

Accreditation Council of the
Eurasian Center for Accreditation and
Quality Assurance in Education and Health Care
21.06.2024

**REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE
EVALUATION OF THE BACHELOR'S DEGREE EDUCATIONAL
PROGRAM "6B10124 DENTISTRY" OF ASTANA MEDICAL UNIVERSITY
FOR COMPLIANCE WITH THE ACCREDITATION STANDARDS FOR
THE EDUCATIONAL PROGRAM OF BASIC MEDICAL EDUCATION
(BACHELOR'S DEGREE) OF THE ECAQA**

Period of external expert evaluation: June 3-5, 2024

Astana, 2024

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LIST OF DESIGNATIONS AND ABBREVIATIONS

| | |
|-------------------|---|
| ECAQA | Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care |
| WFME | World Federation for Medical Education |
| MSHE RK | Ministry of Science and Higher Education of the Republic of Kazakhstan |
| AIS | Automatic Identification System |
| AP | Academic Policy |
| AC | Academic Council |
| AMP | Administrative and Managerial Personnel |
| BD | Basic Disciplines |
| UC | University Component |
| HEI | Higher Education Institution |
| SAC | State Attestation Commission |
| CC RK | Civil Code of the Republic of Kazakhstan |
| SCES | State Compulsory Education Standard |
| DSHR | Department of Science and Human Resources |
| ESG | European Standards and Guidelines for Quality Assurance in Higher Education |
| UNT | Unified National Testing |
| Healthy Lifestyle | Healthy Lifestyle |
| FSC | Final State Certification |
| ICT | Information and Communication Technologies |
| IMS | Integrated Management System |
| IEP | Individual educational plan |
| FG | Final Grade |
| CED | Catalogue of Elective Disciplines |
| QAC | Quality Assurance Committee |
| KPI | Key Performance Indicators |
| TPCO | Treatment and Preventive Care organization |
| MOH RK | Ministry of Health |
| MEO | Medical Education Organization |
| IS | International Standard |
| MTS | Material and Technical Support |
| AMU | Astana Medical University |
| NJSC | Non-profit Joint-Stock Company |
| RA | Research Activity |
| RI | Research Institute |
| CIME | Continuous Integrated Medical Education |
| RW | Research Work |
| LSI | Laws and Statutory Instruments |
| MC | Mandatory Component |
| GED | General Education Discipline |
| EP | Educational Program |
| AAP | Assessment of Admission Rating |
| OSCE | Objective Structured Clinical Examination |
| OSPE | Objective Structured Practical Examination |

| | |
|----------------|---|
| MD | Major Discipline |
| PC | Professional Competencies |
| PHC | Primary Health Care |
| Academic staff | Academic Staff |
| PS | Professional Standard |
| RK | Republic of Kazakhstan |
| LO | Learning Outcome |
| SSS | Student Scientific Society |
| IWS | Independent Work of a Student |
| IWST | Independent Work of a Student with a Teacher |
| SC | Simulation Center |
| TT | Test Tasks |
| TC | Typical curriculum |
| UH | University Hospital |
| EMCD | Educational and Methodological Complex of Disciplines |
| AC | Academic Council |
| CIC | Center for International Cooperation |
| CPDAA | Center for Planning and Development of Academic Affairs |
| CTET | Center for Transfer of Educational Technologies |
| Emergency | Emergency Situation |
| EL | Electronic Library |
| CBL | Training in Clinical Situations |
| TBL | Team-Based Learning |
| PBL | Problem-Based Learning |

1. Composition of the External Expert Commission

In accordance with the order of the ECAQA No. 19 dated 21.05.2024, the External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation in the period from 03.06.-05.06.2024 within the framework of accreditation of the educational program "6B10124 Dentistry" of Astana Medical University in the following composition:

| № | Status in the EEC | Full name | Regalia, position, place of work/place of study, year, specialty |
|----------|-----------------------------|------------------------------------|--|
| 1 | Chairman | Bozhbanbaeva Nishangul Seitbekovna | Doctor of Medical Sciences, Professor, Head of the Department of Neonatology of the National Joint-Stock Company "Kazakh National Medical University named after S.D. Asfendiyarov". |
| 2 | International expert | Trchunyan Karen Armenovich | PhD, DSc, Director of the Research Institute of Biology, Professor of the Department of Biochemistry, Microbiology and Biotechnology of Yerevan State University. "Academy" Prize (holistic) in the field of biology for young scientists. |
| 3 | Kazakhstani academic expert | Tukbekova Bibigul Toleubaevna | Doctor of Medical Sciences, Associate Professor, Head of the Department of Pediatrics and Neonatology, NJSC "Medical University of Karaganda" |
| 4 | Kazakhstani academic expert | Sultanova Gulnar Dostanovna | Candidate of Medical Sciences, Dean of the Faculties of Dentistry, Pharmacy, Public Health and Nursing of the NJSC "West Kazakhstan Medical University named after Marat Ospanov" |
| 5 | Kazakhstani academic expert | Trynkin Alexey Viktorovich | Candidate of Medical Sciences, Senior Lecturer of the Department of Surgical Diseases with a Course in Anesthesiology and Resuscitation, NEI "Kazakh-Russian Medical University" |
| 6 | Kazakhstani academic expert | Ramazanova Manshuk Anerovna | Senior Lecturer of the Department of Public Health and Healthcare, NJSC "Kazakh National Medical University named after S.D. Asfendiyarov" |
| 7 | Expert-employer | Kulmaganbetov Serik Aueskhanovich | Director of the MSE "Polyclinic #4 of Karaganda" Healthcare Department of the Karaganda Region |
| 8 | Expert-student | Tauekelova Medina Korganbekovna | Intern in the specialty "General Medicine" of the NJSC "Medical University of Karaganda". |

The work of the EEC was carried out in accordance with the Regulation on the EEC.

The EEC report includes a description of the results and the conclusion of the external evaluation of the educational program "6B10124 Dentistry" for compliance with the Standards for accreditation of the educational program of basic medical education (bachelor's degree of CIME) of medical educational organizations and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improvement of approaches and conditions for the implementation of the above-mentioned educational program and recommendations for the

ECAQA Accreditation Council for accreditation.

2. General part of the final report

2.1 Presentation of the educational program "6B10124 Dentistry" of the Astana Medical University

| | |
|---|--|
| Name of the organization, legal form of ownership, BIN | "Astana Medical University" |
| Management body | Non-profit Joint Stock Company |
| Full name of the first director | Nadyrov Kamalzhan Talgatovich Master of Business Administration |
| Location and contact details | Republic of Kazakhstan, 010000, Astana, Beibitshilik St., 49A Phone: +7(7172)539424 E-mail: rektorat@amu.kz Official website: https://amu.edu.kz/ |
| State license for educational activities in the bachelor's degree (date, number) | 31.01.2009 №0064050, series AB |
| Information on branches, subsidiaries (if any) | no |
| Year of commencement of the accredited educational program (EP) | 2023-2024 academic year |
| Duration of study | 6 years |
| Total number of graduates since the beginning of the EP | The continuous integrated medical education (CIME) program was introduced in 2024 in accordance with the Code on Health and Healthcare of the People of the Republic of Kazakhstan. Admission of students is scheduled for August 2024 |
| Number of students in the EP since the beginning of the current year | 1st year - 384 students; 2nd year - 268 students; TOTAL 652 students |
| Employment | no |
| Full-time teachers/ Part-time workers involved in the implementation of the EP, incl. % of sedateness | Total number of teachers 195 including 15 full-time, 36 part-time. The rate of sedateness is 42.1%. The share of faculty members from among the main full-time employees with academic degrees - of which 14 are doctors of science, 48 candidates of science, 12 PhD. |
| Website Instagram Facebook with active pages | E-mail: rektorat@amu.kz Official website: https://amu.edu.kz/ https://amu.edu.kz/ https://www.instagram.com/amu_mua_official/?igsh=MWR4NTNuY2NqdTg1Zg%3D%3D https://www.facebook.com/photo.php?fbid=362692869190861&set=a.3626928 |

2.2 Information about previous accreditation

Until now, the accreditation of the educational program of continuous integrated medical education (CIME) "6B10124 Dentistry" has not been carried out.

2.3 Brief characteristics of the self-assessment report of the educational program "6B10124 Dentistry" conclusions on completeness

The self-assessment report of the educational program "6B10124 Dentistry" is presented on 170 pages of the main text, annexes on 10 pages, electronic versions of documents located at the link <https://drive.google.com/drive/folders/1L4zk6LDYG4iEzZFwwkHSRFB66-2y1A0J?hl=ru>

The report is characterized by the completeness of answers to all 9 main accreditation standards and criteria, structuring taking into account the recommendations of the "Guidelines for conducting self-assessment of the educational program", which were provided to the educational organization by the accreditation center - ECAQA, as well as the internal unity of information. The report is accompanied by a cover letter signed by Acting Rector V.V. Koikov, which confirms the accuracy of the quantitative information and data included in the self-assessment report.

The report contains a list of 14 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting the self-assessment of the educational program - V.R. Detochkina, Dean of the School of Dentistry. Self-assessment of the educational program "6B10124 Dentistry" was carried out on the basis of the order of the head No. 346-n/k dated April 11, 2024 "Self-assessment of the Educational Program '6B10124 Dentistry' in Continuous Integrated Medical Education."

All sections of the report present the real practice of Astana Medical University in training Masters of Health with the qualification of "doctor" in the specialty "6B10124 Dentistry" taking into account the start of admission of students in 2023, substantiated data, examples of the implementation of the objectives of the EP, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is quite complete and updated in terms of the number of students, teachers, administration, information on selection and admission, training results, knowledge and skills assessment results, the material and technical base of the university and clinical sites, contractual obligations with partners (universities, associations, bases), financial information, development and improvement plans, etc.

The report is presented to the ECAQA in a completed form, with data adjustments according to the above recommendations, written in a competent language, the wording for each standard is clear and understandable, described in accordance with the criteria of standards and tables, contain references in the text and have continuous numbering.

The quality of the self-assessment report served as the basis for moving to the next stage of the accreditation procedure - external evaluation. The experts planned to validate the report data, compare the information from the report with the information that will be obtained during a visit to the educational organization, i.e. verification of quantitative and qualitative indicators.

3. Description of the external expert evaluation

The external expert work within the framework of the evaluation of the educational program "6B10124 Dentistry" was organized in accordance with the Guidelines for the external evaluation of educational organizations and educational programs of the ECAQA and according to the program approved by order No. 19 dated 21.05.2024 by the General Director of the ECAQA Sarsenbaeva S.S. and agreed with the Vice-Rector of the University Koikov V.V.

Dates of the visit to the organization: 03-05.06.2024.

The external evaluation is aimed at validating the data of the self-assessment report and verifying the indicators indicating the degree of compliance with the criteria of accreditation standards.

The sequence of the visit over 3 days is presented in detail in the Visit Program (hereinafter referred to as the program), which is in the documentation of the accreditation center and in Annex

3 to this report. The program is evidence of the implementation of all planned activities within the framework of the external expert evaluation.

To obtain objective information, the EEC members used the following methods and their results:

- interviews with management and administrative staff - 27 people;
- interviews with students - 95 people;
- study of the website <https://amu.edu.kz>;
- interviews with 61 teachers;
- questionnaires of teachers and students - 200 and 200 respectively;
- review of resources in the context of fulfilling accreditation standards: the Simulation Center, the Office Registrar's Service, the Library and the Museum were visited.
- 2 practice/clinical engagement bases of the EP were visited: DC "Empire Dental Clinic", Maksuta Narikbayev Street 22 and "City Multidisciplinary Hospital No. 2" Ryskulova 8, Department of Maxillofacial Surgery, where training is conducted under the educational program "6B10124 Dentistry" with the participation of 12 full-time teachers / part-time workers;
- study of 30 educational and methodological documents both before the visit to the organization and during the visit to the departments (the list of documents studied is in Annex 2).

The staff of the accredited organization ensured the presence of all persons specified in the visit program and in the lists of interview sites and conversations (Table 1).

Table 1 - Information on the number and category of participants in meetings, interviews, and conversations with members of the EEC

| № | Full name | Position |
|----------|---|--|
| 1 | <i>Koikov Vitaly Viktorovich</i> | Vice-Rector |
| 2 | <i>Zhunosova Aigul Bitimbaevna</i> | Vice-Rector |
| 3 | <i>Gazalieva Meruert Arstanovna</i> | Vice-Rector |
| 4 | <i>Saidangazin Dias Dauletbekovich</i> | Vice-Rector |
| 5 | <i>Maradzhapov Bakhtiyor Irkinovich</i> | Financial Director |
| 6 | <i>Ties Ardak Siyazbekovich</i> | Managing Director |
| 7 | <i>Medicine-Kulzhanova Sh.A.</i> | Chairmen of the Quality Assurance Committees (QAC) of the EP |
| 8 | <i>Pediatrics - Muldakhmetov M.S.,</i> | |
| 9 | <i>Dentistry - Yeslyamgalieva A.M.</i> | |
| 10 | <i>Public health and management -</i> | <i>Deputy Chairman of the QAC of Public Health and Management</i> |
| 11 | <i>Turgambaeva A.K.</i> | |
| 12 | <i>Musina Ayman Ayashevna</i> | Head of the Center for Planning and Development of Academic Affairs |
| 13 | <i>Dosanova Asem Kalelovna</i> | |
| 14 | <i>Sarieva Ainur Anuarovna</i> | Dean of the School of Medicine Dean of the School of Pediatrics Dean of the School of Dentistry Dean of the School of Public Health and Management. |
| 15 | <i>Karibzhanov Aitbek Anuarbekovich</i> | |
| 16 | <i>Detochkina Violetta Robertovna</i> | |
| 17 | <i>Baimagambetova Aigerim Askharovna.</i> | |
| 18 | <i>Zhilkibaeva Karlygash Tulegenovna</i> | Head of the Admissions Committee |

| | | |
|----|--|--|
| 19 | <i>Yelubaeva Maral Kuandykovna</i> | Dean of the Residency School |
| 20 | <i>Makhanbaeva Nurgul Nurlanovna</i> | Executive Director - Head of the HR Department Deputy Head of HR Head of the Center for Transfer of Educational Technologies |
| 21 | <i>Bekova Maral Zhanatovna</i> | |
| 22 | <i>Zikenov Igor Irsainovich</i> | |
| 23 | <i>Mukhamedyarova Aigerim Baurzhanovna</i> | |
| 24 | <i>Shaimerdenova Zauresh Nakypovna</i> | Head of the Center for Social and Educational Work |
| 25 | <i>Nazhimov Shahrukh Makhhamadovich</i> | Acting Head of the EP Audit Group |
| 26 | <i>Mukashev Aslan Dauletqhanovich</i> | Head of the IT Infrastructure of Information Systems Department |
| 27 | <i>Zhenis Asygat Amankeldyuly</i> | Acting Director of the Information and Analytical Center |

On the last day of the visit to the organization, a meeting of the EEC members was held on the results of the external evaluation. A final discussion of the results of the external evaluation of the educational program, examination of documents, interview results, interviews and questionnaires was held. The EEC members began to draft the final report of the EEC. Generalizations of the external evaluation results were made. The experts individually filled out the "Quality Profile and Criteria for External Evaluation of the Educational Program "6B10124 Dentistry" of the ECAQA Accreditation Standards. The EEC members did not make any comments. Recommendations for improving the educational program were discussed by the chairperson Bozhbanbaeva Nishangul Seitbekovna, and a final open vote was held on the recommendations for the ECAQA Accreditation Council for the accreditation period.

