+			
109	12	4.3.4	ensure the confidentiality of counseling and support.	+			
			Medical education organization should provide advice that:				
110	13	4.3.5	based on student progress monitoring and aimed at social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial issues;		+		
111	14	4.3.6	It includes counseling and career planning.	+			
		4.4	representation of students				
112	15	4.4.1	offer support program for students aimed at the social, financial and personal needs that includes support for the social and personal problems and events, health problems and financial issues, access to health care, immunization programs and health insurance, as well as the services of financial assistance in the form of financial assistance, scholarships and loans.	+			
113	16	4.4.2	Medical education organization should promote and support student activities and student organizations, including the provision of technical and financial support for student organizations.	+			
			in total	14	2	-	-
		5.	STANDARD "The assessment of students'				
		5.1	assessment methods				
			Medical education must:				
114	1	5.1.1	define, approve and publish the principles, methods and practices used to evaluate the students, including the number of examinations and other tests, the balance between written and oral examinations, the use of methods of assessment based on the criteria and considerations, and special examinations (OSKE or Mini-Clinical examination), and to determine the criteria for setting passing scores, ratings and number of authorized mulligans;	+			



115	2	5.1.2	ensure that the assessment covers the knowledge, skills and attitudes;	+			
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, impact on training, acceptance and effectiveness of methods and evaluation format.		+		
117	4	5.1.4	ensure that the methods and the evaluation results avoid conflict of interests;	+			
118	5	5.1.5	ensure that the process and evaluation methods are open (available) for examination by outside experts	+			
			Medical education organization should:				
119	6	5.1.6	document and evaluate the reliability and validity assessment methods, which requires adequate quality assurance process existing evaluation practices;		+		
120	7	5.1.7	implement new methods of evaluation according to needs;	+			
121	8	5.1.8	use the system to appeal the assessment results.	+			
		5.2	The relationship between assessment and training				
		5.2.1	Medical education must use the principles, methods and practices of assessment, including academic achievement of students and assessment of knowledge, skills, professional values the relationship that:				
122	6		- clearly comparable with the training methods of teaching and learning outcomes;	+			
123	7		- ensure that students reach the learning outcomes;	+			
124	8		- promote learning	+			
125	9		- provide an appropriate balance between formative and summative assessment, learning to manage and evaluate the academic progress of the student, which requires the establishment of rules for evaluating progress and their relation to the assessment process.	+			
			Medical education organization should:				
126	ten	5.2.2	to regulate the amount and nature of the examinations of the various elements of the educational program in order to promote the acquisition of knowledge and integrated learning, and to avoid the negative impact on the learning process and eliminate the need to learn excessive amounts of information, and congestion of the educational program;	+			

127	11	5.2.3	ensure the provision of feedback to students based on assessment results.	+			
128	12	5.3	Medical education organization should be sent the upgrade process to develop evaluation principles and methods and the number of examinations according to changes in the final results of learning and teaching and learning methods.	+			
			in total	13	2	-	-
		6.	STANDARD "ACADEMIC STAFF / FACULTY"				
		6.1	selection and recruitment policy				
			Medical education organization should define and implement a policy of selection and reception staff, which is:				
129	1	6.1.1	determines their category, responsibilities and balance of academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for an adequate implementation of educational programs, including the balance between medical and non-medical, academic staff, full and part-time basis and the balance between academic and non-academic staff;	+			
130	2	6.1.2	It contains criteria for scientific, educational and clinical advantages of bidders, including the balance between teaching, research and clinical development;			+	
131	3	6.1.3	identifies and monitors the responsibilities of academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.	+			
			Medical education should be in the policy for the selection and acceptance of employees into account criteria such as:				
132	4	6.1.4	relation to its mission, the importance of local conditions, including gender, ethnicity, religion, language, and other conditions relevant to medical education and educational programs;	+			
133	5	6.1.5	economic opportunities that take into account the institutional conditions for the financing of staff and efficient use of resources.		+		
		6.2	development of policies and activities of employees				
			Medical education organization should define and implement a policy of the activity and development of employees, which is:	+			
134	6	6.2.1	It allows you to maintain a balance between			+	