Comfortable conditions were created for the work of the EEC; access to all necessary information and material resources was organized. The Commission notes the high level of corporate culture, professionalism, responsibility and efficiency, a high degree of openness of the team in providing information to the ECAQA members.

While conducting a survey of students, 123 (61.5%) rated the work of the External Expert Commission for Accreditation as positive, 33 (16.5%) as satisfactory. The majority of respondents 112 (56%) believe that it is necessary to conduct accreditation of an educational organization or educational programs.

According to 100 (50%) teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of the accredited educational organization.

At the end of the visit, the chairman of the EEC announced recommendations for the management and employees of the educational organization based on the results of the external evaluation as part of the specialized accreditation.

4. Analysis of compliance with accreditation standards based on the results of external evaluation of the educational program "6B10124 Dentistry"

Standard 1: MISSION AND OUTCOMES

1.1 Mission statement

The mission of the educational program on the CIME "6B10124 Dentistry" is the training and professional development of dentists of international level based on modern educational practical curricula", published on the official website of the university <https://amu.edu.kz/ru/departments/192> and reflects the key areas of the Mission and vision of the university, which define the main values and priorities taking into account which the implementation of the educational program is carried out. It is based on the «Code of the Republic of Kazakhstan "On Public Health and the Healthcare

System" and the "Concept of Healthcare Development of the Republic of Kazakhstan until 2026", important aspects of which are maintaining public health, prevention, reducing the burden of chronic non-communicable diseases, including dental ones.

The stakeholders represented by the faculty, representatives of the administration and structural divisions, students and employers participated in the development of the EP Mission. The EP Mission was approved at a meeting of the Quality Assurance Committee, which included the faculty, representatives of stakeholders and students, protocol No. 3 of 02/09/2023 and approved by the Academic Council of NJSC "AMU", protocol No. 7 of June 30, 2023.

During the implementation of the activities of the visit program, namely, following the results of an interview with the first head of the organization, members of the advisory body of the QACS, the Academic Council, in interviews with students and teachers, compliance with the criteria of **Standard 1** was established. All participants in the educational process know the EP mission, took part in the formation of proposals for the mission, the mission was brought to the attention of students through the website, at curatorial hours, meetings with deans, and with teachers at departmental meetings. With external stakeholders through newsletters, job fairs, seminars, etc.

Experts reviewed the university's plan "[Development Strategy of NJSC "Astana Medical University "for 2022-2026"](#)", which contains clearly structured strategic goals and priority areas of development, including education, personnel, science and clinical care.

Thus, one of the priority areas of the Strategy is the creation of an effective educational environment based on the updating of educational programs, multilingualism, interdisciplinary activities, the introduction of interprofessional training, the development of high technologies, the improvement of teaching methods and the assessment of students, which confirms the fulfillment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization.

During the visit to the clinical bases, we got acquainted with the state of their material and technical base. The experts noted that all the clinical bases are equipped with modern equipment and are highly specialized medical centers for the provision of highly qualified dental treatment and advisory medical care to adults and children. From conversations with the heads of the clinics, it was found out that students and teachers are admitted to the reception under the guidance of a teacher, have the opportunity to be present during surgical interventions, during instrumental studies, etc. The clinics have classrooms with computers, projectors, Internet access and separate locker rooms for students. From the conversation with them, we also received data that the university closely cooperates with the clinical bases, implementing clinical training at their bases, graduates work in these organizations, finding employment through such events as the Job Fair, where young specialists are selected and invited to work. It was also noted about their participation in the collegial bodies of the university, where various issues related to the educational process are discussed, such as the development of the EP, satisfaction with the quality of graduates, etc.

The experts noted the strong side of the organization of education in relation to the accredited educational program, as the best practice in education: the presence of clinical sites equipped with modern dental units and materials, free access to patients with various nosologies and the formation of appropriate behavior in students in relation to colleagues, teachers, administration, patients and their relatives. The members of the EEC note the great interest of the clinical sites in cooperation with the university and their willingness to bear joint responsibility in training medical personnel for the region.

The results of the study of the documentation demonstrate that the mission of the university and the mission of the EP "6B10124 Dentistry" are formulated taking into account the needs of society and healthcare in training qualified specialists for practical healthcare.

1.2 Participation in formulating the mission of the educational program

The university implements the mission of the EP in the interests of the individual; society and the state, taking into account the expectations and needs of both external and internal stakeholders. The main external stakeholders include employers and dental professional associations, and internal stakeholders include students and teachers. Such a wide range of stakeholders makes it possible to

reliably assess the implementation of the EP, to improve the process of continuous improvement, as well as in formulating the mission and goals of the EP.

The self-assessment noted that the mission of the EP was communicated to stakeholders, but during meetings and conversations with students, teachers and employers, experts did not receive a clear answer to the question: Did you participate in formulating the mission and goals of the organization, educational program? , but it did not find full confirmation of ensuring and informing their participation in formulating the mission, goals, expected learning outcomes and any changes they made. Many found it difficult to clearly reproduce the mission of the EP and give specific examples of what exactly their personal participation in the development of the mission of the EP consisted of.

1.3 Institutional autonomy and academic freedom

NJSC "AMU" independently develops the EP taking into account the requirements of the labor market and the professional community, the strategy and mission of the university, its traditions in accordance with the European, National Qualifications Framework, industry qualifications frameworks and the Professional Standard of the specialty.

During the external evaluation, it was established that the University has developed the EP "6B10124 Dentistry" in accordance with the Order of the Ministry of Health of the Republic of Kazakhstan dated July 4, 2022 No RK MOH-63 "On approval of the State Compulsory Educational Standard for levels of education in the field of health care", the Order of the Ministry of Health of the Republic of Kazakhstan dated January 9, 2023 No. 4 "On approval of standard curricula for medical and pharmaceutical specialties" and internal regulation SU-AMU-15-22 "Educational programs: development and updating" reflecting the learning outcomes <https://amu.edu.kz/upload/iblock/865/8653b0b7a81d2cf480aac38f1d57f716.pdf>. Based on the EP, a curriculum (WC, IEP of students) and Working curricula in disciplines (syllabuses) were developed. The content of the program, organization and implementation of the educational process are carried out on the basis of credit technology of education <https://adilet.zan.kz/rus/docs/V1100006976>. Assessment of students' achievements is carried out by various forms of control, which are determined by the university independently. The University has created all the conditions for the maximum approximation of the system of assessment and control of students' competencies to the conditions of their future professional activity and correspond to student-centered learning. As a result of mastering the program, the graduate should have general educational, basic and professional competencies. The graduate's competencies are compared and harmonized with the labor functions of the Professional Standard "Dentistry".

One of the fundamental documents characterizing institutional autonomy is the Academic Policy, which determines the procedure for organizing education at the university. It includes a policy in the field of quality assurance, rules for transfer and reinstatement, control of students' academic achievements, a rating system for assessing students' academic achievements, final certification of students, rules of organization, as well as other requirements for the educational process.

The implementation of HR management is carried out on the basis of the HR Policy of NJSC "AMU" dated 08.08.2023, protocol No. 21. Personnel autonomy follows from the possibility of internal and external search for candidates for a vacant position. Internal search provides the ability to use a personnel reserve, which allows the organization to quickly and easily select candidates for newly created and vacant positions to be filled, effectively organize the training and internship of specialists included in the reserve, and rationally use them in various areas and levels in the management system.

To verify Standard 1, a meeting was held with Acting Rector V.V. Koikov.

During the meeting, the experts asked the following questions: *University development plans and their implementation*. During the conversation, he said that the university has a Strategic Development Plan for 2022-2026, dwelling on all areas in detail. The development strategy includes all levels of education, which indicates a clear vision of the university and interest in

improving all EPs taking into account the needs of practical health care and the activities already completed.

During the conversation with the teachers, information was received that by choosing elective disciplines, students have the opportunity to plan and implement an individual targeted learning path during the entire learning process. During the interview, students said that they know about this from consultations with the adviser and confirmed the independence of determining the learning path for the formation of professional competencies implemented by components of choice from the catalog of elective disciplines in the AIS "Platonus".

While conducting a survey on the resource <https://webanketa.com/> 200 students, out of 22 questions, a number were devoted to the quality of the educational process and the implementation of the educational program. It was found that 104 (52%) students will recommend studying in this educational organization to their acquaintances, friends, relatives. 89 (44.5%) respondents believe that the heads of the educational program and teachers are aware of the problems of students related to training. To the question "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?" 130 (65%) students answered positively, 9 (4.5%) are not sure about this and 20 (10%) would like to believe it.

The surveyed teachers (21 questions of the questionnaire) also answered that 121 (60.5%) are satisfied with the organization of work and the workplace in this educational organization, and 58 (29%) partially agree with this statement. The experts determined that the organization has a healthy microclimate, since the head is quite accessible to both students and employees, responds promptly to requests and often holds meetings where everyone can ask a question and get an answer. In the questionnaire, 116 (58%) teachers are satisfied with the microclimate of the organization, and 68 (34%) are partially satisfied. For your information, a total of 200 people responded, with 43 (21.5%) having up to 5 years of teaching experience, 35 (17.5%) having up to 10 years, and 122 (61%) having over 10 years of teaching experience.

Conclusions of the EEC by criteria. Out of the 8 standards, 7 comply fully, 1 partially, and 0 do not comply.

Recommendations for improvement:

- 1) The head of the educational program should increase the level of awareness of teachers about the mission, goals, and final learning outcomes of the EP 6B10124 "Dentistry" program (1.1.2)

Standard 2: EDUCATIONAL PROGRAMME

2.1 Final learning outcomes of the educational program

During the visit, the members of the EEC analyzed the accredited educational program for compliance with the requirements of the modern education market, principles and methods of organizing educational, research and educational processes aimed at satisfying the interests of students and all participants in the educational process. The analysis of the compliance of the university and educational program activities with the criteria of this standard indicates the presence of a Development Strategy, mission and vision of the university.

During a conversation with the heads of the educational program, it was established that the educational program of the CIME in the specialty "6B10124 Dentistry" was developed by the working group of the School of Dentistry in accordance with the [State Compulsory Educational Standard of the Republic of Kazakhstan by the Order of the Minister of Health of the Republic of Kazakhstan dated July 4, 2022 No RK MOH-63. "On approval of state mandatory standards for levels of education in the field of health care"](#) (as amended on May 24, 2023), [Order of the Minister of Health of the Republic of Kazakhstan dated January 9, 2023 No. 4 "On approval of standard curricula for medical and pharmaceutical specialties"](#) (<https://adilet.zan.kz/>), Professional standard of the specialty, procedure "Educational programs: Development and updating" No. 14 dated June 8, 2022 and 25 dated August 31, 2023)

<https://amu.edu.kz/upload/iblock/865/8653b0b7a81d2cf480aac38f1d57f716.pdf>, passed an external independent examination with inclusion in the [Register of educational programs of the EAHE](#). While developing educational competencies, the emphasis was placed on the formation of basic competencies: general education, social and ethical, readiness to change social, economic, professional roles, geographic and social mobility, communication, diagnostic, therapeutic, preventive, rehabilitation, research, psychological and pedagogical activities of dental specialists, taking into account the specifics of their training. While studying the MEP of the specialty, experts note that the development is based on a competence-oriented approach and practical focus of training. The student-centered approach and individualization of training are dominant in the content. The final LOs are developed on the basis of competencies comparable with the requirements of the Dublin first-level descriptors and reflect its main provisions: proficiency in diagnostic methods, including research methods using digital technologies, treatment and prevention methods in accordance with the requirements of the current legislation of the Republic of Kazakhstan and the use of an interdisciplinary approach in providing dental care to the population, expanding and deepening the knowledge necessary for professional activity and continuous professional education. At each stage of training, LOs are clearly defined for each discipline and for each module of students, due to which the stages of competencies formation are achieved.

During a conversation with students and teachers, information was received that they receive the final learning outcomes from teachers during practical classes, and it is also in the syllabi of disciplines.

The experts established a clear continuity between the final learning outcomes in the bachelor's degree with subsequent professional development programs.

2.2 Organization and structure of the educational program

Experts of the EEC note that the EP "Dentistry" complies with the State Compulsory Educational Standard of the Republic of Kazakhstan 2022 and standard educational programs and is developed on the basic principles of constructing educational programs: student-oriented approach, competence-based approach, modular structure with "horizontal" or "vertical" integration of disciplines, the principle of spiral (vertical) construction of curricula and programs based on clinical cases and tasks. The program includes elements of scientific thinking and the application of scientific research methods through the participation of students in the research work of departments and EIR, which allows the student to independently study problems using various methods of collecting information and conducting statistical analysis to defend the master's project.

To implement the EP, all departments have educational and methodological complexes, which define the purpose of the discipline, taking into account the integration of practical and theoretical components. Reviewing the educational and methodological complexes of disciplines, the experts made sure that the training is conducted according to timing, before the start of the lesson; students answer tests, receive feedback from the teacher and have the opportunity to improve their skills on the topic being studied. The analysis of educational activities showed that the scientific basis and all scientific achievements in the disciplines are taken into account, additions have been made to the teaching and methodological complex and syllabuses, and teachers use them in the classroom. The University ensures compliance with ethical aspects in the implementation of the EP, since the experts have studied the Ethical Code of Students C-AMU 02-19 dated 12/26/2019 <https://amu.edu.kz/upload/iblock/f9a/f9aeb64d0a4ab136e3d7d1c7db3d824a.pdf>, where their rights and obligations are spelled out and during the interview, the students responded that they were informed about the content of this document. This indicates compliance with standard 2 in terms of adapting training to the needs of students.

2.3 Contents of the educational program

During a conversation with the dean of the faculty, V.R. Detochkina, and the head of the Center for Planning and Development of Academic Affairs, A.K. Dosanova, it was established that the content of the EP "6B10124 Dentistry" consists of disciplines of three cycles - general education, basic and specialized disciplines. The volume of the GED cycle is 56 academic credits and includes disciplines of the compulsory component and the elective component (EC). The disciplines of the compulsory component of the GED cycle are determined by the State Compulsory Educational Standard and are mandatory for all students. The BD and MD cycles include disciplines of the university component and the elective component - this is a list of academic disciplines offered by the university and agreed upon:

- with employers, which ensures the focus of training specialists for a specific industry in accordance with the needs of the labor market; - with students and graduates, which allows taking into account the assessment of the quality of the educational program as the basis for professional training by the main consumers of educational services.

The BD cycle is at least 95 academic credits, which includes a mandatory university module - a foreign language (professional), management, psychology of management - 6 credits. The MD cycle includes the study of academic disciplines, professional practice and is at least 150 academic credits, internship training is 30 credits, experimental research work (ERW) - 13 credits and FSC at least is 12 credits. Training in the EP is carried out for six years and consists of 10,800 academic hours (360 ECTS credits).

The integration of the volume of disciplines of the curriculum by blocks (biomedical, behavioral and social and clinical disciplines) corresponds to the systematic study of the educational material. The EP has been assessed by the Bologna Process and Academic Mobility Center of the Republic of Kazakhstan and is included in the Register, which confirms compliance with the qualification requirements for the educational activities of the university and gives the right to participate in the state procurement competition.

The model of the EP of the specialty "dentistry" allows the student to plan and implement an individual, targeted learning path during the entire learning process, preparing for work in the chosen specialty. Students independently determine the learning path for the formation of professional competencies implemented by the components of choice (EC) forming the IEP. Elective disciplines have a pronounced professional focus and are oriented towards the needs of the labor market. They provide students with the opportunity for personalized learning. Students can choose from the existing offer the course they are interested in (in the specialty, or in the development of communication skills with patients, etc.). Every year, a catalog of elective disciplines is formed, consisting of electives separately for each course. Thus, the content of elective disciplines corresponds to the level of training and the proposed learning outcomes. The balance between the compulsory and elective parts of the educational program corresponds to the State Compulsory Educational Standard of the Republic of Kazakhstan 2022.

Experts note the presence in the structural divisions of documents containing requirements for the structure and content of the EP, such as the Order of the Ministry of Health of the Republic of Kazakhstan <https://adilet.zan.kz/rus/docs/V2200028716/history> "On approval of the State Compulsory Standards for levels of education in the field of health care" and from January 9, 2023 "Model curricula for higher education in medical and pharmaceutical specialties" <https://adilet.zan.kz/rus/docs/V2200028716>, as well as internal regulations and procedures governing the educational process. The Center for Transfer of Educational Technologies is responsible for the selection and implementation of innovations in the educational process.

Experts state that the content of the work programs and the catalog of elective disciplines reflect the needs of society and the region, recommendations of employers, as well as the specifics of research and scientific achievements of specialized departments such as: "Treatment and prevention of diseases of the oral mucosa in adults", "Study of the pharmacological activity of "Matripin - Dent" in the treatment of inflammatory periodontal diseases" and others.

Analysis of the student questionnaire showed the following results

- *The content of the educational program (list of disciplines) for the chosen specialty meets my expectations: yes 133 (65.5%), no 8(4%);*
- *The educational organization has access to the participation of students in research work: 118 (59%) agree and 10 (5%) completely disagree 118(59%);*
- *I am satisfied with the schedule of classes in the disciplines of the educational program 125 (62.55) are satisfied, 15 (7.5) are not satisfied.*

In a conversation with the heads of the EP Yeslyamgalieva A.M. and Sumanova A.B., explanations were given on how the work was carried out to draw up programs of basic biomedical disciplines with the implementation of coordination integration with clinical departments, i.e. the needs and requests of clinicians were taken into account in selecting the content of the fundamental discipline, which determined the focus on the ultimate goal of training, creating conditions for the formation of a scientific culture of thinking in the future clinician and the development of creative potential. The working programs of clinical disciplines and practices are based on the principles of evidence-based medicine and will be updated when clinical recommendations change.

The analysis of the specialty presented to the members of the EEC of the WC demonstrates the interdisciplinary and multidisciplinary nature of the disciplines and modules of the BD and MD cycles in order to facilitate the interrelation of knowledge during their acquisition in different disciplines. The sequence of studying disciplines based on their continuity, rational distribution of disciplines by semesters from the position of uniformity of academic work, built on the "horizontal" and "vertical" integration of disciplines, is based on clinical problems and diseases, thereby ensuring a student-oriented approach, scientifically oriented training and an interdisciplinary approach, which implies a gradual deepening in the study of certain topics / clinical problems from the norm to pathology throughout the entire period of study. An example of horizontal integration (studied simultaneously) is the integration of the topics of fundamental sciences "introduction to the specialty and communication skills", "fundamentals of anti-corruption culture and medical law", "anatomy-physiology-histology", "general pathology-pharmacology", etc. Another example is the creation of horizontally integrated modules such as "children's dental diseases - pediatric surgical dentistry and UPP assistant pediatric dentist". The substantive part of the programs of all disciplines takes into account regional and national characteristics, the current state of medical science and practice and the main requirements of the Professional Standard of the Republic of Kazakhstan "Dentistry". In the first years of study, mainly general and fundamental (basic) disciplines are taught, progressively revealing the structure and normal processes of the human body, and then pathological processes. The knowledge and skills obtained in the study of fundamental disciplines create the basis for the acquisition of professional competencies and their development in clinical disciplines. The study of diseases in the 6th year is completed by internship disciplines, where fundamental and clinical knowledge in various areas is consolidated with their application in medical practice, which ensures the development of a professional clinical approach to the patient, which is based on the principles of syndromic and differential diagnostics.

While reviewing the syllabuses of 1st and 2nd year disciplines at the department, experts found that there is no integrated interdisciplinary module of the educational and methodological complex in accordance with the WC of the specialty and the order of the Minister of Health of the Republic of Kazakhstan dated July 4, 2022 No RK MOH-63 <https://adilet.zan.kz/rus/docs/V2200028716#z186>.

2.4 Basic biomedical sciences

Basic biomedical disciplines are included in the EP in the first two years of study, which ensures the acquisition of basic knowledge necessary in the future for the study of clinical disciplines. The content of basic biomedical disciplines will be constantly updated taking into account scientific achievements in this area, innovative research methods, new mechanisms of pathogenesis of diseases studied in clinical disciplines, etc. During practical classes, students will receive the necessary skills to perform practical manipulations in clinical disciplines that can influence their future choice of profession. For example, the discipline "Fundamentals of

Therapeutic Dentistry" provides an opportunity to model and improve skills in working with the formation of carious cavities. Then they have the opportunity to apply them immediately in real conditions during industrial practice.

2.5 Clinical Sciences

The educational program in the specialty "dentistry" provides for the corresponding clinical responsibility, including mastering diagnostic, hygienic, therapeutic and preventive skills, the ability to provide routine and emergency care for the most common dental diseases and emergency conditions of the outpatient profile. The cycle of clinical profiling disciplines is aimed at developing clinical knowledge and skills necessary to solve key problems in the professional activity of a dental specialist, effective interaction with patients and other specialists in the healthcare system when providing medical care to the population, developing clinical thinking, developing decision-making skills based on the principles of evidence-based medicine. The working programs of clinical disciplines and practices are built exclusively on the principles of evidence-based medicine and are constantly updated when clinical recommendations change. While implementing the educational program in the specialty "dentistry", early contact of students with patients is ensured (from the 2nd year) and their acquisition of sufficient clinical knowledge and skills in order to assume the appropriate clinical responsibility upon completion of their studies at the university.

2.6 Scientific Method

The curriculum ensures the development of analytical and critical thinking in students in all disciplines, as well as their acquisition of an applied scientific base for studying medicine. They participate in research activities by visiting scientific clubs created at all departments, where they are provided with conditions for developing research skills. An important stage in understanding and mastering the principles of scientific methodology is the study of the disciplines biostatistics, bioethics, scientific management, evidence-based medicine, clinical epidemiology in the 1st to 3rd years. Analysis of the material is based on the principles of problem-based learning and involves a research component, trains logic and the skills of analysis and synthesis. During classes and after independent study of the assignment, in the form of a discussion, students are asked to express and defend their opinions, prove their correctness, substantiate the conclusions and findings made during the implementation of various forms of educational and research work, and formulate practical recommendations for the diagnosis, treatment and prevention of diseases. The master's project, upon completion of the EP, will represent the skills of developing and conducting independent research in accordance with the rules of the scientific community using the methods of analysis, synthesis, induction, mastering quantitative and qualitative indicators. Its ultimate goal is to systematize and enrich theoretical knowledge in the specialty, their application in solving scientific, organizational problems, assessing the abilities and degree of readiness of the graduate for independent professional postgraduate activity.

2.7 Behavioral and social sciences and medical ethics

According to the State Compulsory Educational Standard of the Republic of Kazakhstan 2022, the EP includes the following disciplines as a compulsory component - 51 credits: Modern History of Kazakhstan; Kazakh / Russian language, foreign language, information and communication technologies, philosophy; a module of socio-political knowledge, including the study of political science, psychology, cultural studies and sociology and the GED UC - Fundamentals of anti-corruption culture and medical law. Behavioral sciences such as introduction to the specialty, communication skills, psychology of management and management are included as basic disciplines. Inclusion of these disciplines will allow students to more easily adapt to the professional environment, teach them to build effective communications, better navigate the patterns of formation of individual and public health, make clinical decisions in medical practice based on ethical principles.

2.8 Educational technologies, teaching methods and practical training

In the process of implementing the educational program on the accredited specialty, contact of students with patients of various nosologies of the dental profile is ensured in the conditions of

educational and clinical offices of the School, dental clinics and offices of Astana and the region, departments of maxillofacial surgery, head and neck in a hospital setting to acquire sufficient knowledge, clinical and professional skills to implement activities related to strengthening public health, disease prevention and provision of adequate and timely assistance. To form the necessary skills and abilities in the implementation of the educational program, 3 training stages are distinguished: 1 - mastering practical skills in preventive measures and compliance with ethical and deontological standards - 1-2 years; 2 stage - phantom-simulation training in methods of examination and treatment of patients by 3-4 year students; 3 stage - training in the skills of providing medical care to patients with various pathologies by 4-6 year students and educational practice to obtain professional skills and abilities in scientific research activities. During the interviews with the teachers, the information was obtained that the methods that allow solving these tasks are: problem-based learning (PBL), problem-situational analysis (CBL), based on a clinical case, team-oriented learning (TBL), and others. In the clinical departments, the methods are: standardized patient, OSCE, OSPE, etc. In the educational process, in order to develop independent and self-directed learning, improve the quality of educational services, it is also planned to constantly introduce other innovative teaching methods such as problem-based learning methods, PBL, project-research methods, assessment sheets used to assess knowledge, skills and clinical practice within the disciplines. Innovative teaching methods form in students such qualities as searching for reliable information, critical analysis of the information received, the ability to adapt the acquired knowledge to real practice.

In a conversation with the student body and students, the experts saw that the organization promotes the development of practical competencies of students, so far on simulation equipment, since this EP is being implemented for the first year. By the way deepening their theoretical knowledge and developing communication skills.

The results of the survey of teachers showed the following answers to the questions: *I personally participate in the development of methodological materials for educational programs: Yes 119 (59.5), partially 60 (30%) and no 1 (0.5%); What teaching methods do you most often use in the learning process: lectures 66 (33%), interactive learning - 107 (53%), writing papers 46 (23%), working in small groups 146 (73%) and in the Simulation Center - 75 (37%).*

2.9 Management of the educational program

The management of the educational program, reflected in the self-assessment report and general approaches to management, were confirmed during a conversation with the heads of specialized departments, the dean of the school of dentistry and the head of the educational process audit group. The implementation of this EP began in this academic year. According to the standard "Educational programs: Development and updating" No. 14 of 08.06. 2022 and No. 25 of 31.08.2023), the developers of the accredited educational program are the dean of the school and the heads of specialized departments. (<https://amu.edu.kz/upload/iblock/865/8653b0b7a81d2cf480aac38f1d57f716.pdf>), Experts note the absence of a collegial body for the development of the educational program. According to the State Compulsory Educational Standard of the Republic of Kazakhstan 2022, it is recommended to create a collegial body, the Academic Committee of the specialty, for the development and advancement of the educational program, which should include teachers, students and employers as interested parties, and their opinion is taken into account when making a decision on the approval or adjustment of the educational program.

According to the EP Development Plan presented to experts, it is planned to annually update the EP in terms of the composition of disciplines taking into account the development of science, such as a revision of the list of disciplines of the compulsory and elective component and their content, labor market demands and changes in regulatory documents aimed at the formation of relevant general professional and professional competencies through a system of collecting and analyzing feedback from consumers.

Organizational management of the EP is carried out by the dean's office of the School of Dentistry, the Center for Planning and Development of Academic Affairs and heads of departments.

2.10 Relationship with medical practice and the health care system

The presence of clinical bases provided by representatives of practical health care ensures continuity between theoretical and practical training, and the readiness of practical health care to take joint responsibility for the training of medical personnel. The training of students in the specialty "dentistry" is aimed at meeting the needs of practical health care and society. Therefore, this organization is specialized in the field of medical education and provides a lot of opportunities and conditions for qualified training of specialists in the dental profile. Thus, during a conversation with the management of the University, namely with the vice-rector for clinical work, experts received information about the presence of over 70 contracts with clinical bases of the city and the region, and teachers confirmed that the training of students is carried out directly in clinical institutions of the city, providing qualified and highly specialized medical care to adults and children. Students of this specialty upon completion of their studies will be able to provide medical care and supervise patients with such diseases as diseases of hard dental tissues, diseases of the oral mucosa, inflammatory diseases and traumatic injuries of the maxillofacial region, etc. This is facilitated by mentoring, provision of clinical bases with patients of various nosologies, free access to medical equipment, etc.

Of the 200 students surveyed, the following answers were given: *teachers regularly use active and interactive teaching methods* in classes 94 (47%), 5 (2.5%) rarely or sometimes, and never used 9 (4.5%); *rate the organization of clinical (practical) training*: excellent 79 (39.5%), good 37 (18.5%), poor 12 (6%); *after the end of classes, does the teacher provide you with feedback (listen to your opinion, conduct a mini-questionnaire, work on mistakes)* constantly 94 (54.5%), never 13 (6.5%).

Conclusions of the EEC by criteria. Out of 36 standards, 34 are fully compliant, 2 are partially compliant, and 0 are not compliant.

Recommendations for improvement:

1) The university management should provide for the creation of a collegial advisory body for the development and implementation of the educational program with the participation of all stakeholders (2.2.6).

2) The Vice-Rector for Academic Affairs and the Head of the Educational Program should ensure the development of integrated cases within the modules and documentary support in the discipline syllabi (2.8.2).

Standard 3: ASSESSMENT OF STUDENTS

3.1 Assessment policy and system

Analyzing the data of the standard report, as well as the results of interviews of the members of the commission with focus groups during the visit to the university, it can be noted that the assessment policy and procedures are carried out on the basis of the Academic Policy, as well as procedures that ensure the transparency, reliability and validity of the methods for assessing the knowledge of students within the framework of the current point-rating system for assessing knowledge and monitoring the educational process, allowing to assess the achievements of the final learning outcomes of students.

The methods of monitoring and assessing students' knowledge applied are set out in the internal documents "Regulations on the current monitoring of academic performance, midterm and end-of-course assessment of students" PL-AMU-13-21 <https://amu.edu.kz/upload/iblock/170/1707a9e415bc9be3994a21314d650f1c.pdf> and in the Academic Policy P-AMU-17-23 <https://amu.edu.kz/upload/iblock/b69/b69b044bb38b1675685e53048d4f2a33.pdf>.