			teaching, research and service functions, which include the establishment of the time for each activity, taking into account the medical needs of the organization of education and professional development of teachers;				
135	7	6.2.2	It ensures recognition of meritorious academic activities, with a corresponding focus on teaching, research and clinical skills and be by rewards, promotion and / or remuneration;	+			
136	8	6.2.3	It ensures that the clinical activity and research are used in teaching and learning;	+			
137	9	6.2.4	guaranteeing sufficient knowledge of each employee education program, which includes knowledge of the teaching / learning methods and common content of educational programs, and other disciplines and subject areas in order to promote cooperation and integration;	+			
138	10	6.2.5	It includes training, development, support and evaluation of teachers, which involves all teachers, not just new hires, as well as teachers, drawn from hospitals, clinics, laboratories, pharmacies, pharmaceutical industries, pharmaceutical companies.		+		
			Medical education organization should:				
139	11	6.2.6	take into account the ratio of "teacher-student", depending on the different components of the educational program;		+		
140	12	6.2.7	develop and implement policies promoting employees.		+		
			in total	6	4	2	
		7.	EDUCATIONAL RESOURCES				
		7.1	Material and technical base				
			Medical education must:				
141	1	7.1.1	have sufficient physical facilities for the staff and students, allowing for adequate implementation of the educational program;	+			
142	2	7.1.2	provide a safe environment for employees, students, patients and those who care for them, including the provision of necessary information and protection against harmful substances, microorganisms, compliance with the safety regulations in the laboratory and using the equipment.	+			
142	3	7.1.3	Medical education organization should improve the students learning environment through regular updating, expanding and strengthening the material and technical base, which should correspond to		+		

			developments in educational practices.				
		7.2	Resources for clinical / professional training				
			Medical education must provide the necessary resources to acquire adequate clinical experience of students, including sufficient:				
143	4	7.2.1	number and types of patients;	+			
144	5	7.2.2	number and types of clinical / industrial bases which include clinics (for primary, secondary and tertiary care), outpatient services (including PHC), primary health care, health centers and other institutions providing medical assistance to the population, as well as centers / clinical skills laboratories, research centers, laboratories, production centers for the development of pharmaceutical skills that allow the clinical training, using zmozhnosti clinical sites and ensure the rotation of the main clinical and basic pharmaceutical disciplines;	+			
145	6	7.2.3	observation of clinical / industrial practice of students.	+			
146	7	7.2.4	Medical education organizations should study and evaluate, adapt and improve resources for clinical training in order to meet the needs of the population served, that will include the relevance and quality of clinical training programs in relation to clinical sites, equipment, the number and categories of patients and clinical practice, supervision as supervisor and administration.	+			
		7.3	Information Technology				
147	8	7.3.1	Medical education organization should define and implement a policy, which is aimed at efficient use and evaluation of relevant information and communication technologies in the educational program.	+			
			Medical education should provide teachers and students with opportunities to use information and communication technologies:				
148	9	7.3.2	Self-study	+			
149	10	7.3.3	access to information;	+			
150	11	7.3.4	management of patients;	+			
151	12	7.3.5	work in the health system;	+			
152	13	7.3.6	Medical education must provide students access to the relevant patient data and health information systems.	+			
		7.4	Research in the field of medicine and scientific achievements				

			Medical education must:				
153	14	7.4.1	have research activities in the field of medicine and scientific achievements as a basis for educational programs;	+			
154	15	7.4.2	define and implement policies that promote the relationship between research and education	+			
155	16	7.4.3	provide information about the research facilities and priorities in the field of medical science education research organization.	+			
			Medical education organization should ensure that the relationship between research and education:				
156	17	7.4.4	use of medical research as the basis for the curriculum;	+			
157	18	7.4.5	taken into account in the teaching;	+			
158	19	7.4.6	encourages and prepares students to participate in scientific research in the field of medicine and their development	+			
159	20	7.4.7	taken into account in the teaching;	+			
160	21	7.4.8	encourages and prepares students to participate in scientific research in the field of medicine and their development.	+			
		7.5	Expertise in the field of education				
			Medical education must:				
161	22	7.5.1	to have access to expertise in the field of education, where necessary, and carry out the examination, which studies the processes, practices and problems of medical education and can involve doctors with research experience in medical education, psychology and sociology of education, which is provided by the Department of Medical Education university or experts from other national and international institutions	+			
			Medical education organization should define and implement a policy on the use of expertise in the field of education:				
162	23	7.5.2	the development of educational programs;		+		
163	24	7.5.3	in the development of teaching methods and assessment of knowledge and skills.	+			
			Medical education organization should:				
164	25	7.5.4	provide evidence of the use of internal or external expertise in the field of medical education for the development of employees' potential;	+			
165	26	7.5.5	to give due attention to the development of expertise in the evaluation of education and research in medical education as a discipline		+		

			that includes the study of theoretical, practical and social issues in medical education;				
166	27	7.5.6	promote the aspirations and interests of employees in research in medical education.		+		
		7.6	Exchange in the field of education				
			Medical education organization should define and implement policies to:				
167	28	7.6.1	cooperation at national and international medical schools to other levels, the School of Public Health, Faculty of Dentistry, Pharmacy and other university departments;	+			
168	29	7.6.2	the transfer of educational credits, which includes consideration of the scope of the educational program that can be transferred from other institutions of education and which may contribute to the conclusion of agreements on mutual recognition of the elements of the educational program and the active coordination of programs between universities and the use of a transparent system of credits and flexible course requirements .	+			
			Medical education organization should:				
169	30	7.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing adequate 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.	+			
			in total	26	5	-	-
		8.	MANAGEMENT AND ADMINISTRIRVANIE				
		8.1	Control				
171	1	8.1.1	Medical education organization should define management structures and functions, including their relationships within the University if medical education is a part of, or affiliated to a University.	+			
			Medical education organizations should be in their administrative structures to determine the structural units with the establishment of the responsibility of each business unit and include in their composition:				
172	2	8.1.2	representatives of the academic staff;	+			
173	3	8.1.3	students;		+		
174	4	8.1.4	other interested parties, including representatives of the Education and the		+		