The experts studied the documents on the organization of assessment of knowledge and practical skills. When reviewing the syllabuses, the experts noted that the assessment of students is provided using the most valid methods according to the final results of each discipline and each course of study. Materials for conducting midterm assessment are developed at the departments.

During the first lesson on the subjects, teachers present the assessment criteria. The forms of all types of control are displayed in syllabuses. Electronic versions of syllabuses are provided on the AIS "Platonus". Syllabuses on the subjects regulate various types of current control of students' academic performance: oral survey, written control, presentation of homework, testing, solving clinical cases, observation, assessment of patient management, 360° assessment, etc. It also provides information on the criteria and assessment procedures used, which ensures openness of the assessment procedures. The study of the CIS showed that the university has implemented an appropriate assessment policy that allows for a comprehensive assessment of students' academic achievements. Current monitoring of academic performance, midterm and end-of-course certification are carried out to determine the degree of mastery of the educational program by students, aimed at achieving the final learning outcomes and mastering competencies. The forms of midterm certification on the subjects are discussed at a meeting of the School of Dentistry.

During the interviews with students, information was obtained about the forms of assessment in the educational process and how they receive regular feedback from teachers. So, the end-of-course assessment of social and humanitarian disciplines is carried out by computerized testing or oral interview. For basic disciplines, it is carried out in 2 stages: Stage 1 - computerized testing or oral interview and Stage 2 practical skills in the form of solving situational problems, writing recipes and that they are satisfied with the assessment. The mechanism for appealing the assessment results is reflected in the Academic Policy. Also, during the interviews in focus groups, respondents (both faculty and students) indicated that the main method of feedback is a questionnaire, which is carried out mainly upon completion of training in the discipline.

Thus, to verify the **Standard 3** data, the experts asked questions to the head of the office registrar Tleshova Nazgul Serikovna - How is the Admission Rating for the exam calculated, How is the summative assessment calculated, etc. The head gave detailed answers to all the questions asked. A common problem, according to her, is the untimely completion of the journal by teachers of examination grades.

During a visit to the Department of Therapeutic and Surgical Dentistry, examination questions for the 2nd and 3rd years were reviewed. They have the minutes of the department's discussion No. 5 from 10/10-2023 and 2 reviews: Assoc. Prof. Zhanabaeva G.B. and the chief physician of the Dental Clinic Sarkulova Zh.Ye. According to the head of the department Sumanova A.B., there are 2 reviews for all disciplines. Test assignments and clinical tasks are tested during current classes. The CIS is updated annually by 30%. It is planned to conduct interdisciplinary boundary and midterm exams from next year.

While reviewing the documents, namely the exam schedule for both winter and summer, the commission noted that the disciplines were submitted to the session independently; there is no integration of disciplines according to the module. The Commission believes that integrated examinations should be included to facilitate integrated learning and determine the achievement of the final learning outcomes for the module. The use of integrated examinations prevents overloading of the student and reduces the number of examinations during the session.

A review of the University website showed that the necessary documents for students are posted on its pages in the "Students" tab <https://amu.edu.kz/ru/studentam/>, which is updated regularly. This information was also obtained during an interview with the Dean of the Faculty, V.R. Detochkina.

3.2 Assessment that promotes and supports learning (formative assessment)

Formative assessment is used in everyday teaching practice by providing timely feedback (comments, interviews, questionnaires, self-assessment, and group assessment). Feedback ensures progress in learning, allows the teacher to monitor and adjust students' academic performance,

stimulates and motivates students to master key competencies. The use of formative assessment is a tool for improving learning. The frequency of formative assessment is determined by the discipline policy and is reflected in the syllabus. While interviewing students, it was found that not all departments give them their current assessment, and midterm assessment is mandatory. Then, when interviewing teachers and the head of the registrar's office, a question was asked about this, the experts were given the answer that the department independently decides on the appropriateness of the current assessment in accordance with the Academic Policy. While reviewing this document, it is true that in paragraph 9, subparagraph 9.1.2 the department decides independently. Thus, formative assessment at the university is not mandatory according to their internal regulations. It leads to inequality of assessment and violation of the student-centered approach to learning. In this regard, it is impossible to analyze the student's academic performance, his progress, assimilation of the content of topics, feedback, etc. It leads to an incomplete analysis and audit of the quality of the EP, in order to improve it, because formative assessment is used to assess the current academic performance of students, and systematic assessment requires constant study, discipline and responsibility from the student, eliminating the identified gaps.

In an interview regarding assessment methods with teachers, they said that in the first classes they communicate and discuss the final learning outcomes, introduce students to the assessment criteria and assessment methods and at the end of the classes they give feedback with a comment on the assessment.

During the visit, the university management was asked the question: "Are external examiners involved in order to improve the fairness, quality and transparency of the assessment process?" And the answer was no, but the university practices the practice of having teachers from other departments present. The involvement of independent examiners from interested parties is planned in accordance with the EP Development Plan. The experts examined the resources for organizing the assessment of knowledge and practical skills, namely the Testing Center and the Simulation Center.

During a conversation with 4 representatives of employers on the compliance of graduates' training with the modern development of medical practice and science, the answers were received that they participate in the assessment of students, since they are included in the FSC as a chairman or members of the commissions, and they also assess them as managers during industrial practices. They have feedback from the school of dentistry, since they are members of collegial bodies. Employers believe that graduates have practical skills and communication skills, and they will hone them in the process of work.

3.3 Assessment that facilitates decision-making (summative assessment)

The summative assessment of the student is an assessment of the achievement of his competence, influencing the decision on further education - is determined based on the results of midterm certification, FSC, completion of the course of study and allows you to assess the academic progress of the student by the end of the training.

The forms and methods of summative assessment are determined by the department, taking into account the specifics of the discipline. The use of different forms of assessment increases the individual responsibility of the student. Credits for a discipline are awarded when a proper assessment shows that certain learning outcomes have been achieved at the appropriate level. If a student has not achieved the learning outcomes, credits for the discipline are not awarded and this is reflected in a failure to take the exam rating of less than 50 points. Students who have not scored 50 points in the current assessment are not admitted to the final exam and have the opportunity to eliminate their debts on a contractual basis, which forces them to pay special attention to the missing knowledge. The objectivity and adequacy of the rating assessment of students for each discipline is monitored after the exam. The head of the department and teachers analyze the average rating and average examination grade for the students' discipline, draw conclusions about the quality of teaching the discipline and take the necessary methodological and organizational measures.

3.4 Quality control

The selection of assessment tools for various learning outcomes is based on the validity, reliability of the results, and their impact on learning. Along with traditional forms of monitoring and assessment, standardized assessment methods, assessment sheets/checklists containing assessment criteria and aimed at motivating students to learn are used. The specialized departments plan to develop and implement integrated interdisciplinary clinical situations that allow assessing the clinical thinking of a student (graduate), his/her ability to identify the leading symptoms of the main dental diseases, plan and justify a plan for examining a patient of any age with dental pathology, plan and justify a treatment plan depending on a specific clinical situation. All control and measuring tools (test assignments, situational tasks, clinical situations, a list of practical skills, examination tickets, OSCE stations, etc.) undergo an annual internal examination and are discussed at department meetings.

To improve the reliability and validity of the OSCE, before its implementation, piloting of stations is carried out at midterm controls, which allows assessing the quality of the methodological support of the stations, the content of the tasks and making the necessary changes. The methodology for developing tasks in a test form in accordance with international standards provides for a gradual increase in the cognitive level of questions as the student advances from course to course. Incorrect test tasks based on the results of the examination, trial testing, and distractor analysis are removed from the database. After the midterm certification of students and the end-of-course certification of graduates, an analysis of academic performance, the quality of control and measuring tools is carried out. The results of the analysis are reflected in the reports of the chairmen of the State Attestation Commission and are the basis for making additions, changes to the structural and substantive parts of the CIS. In order to conduct high-quality work on analyzing the effectiveness, reliability and validity of the CIS, the university conducts ongoing training for the Academic staff on the methodology of assessing and conducting CIS examinations

Conclusions of the EEC by criteria correspond out of 13 standards: fully - 12, partially - 1, do not correspond - 0.

Recommendations for improvement:

1) In order to implement student-centered learning, the university management should introduce a unified format for ongoing monitoring and describe it in internal regulatory documents (3.4.2)

Standard 4: STUDENTS

4.1 Student selection and admission policy

The process of selection and admission to study is carried out on the basis of LSI and internal regulations:

- Rules for the admission of applicants to study at NJSC "Astana Medical University", approved by the decision of the Board dated 07/05/2023, protocol No. 17;
- Process map "Management of the process of selection and admission of applicants to the bachelor's degree", approved by the decision of the Board of Directors dated 5.07.23, protocol No. 17.

The policy and procedures for admission to the university are consistent with the mission and goals of the university, posted on the University website in the "Applicants" tab <https://amu.edu.kz/ru/postupayushchim/abiturientam/Psychometric-exam/>. The number of students admitted to the university is planned taking into account the total area of the educational and laboratory premises, the availability of faculty, provision of educational and scientific literature, the throughput capacity of the university's clinical bases, the availability of social and living conditions for students to study and live.

The university's Admissions Committee is responsible for the policy of selection and

admission of students. The head of the Admissions Committee Zhilkibaeva K.T. spoke about the work carried out by their department in terms of the formation of state orders for specialties, admission of students. Throughout the year, work is carried out on the professional orientation of young people. Various forms and methods of career guidance work are used. The University implements inclusive education, which is ensured by the admission of applicants with various abilities. Admission is carried out upon applications and a certificate issued based on the results of the Unified National Testing conducted by the National Testing Center of the MSHE RK with a score of at least 75 points and the results of the psychometric exam in the following specialties: dentistry, general medicine and pediatrics. The selection of students is carried out within the framework of an open competition procedure based on the principles of equal opportunities for all applicants. The formation of the student contingent in the specialty "dentistry" is carried out through the placement of a state order for personnel training, as well as tuition fees from citizens' own funds and other sources. Currently, 652 students in the 1st and 2nd years are studying under the accredited program.

4.2 Student Counseling and Support

The Vice-Rector for Educational Work Seidangazin D.D. and the Head of the Center for Social and Educational Work Shaimerdenova Z.N. spoke at the meeting about supporting and consulting students to facilitate their integration into university education and to help them choose the most suitable options for the academic, cultural and social program. The University offers students various support programs throughout their studies at the University. The student support program covers academic, social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counseling and support. The University funds are used to implement the student support programs. University students can apply for benefits in tuition fees and awards. There is an opportunity and support for traveling to a conference/Olympiad, participating in competitions, in academic mobility programs and field practice. Students can get legal advice from the Legal Support Department. There are many clubs for sports and cultural and leisure activities, two student dormitories. The dormitory has a gym, library, reading room, recreation area and WI-FI. Medical care is provided at the university clinic. There is a psychological service, where work is carried out both in a group format (trainings) and in an individual format (psychological consultations). The transfer and reinstatement procedure is reflected in the Academic Policy of the university. Student doctors regularly monitor the health of students; carry out medical and preventive measures and dispensary observation. To support students, they have the following facilities at their disposal: Conference hall for 800 seats; Assembly hall for 310 seats; Rehearsal room; Office of the student scientific society, equipped with furniture and office equipment; Office of the Student Trade Union Committee; sports base, which has 5 sports halls with a total area of 2100 m², etc. There are 22 sections for various sports: table tennis, mini-football, athletics, volleyball, basketball, chess, togyzkumalak, kazakh kures, sambo, taekwondo, arm wrestling, cheerleading, etc. The experts talked to the student body and students about the practice of academic counseling, personal support for students and the development of not only professional skills. During the conversation, they said that the university provides counseling to students throughout their entire learning process. Advisory work in the departments consists of counseling during the course of study and before the examination session. Before the beginning of each semester (course of study of the discipline), the teacher of the group informs his students about the schedule of advisory work of the department outside of class time. Also, during the IWST, they can receive advice on unclear and difficult questions for them. Interviews with students also revealed that during meetings with the dean's office staff and the university administration, students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring academic quality and other professional, financial and social issues. All issues raised and discussed at these meetings are resolved promptly and in due course.

The University actively involves student representatives in the activities of collegial governing bodies. Students are included in such advisory bodies as the Academic Council, the Scientific Council, the School Council, the QACS, and also have student bodies.

Student support services submit reports on the work done twice a year, and an internal audit is conducted at the University once a year. Their activities are assessed through questionnaires and a survey of students. In all academic buildings and student dormitories, there are "trust boxes" where anyone can leave their request anonymously. A demo version of the Telegram bot has been developed, where anyone can ask questions of concern, share an idea, or file a complaint in an open or anonymous form. The results of the student survey showed the following:

- Program managers and teachers are aware of students' problems related to their studies: 89 (44.5%) completely agree, 83 (41.5%) partially agree, 13 (6.5%) disagree (6,5%);
- Program managers and teachers involve students in the work of advisory bodies (methodological council, academic council, committees of educational programs): constantly 92 (46%), do not involve 21 (10.5%), sometimes 11 (5,5%);
- This educational organization has created conditions for students to rest and eat (rest rooms, benches/arbors on the territory, a buffet-canteen) during breaks between classes: completely agree 78 (39%), completely disagree 36 (18%);

- Library collection/resources: satisfied 128 (64%), dissatisfied 9 (4,5%);
- Access to electronic educational resources: satisfied 121 (60.5%) dissatisfied 13 (6,5%);
- Availability of medical services for students: satisfied 104 (52%), dissatisfied 21 (10.5%);
- Teachers and employees of the educational organization treat students with respect: yes, agree 156 (7%), disagree 24 (12%)
- The educational organization has and implements social programs to support students: yes, agree 130 (65%), disagree 7 (3.5%)

Thus, the experts validated the data according to **standard 4**. Based on the results of interviews and v was established that the requirements set out in the standard "Students" are met in full.

Conclusions of the EEC by criteria. Compliance out of 15 standards: fully – 15.

Standard 5: ACADEMIC STAFF

5.1 Policy of formation of academic staff

To manage policies and procedures in order to ensure equal opportunities, development and support of human resources at the university, the Personnel Policy of 08.08.2023 No. 21 is in effect, to maintain the numerical and qualitative composition of employees at an optimal level, their professional and social development to ensure high quality of the educational process and training of competitive specialists taking into account the needs of the labor market <https://amu.edu.kz/upload/iblock/980/980e7a056096531d0d29bbfed5b69ce7.pdf>.

In order to verify the data of the standard, external experts, when studying the documents, found that hiring and holding a competition for filling vacant positions is based on the current regulatory documents of the Republic of Kazakhstan. According to the Individual Plan, the work of a teacher consists of educational, methodological, scientific and educational work. To take into account qualifications, the university has developed mechanisms and criteria for systematically assessing the effectiveness of teachers. A rating assessment of the Academic staff is carried out for all types of activities.

According to the University Charter, there are mechanisms for promoting employees with equal access to career advancement in degrees of qualification growth from assistant to professor and head of department. The right to elect colleagues and be elected to all governing bodies in accordance with current criteria and procedures is guaranteed. The mechanisms for career advancement in both the scientific and educational and managerial spheres provide that each employee has the necessary conditions for work and performance of job responsibilities.

In order to verify the Standard 5 data, an interview was held with the head of the HR department Bekova M.Zh. and deputy head of the HR department Zikenov I.I. It included the following questions: What work is being done to form a personnel reserve. How is the plan of the faculty advanced training of departments controlled, What conditions have been created for young teachers, etc., which allowed the experts to learn about the strategy and tactics of recruitment, as well as to identify problems in the management and development of human resources allowed the experts to learn about approaches to attracting employees for teaching, about the strategy and tactics of hiring, information support of the educational program, motivation, job satisfaction, material incentives, etc. The interview included such questions as "are you satisfied with the salary, how often do you improve your professional competencies and on what basis, and other questions" which allowed the experts to learn about approaches to attracting employees for teaching, information support of the educational program. The experts received answers about the program for advanced training of teachers. The University has implemented a policy of activities and development of the faculty, which guarantees recognition of academic activities, which is carried out in the form of awards, promotions and/or remuneration.

The recruitment of teachers is carried out through a competition for vacant positions of the faculty, the procedure for which is regulated by the Rules for the competitive replacement of positions of professors, teachers and researchers of NJSC "AMU"-20-18 and job descriptions (<https://amu.edu.kz/upload/iblock/4a1/4a13cf6dbf41694cf7b013b174991838.pdf>).

The University attracts highly qualified specialists in medical science and practical health care to train students, residents, master's students and doctoral students. When forming the teaching staff, the merits of applicants are taken into account, measured by the level of qualification, professional experience, results of scientific research activities, teaching experience, recognition from colleagues, etc. Priority is given to individuals with scientific and pedagogical, scientific, clinical skills and who recognize the mission of the university.

At the beginning of the academic year, the staffing schedule of departments is approved. The balance of the academic staff of teachers of basic biomedical disciplines, behavioral, social and clinical sciences is maintained, which contributes to the implementation of the educational program.

The questionnaire of teachers showed the following results:

- *I am satisfied with the organization of work and the workplace in this educational organization:* agree 121 (61%), disagree 7 (3,5%);
- *The organization provides opportunities for career growth and development of teacher competencies* – agree 134 (67%), disagree 3 (1,5%);
- *In this educational organization, I have the opportunity to do scientific work and publish the results of R&D:* agree 117 (58%), disagree 5 (2,5%);
- *I am satisfied with my salary:* Yes 52(26%), more YES than NO 54 (27%), more NO than YES 46 (23%);
- *I have attended courses (programs) for advanced training during the current year* 115(57%), more than 5 years ago 5(2,5%);
- *Over the past 3 years, I have published in peer-reviewed journals:*
1 article 57 (28%), from 2 to 4 articles 55 (27%), I publish only in journals without an impact factor 19 (9,5%);
- *In this educational organization, I have the opportunity to realize myself as a professional in my specialty:* Yes 132(66%), no 1(0,5%);

- *The organization supports my participation in conferences (international, national):* all payments 44(22%), independently 59 (29,5%);
- *Are social support programs for teachers implemented in the educational organization:* Yes 70(35%), don't know 91(45,5%).

5.2 Academic activity and professional ethics of teachers

The current personnel policy allows creating a learning environment for the formation of professional competence and comprehensive development of the personality of the Academic staff, ensuring the training of competitive specialists based on the achievements of medical education, science and practice, capable of continuing education throughout life and adapting to changing conditions in the healthcare system. When interviewing teachers, experts received answers about the program for improving the qualifications of teachers, the policy of activity and development of the teaching staff, guaranteeing recognition of academic activity. Also, the Academic staff of a scientific profile has access to international scientific internships in leading universities at the expense of the university.

Academic activity is considered an important component of the work of the university faculty. It includes aspects related to preserving the best traditions of society and assessing and checking the effectiveness of teaching, scientific, educational and social spheres of activity of faculty representatives based on the "Regulation PL-AMU-63-19 on the rating of educational, scientific and clinical activities of the faculty" <https://amu.edu.kz/upload/iblock/8c8/8c8c1911d5c60e6b904939926a17a016.pdf> No. 26 dated November 22, 2019.

The university takes into account the "teacher-student" ratio depending on the different levels of education. The main faculty is 1009, part-time - 1405. The number of students for this period is 10,793. On average, there are 8 students per 1 teacher at the University. The average teaching load per 1 position is determined based on 44 working weeks per year, which is 700 hours - the volume of classroom hours and 560 hours - the volume of methodological and scientific work (approved at a meeting of the Academic Council, minutes No. 7 dated June 30, 2023).

5.3 Continuous professional development of academic staff

According to the internal University Standards "On improving the pedagogical competence of the teaching staff and the introduction of new educational technologies" <https://amu.edu.kz/upload/iblock/b70/b70d505943f6c982cc6812f5fb336fd4.pdf> и "On improving the competence of the teaching staff and the introduction of new educational technologies" <https://amu.edu.kz/upload/iblock/b70/b70d505943f6c982cc6812f5fb336fd4.pdf>, each department has an action plan for training the teaching staff in effective teaching technologies for each academic year and a plan for advanced training for each calendar year. During interviews with teachers and heads of departments, it was noted that everyone has an individual teacher plan, which is discussed at a department meeting and approved by the head of the department. Every year at the end of the academic year, the department meeting analyzes the performance of the indicators within the individual plan.

The university creates conditions for continuous training and retraining of the teaching staff and provides support for mobility to achieve educational, research and professional goals.

In order to verify the Standard 5 data, at a meeting with the head of the HR department, the questions included obtaining information on the provision of personnel for specialized dental departments and compliance with the qualification requirements for the Academic staff. The experts analyzed the recruitment policy and the motivation system for the teaching staff applied at the university and its results. Also, during interviews with teachers, experts received an opinion on motivation for working with students, research work, which includes supervision, motivational paths, etc. The experts received answers about the programs of advanced training of teachers of specialized departments on pedagogical skills on topics in the current year such as "Cognitive and communicative methods of teaching non-linguistic subjects", "Methodology for developing multiple choice questions for assessing competencies", "Innovative TBL methodology in medical

education", "Development of cases and methods of teaching using the CBL method", etc. The expert checked the availability of these certificates. Advanced training in the specialty is financed by the university according to the Collective Agreement once every 5 years.

The experts were shown the work on the formation of a bank of topics for master's projects during a visit to the Department of Therapeutic and Surgical Dentistry for students under the CIME program, since this EP ends with the defense of the master's project and a comprehensive exam in specialized disciplines. Advisors have now started working and students should already have an opinion on what area of dentistry they plan to work in.

Conclusions of the EEC by criteria. Out of the 8 standards, 8 are fully met.

Standard 6: EDUCATIONAL RESOURCES

6.1 Material and technical base for teaching and learning

As part of a visit to the university's clinical sites and specialized departments, the EEC experts, during the work of the expert commission and analysis of the submitted documentation, state the availability of the necessary material and technical base for the implementation of the EP "dentistry".

The University has sufficient material and technical resources to ensure high-quality implementation of the declared EP. It has 5 academic buildings with an area of 35,102.5 m² with lecture halls and classrooms, 2 dormitories with a total area of 13,313.5 m² for 1,477 beds. The University's academic buildings house 17 educational laboratories, 5 scientific laboratories, a Simulation Center, a library (about 500,000 textbooks in 3 languages), a museum, 2 canteens, 2 sports halls and a gym, and a printing house. The total area of the premises is 52,186 m². The laboratory park currently has 346 units of laboratory equipment and 2,251 units of medical equipment and measuring instruments. There are over 70 agreements with healthcare institutions of the city and the region as clinical bases for the University.

During the visit, the EEC experts visited the *Simulation Center (SC)*, which includes classrooms equipped with modern simulators for practicing practical skills, special equipment for high-quality broadcasting of presentations, reports and abstracts (interactive LED displays). The classrooms are equipped with mobile video systems, modern innovative phantom systems, simulators and simulators, robot simulators of the IV-VI generation, auxiliary medical equipment and tools necessary for practicing practical skills, conducting OSCE, final state certification of the clinical scenario (CS).

Satisfaction with the material and technical base and its availability was also established during interviews with faculty and students.

The security system in the university is carried out in accordance with the Rules "Ensuring safety and labor protection" SU-AMU 13-12 (https://drive.google.com/drive/folders/1sCTV9Zoe_3OTheD7rdm6PjAatx4efgRr).

6.2 Resources for clinical training.

While visiting departments at clinical sites, experts conducted a survey of resources and identified compliance with training programs. The clinical base of the EP "Dentistry" has a developed material and technical base. A review of resources showed that they correspond to the goals and objectives of the EP. The main focus is "patient-oriented training", by providing them with wide access to patients in dental clinics and multidisciplinary clinics of the city. The building of the educational building with a total area of 1,575.9 sq. m. along Saryarka 33 is the base for the EP "Dentistry", where 2 specialized departments and educational dental offices are located, equipped with 2-3 modern dental units, equipment, apparatus, technical training aids and consumables. This base has a phantom class with installed dummies for developing skills in local anesthesia and tooth extraction, for preparing carious cavities according to Black and performing remineralizing therapy. Experts drew attention to the insufficient number of simulators and

mannequins for the number of students in the EP. In this regard, it is recommended to equip the phantom class with a set of specialized automated virtual models-simulators: robot simulators, mannequin imitators, electronic phantoms, dummies; interactive educational computer programs, audio-video materials, phantom units for removing dental plaque, computer 3D virtual simulators, etc. During a conversation with the head of the department Sumanova A.B. it was found out that before the start of the relevant discipline, the student receives a syllabus from the teacher and knows what skills he must acquire and develop during the training in the discipline.

During a visit to the Empire Dental Clinic, located on Maksut Narikbaev Street 22, which is a clinical base according to the agreement on joint activities, experts also conducted a survey of resources for compliance with the training program, accessibility for teachers and students, how modern this equipment is and meets the needs of students and practical health care. There are classrooms equipped with an interactive whiteboard, a multimedia installation and laptops for conducting the theoretical part of the lesson and a sufficient number of thematic patients. Students have free access to patients and all the conditions for improving their practical skills.

Thus, a review of the resources for the implementation of the EP showed that they correspond to the goals and objectives, and the staff of the School of Dentistry ensures collegial and ethical relationships with the medical staff and the management of the clinical base to achieve the final outcomes in accordance with the goals and objectives of the EP.

In order to validate the implementation of the self-assessment report data and obtain evidence of the quality of the programs, an interview was conducted with students majoring in dentistry. The experts asked questions about satisfaction with training, sufficiency of time to obtain practical skills, familiarity with medical documentation, satisfaction with teaching methods and teacher qualifications, social and moral support for students in need, participation in the social life of the university, availability of a dormitory, academic counseling, etc. In general, students are satisfied with training, assessment methods and purposefully entered this university, as they believe that the University has good resources, image and international connections. Students demonstrated their commitment to the university, were active in answering questions from external experts. Interviews with teachers showed that there are no problems with clinical bases in the management of the EP. The experts studied the results of a survey of students and teachers on satisfaction with the material and technical base. The results of the survey on the availability of material and technical resources showed the following results:

Teachers:

- I believe that the organization has sufficient equipment and resources to conduct training for students, postgraduates and residents - completely agree 80 (40%), disagree 13 (6.5%);
- Students have free access to patients at clinical sites: completely agree 94 (47%), disagree 5 (2.5%);
- During classes, I must have the following materials: cases and teaching and methodological complex 192 (96%), CIS 153 (76.5%), cases 132 (66%).

Students:

- I am satisfied with the conditions and equipment of classrooms, auditoriums of this educational organization: completely satisfied 76 (38%), partially 70 (35%), dissatisfied 28 (14%);
- This educational institution has created conditions for students to rest and eat (rest rooms, benches/arbors on the premises, a buffet-canteen) during breaks between classes: completely 78 (39%), disagree 36 (18%);
- Office equipment (computers, laptops, printers) is available to students in classrooms and practice bases: completely agree 103 (51.5%), disagree 16 (8%);
- Library collection/resources: satisfied 128 (63%), dissatisfied 9 (4.5%);
- Access to electronic educational resources: satisfied 121 (60.5%), dissatisfied 13 (6.5%);
- Rate the organization of clinical (practical) training: excellent 79 (40%), unsatisfactory 12 (6%);

- Sufficient number of patients for supervision or assistance during surgeries: 89 (44.5%) satisfied, 11 (5.5%) dissatisfied.

6.3 Research in the field of medicine and scientific achievements

According to the State Compulsory Educational Standard of the Republic of Kazakhstan 2022 (CIME), in the EP of the specialty "dentistry", the skill of scientific research is one of the mandatory competencies of the graduate, since research is a mandatory component of training, and conducting scientific research meets the needs of the academic process, since upon completion of training, the graduate receives an academic degree of "master", he must complete and defend a master's project. To form the competence of research in the EP, 13 credits are provided for the EIR, as well as passing the disciplines of the scientific component, which is the integration of the specialized master's degree. The experts reviewed the WC of the specialty, and when interviewing the heads of the EP, deans and academic staff of the departments, it was found that the relationship between scientific research and education is taken into account in the teaching of [basic and specialized disciplines](#). According to the State Compulsory Educational Standard, students participate in the ongoing scientific research of specialized departments within the framework of the SSS, and also, if desired, in other scientific clubs. At present, the departments are working on the formation of a bank of topics for master's projects in the profile. According to the Development Plan of the EP, the developed scientific research is aimed at solving the problems of improving the quality of life and health of all segments of the population, such as the prevention and treatment of major dental diseases, the development of new methods for diagnosing and treating dental diseases in both adults and children. The management of scientific research activities will be carried out by the Academic staff of the specialized departments. Students participating in R&D use the equipment, devices and tools of educational and scientific laboratories, departments and other divisions of the university free of charge. Students, taking part in the work of scientific circles, can publish articles and abstracts in scientific journals and conference proceedings and make reports. While carrying out any scientific developments, clinical bases, to the best of their ability, provide and will provide all possible assistance. For example, when implementing a scientific project of the Department of Orthopedic and Pediatric Dentistry together with the Department of Microbiology "Study of the pharmacological activity of a new herbal remedy "Matrpin-Dent" in the treatment of inflammatory periodontal diseases", patients were recruited at the clinical sites of the School of Dentistry.

6.4 Information resources

During their visit to the university, the experts visited the university library, where the head of the library, Yesirkepova Gulmira Zharalkapkyzy, conducted an introductory tour. The area of the library is 2269.3 sq.m., of which the storage area is 1452.3 sq.m and the reading room is 817 sq.m. There are 212 seats in the reading rooms. There are 9 service points available to users, which provide literature and information materials for the educational process, research, scientific and pedagogical activities, providing access to its own (electronic library, depository) and subscription databases (DB), under a national license, databases of full-text resources:

Web of Science (Clarivate Analytics)-<https://www.webofscience.com/wos/woscc/basic-search>;

ScienceDirect(Elsevier)<https://www.sciencedirect.com/>;

Scopus(Elsevier)<https://www.scopus.com><https://www.elsevier.com>;

Springer<https://www.springer.com>;

EBSCOhostCinal-<https://www.ebsco.com/products/ebscohost-research-platform>;

CochraneLibrary<https://www.cochranelibrary.com/>;

Wiley Online library - www.onlinelibrary.wiley.com;

Jaypedigital- <https://www.jaypedigital.com/home>;

«Aknurpress»- <https://aknurpress.kz/>;

«IPRSmart» - <https://www.iprbookshop.ru/5858>;

LECTURIO - <https://www.lecturio.com/medical>.