			Ministry of Health, the health sector and the public.				
175	5	8.1.5	Medical education organization should ensure the transparency of management and of the decisions, which are published in the bulletins are posted on the university web site, are included in the protocols for review and execution.	+			
		8.2	academic guide				
176	6	8.2.1	Medical education organization should clearly define the responsibilities of the academic leadership for the development and management of the educational program.	+			
177	7	8.2.2	Medical education organization should periodically assess the academic leadership on achieving its mission and learning outcomes.	+			
		8.3	The budget for training and the allocation of resources				
			Medical education must:				
178	8	8.3.1	have a clear line of responsibility and authority to ensure that the educational program resources, including a dedicated educational budget;	+			
179	9	8.3.2	allocate the resources necessary to deliver the curriculum and to distribute educational resources in line with their needs.	+			
180	10	8.3.3	financing medical education organization system should be based on the principles of efficiency, effectiveness, prioritization, transparency, accountability, separation and independence of all budget levels.		+		
			Medical education organization should:				
181	11	8.3.4	provide sufficient autonomy in the allocation of resources, including a decent remuneration of teachers in order to achieve the learning outcomes;		+		
182	12	8.3.5	the allocation of resources, taking into account the scientific advances in the field of medicine and public health problems and their needs.	+			
		8.4	Administrative staff and management				
			Medical education must have the appropriate administrative staff, including their number and composition of 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 resource allocation.	+			

185	15	8.4.3	Medical education organizations should develop and implement an internal quality assurance program management, including consideration of the needs to improve, and regularly review and analysis of the management.	+			
		8.5	The interaction with the health sector				
186	16	8.5.1	Medical education should have constructive interaction with the health sector, with adjacent society and government health sectors, including the exchange of information, cooperation and organization of the initiative, which promotes the qualified doctors in accordance with the needs of society.	+			
187	17	8.5.2	Medical education organization should formalize cooperation with partners in the health sector, which includes formal agreements with the definition of the content and forms of cooperation and / or the conclusion of the joint contract and the establishment of a coordinating committee and joint activities.	+			
			in total	13	4	-	-
		9.	CONTINUOUS RENEWAL				
			Medical education must be both dynamic and socially responsible institution:				
188	1	9.1.1	initiate a regular review procedures and revising the content, results / competencies, assessment and learning environment, structure and function, document, and address deficiencies;	+			
189	2	9.1.2	review the structure and function	+			
190	3	9.1.3	allocate resources for continuous improvement.	+			
			Medical education organization should:				
191	4	9.1.4	to base the upgrade process on prospective studies and analyzes, and the results of its own study, evaluation and literature on medical education;		+		
192	5	9.1.5	ensure that the process of renewal and restructuring leads to a revision of their policies and practices in line with previous experience, present activities and future prospects; direct upgrade process to the following questions:	+			
193	6	9.1.6	Adaptation of the provisions of the Mission and the final results to the scientific, socio-economic and cultural development of society.	+			



194	7	9.1.7	Modification of the final graduates of learning outcomes in accordance with documented needs in postgraduate training environment, including clinical skills, training in public health and participation in patient care in accordance with the responsibilities conferred upon the graduates after the IPO.	+			
195	8	9.1.8	Adapting the curriculum models and methodological approaches in order to ensure that they are relevant and appropriate to take into account the modern theory of education, adult education methodology, principles of active learning.	+			
196	9	9.1.9	Adjustment of curricular elements and their relationship in line with advances in biomedical, behavioral, social and clinical sciences, with changing demographics and health / disease pattern of the population and the socio-economic and cultural conditions, and the adjustment process will assure that new relevant knowledge, concepts and methods, and the deletion of obsolete.	+			
197	10	9.1.10	Development of assessment principles and methods and the number of examinations according to changes in the final results of learning and teaching and learning methods.	+			
198	11	9.1.11	Adaptation of student recruitment policy and student selection methods to changing expectations and circumstances, human resource needs, changes in the system of pre-university education and the needs of the educational program.			+	
199	12	9.1.12	Adaptation of recruitment policy and the formation of the academic staff according to changing needs.		+		
200	13	9.1.13	Updating of educational resources according to changing needs, as, for example, student intake, size and profile of the academic staff, the educational program.	+			
201	14	9.1.14	Improve the monitoring and evaluation of the educational program.		+		
202	15	9.1.15	Improving the organizational structure and management principles to ensure the efficient operation under changing circumstances and needs, and, in the long term, to meet the interests of different stakeholder groups.	+			
			in total	11	3	1	-
			TOTAL IN TOTAL	164	33	4	-