The volume of the book fund for EP 6B10124 - «Dentistry» is 58,261, of which textbooks and educational literature - 57,913 copies, scientific literature - 348 copies, including in the Kazakh language - 17,275 copies, in Russian 13,087 copies, and in English – 27,899 copies. It was received in the last 5 years – 40 titles, 1098 copies.

The library website <https://elib.amu.kz/> provides a single point of access to electronic information resources, a distributed electronic catalog <https://elib.amu.kz/lib/>, a portal of multimedia textbooks (<https://mbook.kz/>), and an electronic library catalog (<https://elib.kz/>). Thus, electronic resources with personal access are actively used in educational programs: automated information system "Platonus" (<https://pl.amu.kz/>), library (<http://www.bibl.amu.kz/>), distance learning platform (<https://dl.amu.kz/>), open labyrinths (<http://olab.amu.kz:5181/>). Technical support for educational and scientific processes at the university is provided by providing computer equipment, by equipping classrooms with multimedia equipment, technical support. The ratio of the number of educational computers to the number of students is 1:8. Visual inspection, interview and questionnaire results indicate sufficient access to electronic information resources, health information systems in compliance with ethical standards and safety of the teaching staff and students. The used information educational environment of the university has shown high efficiency.

6.5 Expertise in the field of education

Monitoring and periodic evaluation of educational programs is carried out in accordance with the mission and quality policy of NJSC “AMU”. It provides for the evaluation of curricula, working curricula, syllabi, and control and measuring tools, attendance at classes, conducting intra-departmental control, monitoring teaching methods and assessing knowledge and skills in accordance with:

- "Internal Quality Assurance System of NJSC “Astana Medical University” (SU-AMU-81-21);
- "Planning the Educational Process" (SU-AMU-25-21);
- Working Instructions for the Development of an Educational and Methodological Complex of Disciplines (RI-AMU-68);
- Working Instructions for the Preparation of Educational and Methodological Literature (RI-AMU-06-21);
- "Educational Programs: Development, Assessment and Update" (SU-AMU-15-22).

According to internal regulations and procedures, all stakeholders, including students and employers, are involved in the process of developing the EP and monitoring educational activities. The QACS takes part in the examination in the field of planning medical education and improving teaching methods. The QACS includes faculty with extensive experience, heads of departments, representatives of professional associations, students, employers. During a conversation with deans, heads of departments and the head of the QAC, it was established that the EP was developed by the dean of the school jointly with the heads of specialized departments in accordance with the National Qualifications Framework, professional standards, Dublin descriptors and the European Qualifications Framework. There is an order for the university, where 3 people are appointed as heads of one educational program - the dean and 2 heads of specialized departments. The educational program undergoes an internal examination at the QACS at the School of Dentistry and is approved by the Board. Then the educational program is included in the EAHE Register upon approval by external expert reviewers.

Internal examination of the compliance of the teaching methodology at the university during the implementation of the educational program is and will be carried out systematically both at the departmental level and by the university's internal audit system in order to control and improve the quality of the educational program. According to internal regulations, not only internal quality assessment procedures (internal audit) will be carried out, but also external quality assessment procedures such as institutional and specialized accreditation and other external audits. It is planned to regularly conduct an assessment by receiving feedback from students, faculty and employers, as well as analyzing the educational achievements of students. Questionnaires of students are used as

feedback for implementing events and corrective action plans in order to improve the educational program.

Thus, the sources of information will be the results of students' academic performance in disciplines, questionnaire results, reports of departments, schools, the registrar's office, acts of external and internal audits, and FSC reports. Their analysis will allow identifying weaknesses and determining further ways to improve the EP.

6.6 Exchange in the field of education

The university's policy in developing cooperation with other educational organizations is carried out in accordance with the Law of the Republic of Kazakhstan "On Education" and internal regulations. Types of cooperation: academic, scientific and strategic.

The development plan of the EP "Dentistry" provides for incoming and outgoing academic mobility of students and visiting professors. The academic mobility plan is reviewed and discussed at a meeting of the School, the International Cooperation Department, agreed upon by the Vice-Rector for Academic Affairs and approved by the Chairman of the Board - Rector of the University.

The structural unit that coordinates and organizes the mobility of academic staff, researchers, students and the international activities of the university is the International Cooperation Department (ICD). The ICD is guided by current laws and regulations in the field of international cooperation, education and the Regulation on the division, which was established during a conversation with the head of the Center for International Cooperation, Kasenova Saltanat Sapargeldievna. Mutual offset of educational credits will be carried out in accordance with the grades received in the transcript.

Conclusions of the EEC by criteria. Compliant out of 18 standards: fully - 17, partially - 1, do not comply - 0

Recommendations for improvement:

- 1) The university management, the head of the educational program should provide for the possibility of additional provision of the educational process with simulation equipment for the program "Dentistry" (6.2.2)

Standard 7: QUALITY ASSURANCE

7.1 Quality Assurance System

The EEC experts note that within the framework of the Standard "Quality Assurance" during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard was revealed. The University's internal quality assurance system is based on the standards and guidelines for quality assurance in higher and postgraduate education in the European Higher Education Area (ESG), which includes: quality assurance policy; programme development and approval; student-centred learning, teaching and assessment; student admission, achievement, recognition and certification; teaching staff; learning resources and student support systems; information management; public information; ongoing monitoring and periodic programme evaluation.

For the effective implementation of the EP, the university has an approved policy of the integrated quality management system

(<https://amu.edu.kz/upload/iblock/37e/37e739450d99ad7cb80533ca80c3b2bc.pdf>) and a guide to ensuring the quality of education,

(<https://amu.edu.kz/news/%D0%A1%D0%92%D0%9E%D0%9A%20%D0%9C%D0%A3%D0%90.docx>), which focuses on two main aspects: the quality of the result and the quality of the processes. The quality of the result is assessed through the level of knowledge, skills and abilities possessed by graduates. The quality of the processes is determined by the compliance of

educational processes with the State Compulsory Educational Standards of the Republic of Kazakhstan.

In connection with the introduction of the State Compulsory Educational Standard of the Republic of Kazakhstan 2022 into the educational process in 2023, the assessment of satisfaction with the EP will be carried out within the framework of annual planning and implementation of processes for receiving feedback from students, faculty, QACS, employers on the content of the EP, organization of the educational process, quality of training and assessment, support for students from the faculty and the dean's office, identifying difficulties and problems in the learning process, receiving suggestions and recommendations from stakeholders and developing a plan for corrective measures. One of the criteria for the success of the EP will be the results of passing an independent examination and defending master's projects in the future. Electronic questionnaires on Google MO 365 platforms, focus group interviews, discussions of the EP in the Round Table format, etc. will be used as feedback tools. The feedback results will be heard at meetings of the QAC, School Councils, the Academic Council of the University, based on the results of which decisions will be made on corrective measures.

7.2 Program monitoring and evaluation mechanisms

Regulated procedures for monitoring the EP at the university ensure transparency of the processes of training students and include:

- ✓ EP management (level of Academic staff, organization of the educational process, regular assessment of the level of achievement of the program goals, feedback, demand for graduates);
- ✓ EP implementation (curriculum, standard programs of disciplines, methodological and information support, infrastructure, educational technologies, R&D);
- ✓ EP results (midterm assessment, end-of-course assessment).

All stakeholders (Academic staff, students, employers) are involved in the program evaluation process through representation in the relevant structures. The work of all structures ensuring the implementation and evaluation of the EP is regulated by the University Charter, the University Strategic Development Plan, annual plans and reports of the University, as well as the relevant QMS procedures. The results obtained, according to internal documents, will be analyzed and discussed at meetings of collegial bodies, which helps to identify potential areas for improvement and develop effective measures to improve the quality of the educational process.

During meetings and conversations with the heads of structural divisions, the experts noted that the university has the following structures: the Committee for Quality Assurance at Schools (QACS) and another university, the Educational Process Quality Audit Group, the Quality Assurance Center and an academic auditor at the internal audit service. When reviewing the functions of these structures - this is monitoring, quality of education, etc. In general, identity and duplication are observed.

Meetings with students and teachers demonstrated the presence of feedback through a questionnaire for all stakeholders. During a conversation with the Head of the QACS of the EP "Dentistry" and the deans of the faculties, it was established that information was collected on the organization of the educational process through a questionnaire, but no analysis was made and it was discussed with the development of corrective measures. In this regard, it is difficult to judge the quality of the content and implementation of the EP in the first year. Therefore, it is necessary to conduct it in order to correct weak points for the new academic year.

In the future, the final independent certification, which will be carried out in the form of a comprehensive exam with the involvement of external examiners and the defense of the master's project, will also be a mechanism for evaluating the EP.

An important component is also monitoring the demand for graduates, which will be carried out by tracking employment for a number of years after graduation. The results of the assessment are heard at meetings of the Councils of Schools, QAC, AC, SC with mandatory publication on the website of the university.

7.3 Feedback from teachers and students

The University, in accordance with the EP plan, will systematically collect, analyze and use the data received on the EP implementation process from stakeholders, in accordance with the approved internal Standard "Feedback Monitoring" (Minutes No. 4, meeting of the Academic Council dated January 26, 2024) https://drive.google.com/file/d/1bisc1B1WcnkQZE6t7aWdXUlyBfhYGzuG/view?usp=drive_link.

One of the elements of feedback is a survey of students, teachers and employers. The survey is an important part of monitoring and evaluating the EP and forms the basis of the quality audit of the educational process. The questionnaire "Satisfaction with the educational process", as well as other questionnaires including questions about expectations and actually obtained competencies, the environment for implementing the EP, the availability of information resources, relationships with employees of various departments, support, information, etc. Questions from the rector's blog, trust boxes, in information systems via QR and Telegram bot are mandatory considered. The survey results are discussed at meetings of departments, Schools, QACS, the University Senate and will be used to improve the EP with the participation of stakeholders.

Employers are involved in the discussion of the expected learning outcomes and educational trajectories.

7.4 Academic achievements of students and graduates

Assessment involves not only the traditional testing of students' knowledge and skills, but also the accumulation of statistical data, their analysis, identification of dynamics, trends, and forecasting further developments. The EP provides for the results of control as a basis for assessing and achieving learning outcomes. Both qualitative and quantitative indicators of students' work are taken into account. Quantitative indicators are recorded mainly in points (this is provided for by the University's uniform point-letter grading system and assessment sheets); qualitative ones - in evaluative judgments, which are reflected in the teacher's comments, orally or in writing.

Dean of the School of Dentistry V.R. Detochkina spoke about the work being done to improve the quality of students' academic performance. Based on the results of the analysis of current and midterm control, departments identify failing and low-achieving students. They are worked with individually at the department and dean's office level. Additional classes and consultations are assigned. Departments review the forms and methods of teaching and assessment with mandatory discussion at the department and make a decision on the advisability of one of them. The analysis of the assessment of academic performance is carried out at the appropriate levels of structural divisions: department, School Council; QACS, AC. Statistical data on the academic achievements of students are analyzed: as the average grade point average for disciplines and courses of study, absolute academic performance and qualitative indicator of academic performance, absolute number and proportion of expelled students. The conditions of study in the completed disciplines are analyzed. The administration conducts periodic research through feedback in the field of assessing the degree of satisfaction of students and teaching staff with educational programs and the provision of resources. The results of the academic achievements of students are posted in the educational electronic journal and in the transcript. In the AIS Platonus, students have access to monitor their academic achievements. Upon admission to the university, each student is assigned a personal identification code (ID), which allows access to the student's personal page based on a password. On the personal page, the student has access to: editing the personal profile, curriculum, schedule, current assessment results, certification results and admission to the final assessment, as well as messages sent by departments / deans' offices. Based on the information provided, the student can monitor their academic achievements and, if necessary, make the necessary decisions to improve the quality of knowledge. The student's personal page is available at all times.

7.5 Involvement of stakeholders

Evaluation of the EP with the involvement of stakeholders is determined by the Academic Policy of NJSC "AMU" developed forms, procedures for review and approval, which necessarily provide for the evaluation of the EP by experts in practical healthcare.

An interview with 4 employers majoring in dentistry was conducted online and included questions such as: knowledge of the university mission, participation in developing the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of students, participation in teaching students through mentoring, providing the department and students with the necessary resources for practical training and the formation of clinical thinking, problems of interaction with departments and universities in general, and graduate employment. Based on their responses, the experts concluded that there is a close connection between the School of Dentistry and practical health care. Employers are members of the collegial bodies of the university and the school, participate in the State Attestation Commission, are clinical bases, participate in the Job Fair, and participate in motivational meetings with students. By participating in collegial bodies, they draw the attention of university staff to the weak points of knowledge and practical skills of students, suggest including popular issues in practice for in-depth study, etc. Thus, they proposed to include the discipline in the catalog for the 6th year "Fundamentals of color science and photography in dentistry".

Thus, close communication with stakeholders carries out the transfer of employers from the position of outside observers and passive consumers of educational services to the position of interested participants in educational and innovative processes, in every possible way promoting the acquisition by students of a set of professional competencies that meet the requirements of the modern labor market. Participation of students and representatives of practical healthcare (employers and graduates) in discussing the content of the EP increases the level of professionally oriented training.

Conclusions of the EEC by criteria. Comply out of 12 standards:
fully - 11, partially - 1, do not comply – 0

Recommendations for improvement:

- 1) The head of the educational program shall ensure analysis of the results of feedback with students and teachers participating in the implementation of the educational program to improve quality (7.3.1).

Standard 8: MANAGEMENT AND ADMINISTRATION

8.1 Management

All processes and activities of the university are managed in accordance with the University Mission and the structure developed on its basis <https://amu.edu.kz/upload/images/struktura-012024.jpg> (approved by the Board of Directors on 22.12.23, No. 12). Administrative issues were discussed by experts during a meeting with Managing Director Ties A.S. He noted that the university pays attention to the principles of collegiality and transparency.

The main structural divisions of the university are deans' offices, departments, centers, divisions, chairs, laboratories, clinics, etc., which perform certain functional duties. According to the organizational structure, vertical and horizontal interaction of structural divisions is carried out. General management and management of the university's activities are carried out by the Chairman of the Board - Rector. Vice-rectors, who ensure the processes of the student life cycle, are directly subordinate to the Chairman of the Board - Rector. Vice-rectors oversee structural and collegial divisions in areas of activity. The activities of each administrative division of the university and their employees are determined by the relevant Regulations and job descriptions. The functions and tasks of structural and collegial divisions, the list of divisions and officials with whom the structural divisions of the university interact within the framework of their functionality are determined by the regulations on structural divisions. The tasks and functions of the personnel are determined by job

descriptions. The interaction of structural and collegial divisions with departments, students, and other stakeholders takes place within the framework of meetings of councils and commissions, as well as in the electronic information educational environment of the university through corporate e-mail, electronic personal accounts in the Platonus information system, and the Documentologist electronic document management program.

The activities of the academic leadership regarding the fulfillment of the mission and the solution of the tasks set before the university are studied and assessed based on the analysis and formation of reports and plans, analysis of the fulfillment of the goals and objectives of the strategic plan, and internal audit reports. The University strives to ensure transparency and publicity of the educational process and reports on its activities, creates and maintains mutually beneficial relations with all stakeholders. The EEC experts note the readiness of the University management to provide adequate and effective administrative, personnel, and budgetary support for all activities; constructive interaction with the healthcare system and the public on issues of personnel training and improving the quality of medical activities. The results of academic activities, the effectiveness of modern forms of educational process management, prospects for further improvement of management and enhancement of the quality of education are considered and discussed in the final reports of the rector, vice-rectors and heads of structural divisions.

The teachers answered the question in the questionnaire:

- *Do the heads of the organization listen to your opinion regarding issues related to the educational process, research, clinical work:* yes 84 (42%), never 5 (2.5%);
- *In this educational organization, ethics and subordination are observed in relations between colleagues, teachers, management:* completely agree 148 (74%), partially disagree 10 (5%).

8.2 Representation of students and academic staff

The university carries out its activities based on the principle of transparency of the management system and decisions made. This is ensured through the participation of the faculty of the university, employees of the structural divisions of the academic block, students, representatives of employers and other interested parties in the discussion and decision-making regarding the content of the educational program, the organization of the educational process and its assessment.

Representatives of students and faculty who participate in decision-making and activities of the educational organization - the Academic Council, the Scientific Council, the Committee on Educational Control, the Trade Union Committee, etc. Experts noted that the collegial bodies do not include enough students and external stakeholders.

8.3 Administration

The collegial governing body of the University is the Academic Council, which includes the Chairman of the Board-Rector, vice-rectors, deans of schools, heads of departments and clinics, representatives of health care authorities, heads of departments, professors and students.

The collegial governing body of academic activities is the Academic Council, which is authorized to manage Scientific and Methodological Affairs.

The collegial body of the School is the School Council, which organizes its work under the leadership of the Dean of the School. It reviews the educational and methodological, educational, scientific and clinical work of the School departments. The school also has a QACS. Each school elects its members and chairpersons. It includes all interested parties and is directly subordinate to the Vice-Rector for Academic Affairs and is accountable to the Academic Council. The purpose of the QACS is to improve the educational program in disciplines and to improve the educational process.

During the conversation with focus groups, the answer was received that the University periodically conducts an assessment of the academic management regarding the achievement of its mission and the final learning outcomes.

8.4 Budget for training and resource allocation

During the meeting of experts with the financial director Maradzhapov B.I., information was received that the University independently carries out financial and economic activities. Financial

autonomy correlates with the principles of responsibility to society for the quality of all activities on professional training within the framework of the EP, scientific research and provision of services with the effective management of funds and its property. Financial support is carried out in accordance with the approved Development Plan and Procurement Plan in terms of expense items for the purchase of goods, works and services aimed at the development and equipment of the material and technical base.

8.5 Interaction with the healthcare sector

According to the agreements, clinical sites bear joint responsibility for the quality of training of future specialists by providing departments with high-quality educational facilities, ensuring students' access to patients and modern diagnostic equipment. Communication between the University departments and health authorities is maintained everywhere. The department staff take part in boards, conferences, meetings, sessions of specialized commissions of the Ministry of Health, conference calls with regional Health Departments, etc.; provide medical and advisory, curatorial (for regions) and methodological assistance.

Conclusions of the EEC by criteria. Out of 16 standards, 14 comply fully, 2 partially, 0 do not comply

Recommendations for improvement:

1) The university management should clearly define the functions and responsibilities of structural divisions in the internal quality assurance system (8.1.4).

2) To strengthen the composition of the quality assurance committee (QAC) of educational programs with experienced methodologists from among the teachers implementing the educational program, as well as students and representatives of practical healthcare. (8.2.2).

Standard 9: CONTINUOUS RENEWAL

Today, NJSC "AMU" is one of the largest and most dynamically developing medical higher educational institutions of the Republic of Kazakhstan, has a high reputation in the field of higher medical education, its own methodology and traditions, both in the field of providing medical services and in the field of developing medical science and clinical (practical) activities.

During a meeting with the heads of IT departments, information was received about the extensive work being done to create a single information and educational environment or a digital University - "SmartAMU" with a single access point (single login and password) and rights, and depending on the level of the employee, access to the necessary information is possible (manager, performer, student, etc.). "SmartAMU" allows you to build your own interfaces (tables, forms for filling in tabular data, etc.) to automate various tasks and business processes of the University.

From a conversation with the financial director and managing director, the experts were informed about the changes in the organizational structure of the university and the staffing schedule of the university by creating a Competence Center <https://amu.edu.kz/ru/science/>, introducing a labor participation coefficient that evaluates the achievement of strategic and operational goals, based on the results of which remuneration is provided. Also, additional remuneration is provided for the scientific activities of teachers, namely for the publication of articles in journals indexed in Web of Science, Scopus.

The process of continuous updating and renewal is carried out through the introduction of new learning technologies in connection with changing external conditions such as case-based learning, project-based learning to solve interdisciplinary interactions.

In order to ensure satisfaction with training, annual meetings of the management with students are organized, where the issues of the quality of the content of the educational program, the quality of teaching, the quality of the organization of the educational process, the quality of teaching technologies, the quality of forms of control of students' knowledge, learning conditions, material and technical, methodological, information support of the educational process, living conditions,

food conditions, etc. are directly discussed, the result of which is a sensitive response to the identified problems. The material and technical base is regularly updated and expanded based on applications from departments on the completeness of the material and technical support of academic disciplines. Thus, during a conversation with the Academic staff, it was found that the University administration quickly responds to problems in the implementation of the EP, providing all applications for the purchase of the necessary equipment and materials in a short time.

An analysis of the results of monitoring and evaluation of the EP is carried out, which allows the university to identify the strengths of the EP, as well as areas requiring improvement. Monitoring and evaluation of the quality of the EP includes feedback from employers, employees of other specialized educational institutions, feedback on the quality of training and work of graduates, satisfaction of students and graduates of the university with the educational process and the EP

The university creates conditions for mastering clinical and practical skills by providing the educational process with simulation equipment and concluding contracts with practical healthcare as bases for clinical training and industrial practices. Meetings of vice-rectors and deans are organized throughout the year; the requirements of students are studied by deans on a daily basis. The rector's blog, telephones, trust boxes and QR code scanning are open.

The mechanism of interaction with the healthcare sector is regulated by: the legislation of the Republic of Kazakhstan, contracts and agreements with healthcare authorities, contracts and agreements with healthcare organizations, written requests from authorized state bodies and medical and preventive organizations. Clinical departments provide organizational, advisory and educational assistance to practical healthcare in the city and region. The faculty participates in the work of expert commissions on evaluating the quality of medical services provided, initiated by various organizations of the republic.

Improvement of all types of university activities is based on continuous study of transformations and models, development innovations in medical education in different countries. For these purposes, foreign business trips are used, the experience of academic mobility of students, teachers and representatives of the administration to educational institutions of other countries is applied, and benchmarking of the EP with other medical universities is carried out. To explain the basic principles of continuous integrated medical education, courses of the doctor of medicine Mr. Fazil Serdar Gürel (Ankara, Turkey) were organized at the university.

Thus, all the above activities contribute to the continuous renewal of the implementation of the educational program "6B10124 Dentistry".

Conclusions of the EEC by criteria. correspond out of 3 standards: fully -3.

Thus, during the external evaluation of the educational program, 122 accreditation standards were found to be in compliance with 129 accreditation standards, including 100 basic standards and 22 improvement standards. 6 basic standards and 1 improvement standard were partially met. No non-compliance with standards was found.

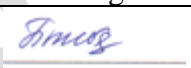






5. Recommendations for improvement of the educational program of continuous integrated medical education "6B10124 Dentistry":

- 1) The head of the educational program should increase the level of awareness of teachers about the mission, goals and final learning outcomes of the program 6B10124 "Dentistry" (1.1.2)
- 2) The university management should provide for the creation of a collegial advisory body for the development and implementation of the educational program with the participation of all stakeholders (2.2 6).
- 3) The Vice-Rector for Academic Affairs, the Head of the educational program should ensure the development of integrated cases within the modules and documentary support in the syllabi of disciplines (2.8.2).

- 4) The university management, in order to implement student-centered learning, should introduce a unified format of ongoing monitoring and describe it in internal regulatory documents (3.4.2)
- 5) The university management, the head of the educational program should provide for the possibility of additional provision of the educational process with simulation equipment for the program "Dentistry" (6.2.2)
- 6) The head of the educational program should ensure the analysis of the results of feedback with students and teachers participating in the implementation of the educational program to improve quality (7.3.1).
- 7) The university management shall clearly define the functions and responsibilities of the structural divisions in the internal quality assurance system (8.1.4).
- 8) To strengthen the composition of the quality assurance committee (QAC) of educational programs with experienced methodologists from among the teachers implementing the educational program, as well as students and representatives of practical healthcare. (8.2.2).

Recommendation to the ECAQA Accreditation Council

The members of the EEC came to a unanimous opinion to recommend that the ECAQA Accreditation Council to accredit the educational program **6B10124 "Dentistry" of the NJSC "Astana Medical University"** for a period of 5 years.

| | Full name | Signature |
|----------------------|-----------------------------------|---|
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| Academic Expert | Sultanova Gulnar Dostanovna |  |
| Academic Expert | Trynkin Alexey Viktorovich |  |
| Academic Expert | Ramazanovna Manshuk Anerovna |  |
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| Student Expert | Taukelova Medina Korganbekovna |  |

Профиль качества и критерии внешней оценки образовательной программы
НИМО «БВ10124 Стоматология»

| Standard | Критерии оценки | Количество стандартов | БС/СУ* | Оценка | | |
|----------|---|-----------------------|-----------------|-------------------------|------------------------|------------------|
| | | | | Полностью соответствует | Частично соответствует | Не соответствует |
| 1. | МИССИЯ И ЦЕННОСТИ | 8 | 8/ 0 | 7/0 | 1/0 | 0 |
| 2. | ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА | 36 | 30/ 6 | 29/6 | 1/0 | 0 |
| 3. | ОЦЕНКА СТУДЕНТОВ | 13 | 11/ 2 | 10/2 | 1/0 | 0 |
| 4. | СТУДЕНТЫ | 15 | 11/ 4 | 11/4 | 0 | 0 |
| 5. | АКАДЕМИЧЕСКИЙ ШТАТ | 8 | 7/ 1 | 7/1 | 0 | 0 |
| 6. | ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ | 18 | 16/ 2 | 16/1 | 0/1 | 0 |
| 7. | ОБЕСПЕЧЕНИЕ КАЧЕСТВА | 12 | 9/ 3 | 8/3 | 1/0 | 0 |
| 8. | УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ | 16 | 14/ 2 | 12/2 | 2/0 | 0 |
| 9. | НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ | 3 | 0/ 3 | 0/3 | 0 | 0 |
| | Итого: | 129 | 106 / 23 | 100/22 | 6/1 | 0 |
| | *БС- базовые стандарты, СУ- стандарты улучшения | | | 129 | | |

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| 18 | Рсалиева Дина Аралбековна | студент |
| 19 | Султанбекова Альмадина | студент |
| 20 | Уразбаев Динмухаммед Сериккулы | студент |
| 21 | Кизаева Арайлым Талгатовна | студент |
| 22 | Капарова Махаббат Сериковна | студент |
| 23 | Жахсибайұлы Бексұлтан | студент |
| 24 | Толубаев Кудайберген Асетович | студент |
| 25 | Сайдакбарова Нафиса Абдукаххаркызы | студент |
| 26 | Қыдырәлі Аяна | студент |
| 27 | Сеилова Дана Қуатқызы | студент |
| 28 | Такубаева Камила Ерболовна | студент |
| 29 | Бекшенова Асель Сарсенбаевна | студент |
| 30 | Еликпай Балауса Алиқызы | студент |
| 31 | Бегалиева Сабина Женисбекқызы | студент |
| 32 | Уызбек Толқын Сержанқызы | студент |
| | 6В10125 Педиатрия | |
| 33 | Ешназарова Алуа Алтынбековна | студент |
| 34 | Жанабек Жайнар Шаяхметқызы | студент |
| 35 | Ахметқали Асыл | студент |
| 36 | Амангельды Айнамкөз | студент |
| 37 | Бекенова Амина Кенжетаевна | студент |
| 38 | Койшигулова Сара Рамазанқызы | студент |
| 39 | Бороздин Владимир Юрьевич | студент |
| 40 | Ельжасов Бекзат Мирасович | студент |
| 41 | Тулешова Арухан Асилхановна | студент |
| 42 | Жексембай Әлсейіт | студент |
| 43 | Мусафировна Даяна Канатовна | студент |
| 44 | Набокова Полина | студент |
| 45 | Тлесов Максат Кайратович | студент |
| 46 | Сабырбек Акбота Асхатқызы | студент |
| 47 | Абдрахманов Темірхан Мақсатулы | студент |
| | 6В10124 Стоматология | |
| 48 | Мамырбек Жасмин Галымжанқызы | студент |
| 49 | Хамит Нұрай Алмазқызы | студент |
| 50 | Ойсилкариева Аида | студент |
| 51 | Чикеева Камиля Азаматқызы | студент |
| 52 | Ақжол Насыр Ибрагимұлы | студент |
| 53 | Муқан Абылай Ермекұлы | студент |
| 54 | Тастамбеков Иманғали Дауренұлы | студент |
| 55 | Ағайдаров Амирхан амантаевич | студент |
| 56 | Аллахвердиев Орхан Акбор оглы | студент |
| 57 | Амангелдін Алихан Аянұлы | студент |
| 58 | Асығатов Дархан Еркінұлы | студент |
| 59 | Балташев Айдар Маратулы | студент |
| 60 | Деточкина Ксения Дмитриевна | студент |
| 61 | Ергазинов Даниял Абаевич | студент |
| 62 | Жамбаева Аймә Ержанқызы | студент |
| 63 | Кайбалиева Айша Асылбековна | студент |

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| 64 | Махмудов Жасурбек Зафарович | студент |
| 65 | Остапенко Анастасия Олеговна | студент |
| 66 | Супруненко Арина Сергеевна | студент |
| 67 | Тусупова Жанаия Ериковна | студент |
| 68 | Доскалиева Камила Галымжановна | студент |
| | 6B10126 Медико-профилактическое дело | |
| 69 | Мұрат Жанел Хананияқызы | студент |
| 70 | Хасеин Нұрсұлтан Асланұлы | студент |
| 71 | Сембі Балнұр Уткирбекқызы | студент |
| 72 | Мкртчян Андроник Араикович | студент |
| 73 | Бахтияр Ақниет Рахимбекқызы | студент |
| 74 | Сатбай Қарақат Мейрамбекқызы | студент |
| 75 | Егемберді Мөлдір Асылханқызы | студент |
| 76 | Тюляева Екатерина Александровна (онлайн) | студент |
| 77 | Исабаев Батырхан Тимурович (онлайн) | студент |
| 78 | Дуйсенбекова Аружан (онлайн) | студент |
| 79 | Алимжанова Альбина (онлайн) | студент |
| 80 | Алтай Амина Талгатқызы (онлайн) | студент |
| 81 | Аязбекова Аяжан Аязбекқызы (онлайн) | студент |
| 82 | Әбдірашит Аяулым Талғатқызы (онлайн) | студент |
| 83 | Кеңес Раушан Қанатқызы (онлайн) | студент |
| 84 | Мұрат Ғайни Нұржанқызы (онлайн) | студент |
| 85 | Қарабек Инабат Асылбекқызы (онлайн) | студент |
| 86 | Қахар Нұрлан Саматұлы | резидент |
| 87 | Нұрмахан Нұртөре Нұрмаханұлы | резидент |
| 88 | Оңайбаев Ақниет Дәуренбекұлы | резидент |
| 89 | Қанатқызы Айлин | резидент |
| 90 | Мақсұтхан Перизат Нұрланқызы | резидент |
| 91 | Кодиркулов Шоймахон Рохимбердиули | резидент |
| 92 | Әбдықадыр Серік Әбубәкірұлы | резидент |
| 93 | Әбішева Әлия Ілясқызы | резидент |
| 94 | Әбдраманов Жалғас Гахарманұлы | резидент |
| 95 | Маженов Исатай Қонысұлы | резидент |

Работатодатели

| № | Ф.И.О. | Должность |
|---|-----------------------------|-----------|
| | Школа медицины | |
| 1 | Р.К.Оразалинова | Директор |
| 2 | Мусенов Ерлан Тастымбекович | Директор |

| | | |
|---|--------------------------------|---|
| 3 | Карабалина Ж.М. | <i>Заместитель директора по материнству, детству и родовспоможению</i> |
| Школа стоматологии | | |
| 4 | Исентаева Ельмира Акниязовна | Главный врач Главный внештатный стоматолог г. Астаны |
| 5 | Бошанов Есентай Жазыкенович | Директор |
| 6 | Искендинова Кенжегуль Луптовна | Директор |
| Школа педиатрии | | |
| 7 | Утегенова Роза Баженовна | Зам. главного врача по лечебной работе |
| 8 | Танабаева Зайра Кабдешовна | Заведующий отделением |
| 9 | Оразалинов Азамат Жанабылович | Заведующий плановой хирургии |
| Школа общественного здоровья и менеджмента | | |
| 10 | Бейсенова Сархат Сагинтаевна | Руководитель |
| 11 | Уразалина Жанар Амангельдыевна | Руководитель |
| 12 | Китарова Зайния Булатовна | Менеджер по профессиональному образованию Департамента производственной деятельности |
| 13 | Умралин Тимур Болатович | Начальник Управления развития медицинской науки |
| Центр карьеры и трудоустройства | | |
| 14 | Бэтпен Арман Нұрланұлы | Заместитель директора по научной работе и стратегии ННЦТО им. академика Батпенова Н.Д. |
| 15 | Байдарбеков Мурат Умирханович | Заведующий отделением травматологии № 1 ННЦТО им. академика Батпенова Н.Д. |
| 16 | Асилбеков Улыкбек Есенович | Заместитель главного врача МГБ N3 по хирургии |

Список документов, изученных членами ВЭК во время визита в организацию

| № | Наименования документов | Количество | Дата утверждение |
|-----|--|------------|--------------------|
| 1. | Кадровая политика, утвержденная решением Правления от | 1 | 08.08.2023 г. № 21 |
| 2. | Правила внутреннего трудового распорядка НАО «МУА» (| 1 | ПР-МУА-25-17 |
| 3. | «Кодекс корпоративной культуры и этики», | 1 | от 28.09.2012 г. |
| 4. | Правила конкурсного замещения должностей профессорского-преподавательского состава и научных работников | 1 | ПР-МУА-20-18 |
| 5. | Положение о рейтинге образовательной, научной и клинической деятельности профессорско-преподавательского состава, | 1 | от 22.11.2019 г |
| 6. | О повышении педагогической компетенции профессорско-преподавательского состава и внедрение новых образовательных технологий» | 1 | СУ-МУА-14-24 |
| 7. | О повышении компетенции ППС и внедрение новых образовательных технологий» | 1 | СУ-МУА-14-24 |
| 8. | Стратегия развития НАО «Медицинский университет Астана» на 2022-2026 год | 1 | от 30.05. 2022 г. |
| 9. | Кодекс корпоративной культуры и этики | 1 | от 28.09.12 |
| 10. | Академическая политика | 1 | от 08.12.2023 |
| 11. | Рабочая инструкция ПО разработке УМКД | 1 | от 25.08. 2023г |
| 12. | Standard университета «Образовательные программы: разработка и обновление» | 1 | от 31.08.2023г |
| 13. | Положение о комитете по обеспечению качества образовательных программ | 1 | от 17.03.2023г |
| 14. | Положение о предоставлении льгот по оплате за обучение | 1 | от 25.12.2023г |
| 15. | Положение о служебных командировках работников и поездках обучающихся | 1 | от 04.07.2019г |
| 16. | Положение об академической мобильности обучающихся. | 1 | от 02.11.2022г |
| 17. | Положение о привлечении зарубежных специалистов | 1 | от 31.03.2021г |
| 18. | Положение оказания социальной помощи отдельным категориям обучающихся | 1 | от 14.02.2019г |
| 19. | Организация экзамена методом тестирования | 1 | от 27.05. 2015 г. |
| 20. | Внедрение новых образовательных технологий | 1 | от 24.01.2023г. |
| 21. | Управление процессом отбора и приема абитуриентов на бакалавриат | 1 | от 24.01.2023г |
| 22. | Мониторинг обратной связи | 1 | от 29.09.2021г |
| 23. | Каталог анкет | 1 | от 28.03.2023г |
| 24. | Система внутреннего обеспечения качества | 1 | от 28.01.2023г |

**Программа
визита Внешней Экспертной Комиссии НУ «Евразийского Центра Аккредитации и
обеспечения качества образования и здравоохранения» (ЕЦА) в НАО «Медицинский
университет Астана» (НАО «МУА») в рамках специализированной аккредитации
образовательных программ**

адрес: г.Астана, ул. Бейбитшилик 49а. Даты визита: 03-05 июня 2024 года

6B10123 Медицина (непрерывное интегрированное медицинское образование)
6B10124 Стоматология (непрерывное интегрированное медицинское образование)
6B10125 Педиатрия (непрерывное интегрированное медицинское образование)
6B10126 МПД (непрерывное интегрированное медицинское образование)
7R01120 Нейрохирургия (резидентура)

| Время | МЕРОПРИЯТИЕ | | |
|--|--|---|----------------|
| 02 июня 2024 | Заезд членов внешней экспертной комиссии. Предварительное совещание экспертов: знакомство, распределение ответственности членов ВЭК. Краткий обзор отчетов по институциональной самооценке и самооценке образовательных программ. Обсуждение ключевых вопросов, обсуждение программы и графика посещения университета ВЭК. | | |
| 1-й день внешней оценки: 03 июня 2024 г., понедельник | | <i>Стандарты аккредитации</i> | |
| 08:45 | Сбор членов ВЭК в МУА | | |
| 09:00-09:15 | Совещание членов ВЭК. Планирование 1-го дня внешней оценки. | | <i>401 каб</i> |
| 09:15-09:45 (30') | Встреча председателя и членов ВЭК с руководством НАО «МУА» Проректор Койков Виталий Викторович <u>Содержание встречи:</u> представление членов ВЭК, ознакомление с целями визита, интервью с руководством вуза: презентация о ВУЗе, обсуждение вопросов по стратегии развития высшего и послевузовского образования, обоснование разработки новых образовательных программ в магистратуре. <u>Научная работа</u> , перспективы развития. Роль международного сотрудничества в развитии и укреплении программ обучения. Научные направления университета, система мотивации и участие в НИР преподавателей кафедр, результативность НИР, обеспечение выполнения НИР обучающимися, выбор тем исследований, процедура утверждения. Научное руководство. Соответствие ресурсов университета ожиданиям магистрантов и докторантов | <i>Стандарты 1,8,9 401 каб.</i> | |
| 09:50-10:20 (30') | Проректор Жунусова Айгуль Битимбаевна <u>Содержание встречи:</u> прием в бакалавариат, политика внутреннего обеспечения качества в высшем образовании, планирование, мониторинг выполнения, обеспечение ресурсами, оценка образовательных программ, оценка обучающихся. Прием в | <i>Стандарты: 1,2,3,4,7,8 401 каб</i> | |

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| | бакалавриат, политика внутреннего обеспечения качества в высшем образовании, планирование, мониторинг выполнения, обеспечение ресурсами, оценка образовательных программ, оценка обучающихся | | |
| 10:25-10:55 (30') | <p>Проректор <i>Газалиева Меруерт Арстановна</i></p> <p><u>Содержание встречи:</u> политика внутреннего обеспечения качества в послевузовском образовании, планирование, мониторинг выполнения, обеспечение ресурсами, оценка образовательных программ, работа с клиническими кафедрами, клинические ресурсы для образовательного процесса (обучающиеся и слушатели НПР), , квалификация и профессионализм клинических преподавателей. Оценка потребностей практического здравоохранения в подготовке кадров</p> | | <p><i>Стандарты</i> 1,2,6,7,8,9</p> <p>401 каб</p> |
| 10.55-11.10 (15') | <i>Совещание ВЭК. Обмен мнениями. Планирование вопросов</i> | | |
| 11.10-11.40 (30') | <p>Финансовый директор <i>Мараджапов Бахтиёр Иркинович</i> Управляющий директор <i>Тиес Ардак Сиязбекович</i></p> <p><u>Содержание встречи:</u> планирование финансирования образовательного процесса (удельный вес расходов на образовательные ресурсы программ непрерывного интегрированного медицинского образования и программы резидентуры), взаимодействие с академическим сектором и кафедрами. Управление инфраструктурой, вопросы охраны труда, правового обеспечения.</p> | | <p><i>Стандарты</i> , 6,8, 9</p> <p>401 каб</p> |
| | <i>ВЭК группа (НИМО)</i> | <i>ВЭК группа (резидентура)</i> | |
| 11.45-12.15 (30') | <p>Председатели комитетов по обеспечению качества (КОК) ОП:</p> <ul style="list-style-type: none"> – Медицина- <i>Кулжанова Ш.А.</i> – Педиатрия- <i>Мулдахметов М.С.,</i> – Стоматология – <i>Еслямгалиева А.М.</i> – Общественного здоровья и менеджмента - <i>Тургамбаева А.К.</i> <p><i>Зампредседателя КОК Общественного здоровья и менеджмента – Мусина Айман Аяшевна</i></p> <p>Руководитель Центра планирования и развития академической деятельности <i>Досанова Асем Калеловна</i></p> <p><u>Содержание встречи:</u> планирование, разработка, утверждение и оценка образовательных программ, мониторинг качества, представительство обучающихся</p> | <p>Председатель комитета по обеспечению качества (КОК) ОП:</p> <ul style="list-style-type: none"> –Резидентуры и дополнительного образования –<i>Малтабарова Н.А.</i> <p>Заместитель руководителя Центра планирования и развития академической деятельности <i>Сергебаева Асем Конысбаевна</i></p> <p><u>Содержание встречи:</u> планирование, разработка, утверждение и оценка образовательных программ, мониторинг качества, представительство обучающихся при утверждении и оценки программ, обратная связь</p> | <p><i>Стандарты</i> 1,4,6,8,9</p> <p>415 каб</p> |

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| | при утверждении и оценки программ, обратная связь <i>401каб</i> | | |
| 12.15-12.30 | <i>Совещание ВЭК. Обмен мнениями. Планирование вопросов</i> | | |
| 12:30-13:30 | Перерыв на обед | | |
| | <i>ВЭК группа (НИМО)</i> | <i>ВЭК группа (резидентура)</i> | |
| 13:30-14:00 (30') | <p>Декан Школы Медицины <i>Сариева Айнура Ануаровна</i> Декан Школы Педиатрии <i>Карибжанов Айтбек Ануарбекович</i> Декан Школы Стоматологии <i>Деточкина Виолетта Робертовна</i> Декан Школы Общественного здоровья и менеджмента <i>Баймагамбетова Айгерим Асхаровна.</i></p> <p><u>Содержание встречи:</u> Образовательный процесс. Обратная связь от обучающихся по качеству преподавания</p> <p><i>Стандарты 1,3,4,6,8,9</i></p> <p><i>401каб</i></p> | <p>Декан Школы Резидентуры <i>Елубаева Марал Куандыковна</i> Руководитель Центра практики и развития клинической деятельности <i>Иманова Жазира Актаевна</i></p> <p><u>Содержание встречи:</u> Образовательный процесс. Обратная связь от обучающихся по качеству преподавания. Клинические ресурсы для обучения резидентов, квалификация и профессионализм клинических преподавателей, обеспечение ресурсами.</p> <p><i>Стандарты 2,4,5,6</i></p> <p><i>415 каб</i></p> | |
| 13:55-14:15 (20') | <p>Руководитель приемной комиссии - <i>Жилкибаева Карлыгаши Тулегеновна</i> Декан школы резидентуры <i>Елубаева Марал Куандыковна</i></p> <p><u>Содержание встречи:</u> формирование госзаказа по специальностям, процедура отбора и приема, платное обучение, профориентационная работа, обратная связь с абитуриентами и соискателями, работа с кафедрами</p> <p><i>каб 401</i></p> | | <i>Standard 2,4,8</i> |
| 14.15-14.45 (30') | <p><i>Маханбаева Нургуль Нурлановна</i> - Исполнительный директор <i>Бекова Марал Жанатовна</i> - Руководитель Управления HR <i>Зикенов Игорь Ирсаинович</i> – заместитель Руководителя HR <i>Мухамедьярова Айгерим Бауржановна</i> - Руководитель Центра трансферта образовательных технологий</p> <p><u>Содержание встречи:</u> кадровая политика, критерии отбора и набора ППС и научных руководителей, наставников сотрудников АУП, обеспечение кадрами. Программы развития и мотивации ППС, наставников, тьюторов, эдвайзеров, обучение научных руководителей и сотрудников АУП, наем на работу, обеспечение кадрами, развитие и мотивация преподавателей и сотрудников.</p> <p><i>Стандарты 1,5,6,8,9</i> <i>каб.401</i></p> | | |
| 14.45- | <i>Совещание ВЭК. Обмен мнениями.</i> | | |

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| 14.55 (10') | | | |
| 15.00- 15.30 (30') | Посещение Симуляционного центра - руководитель <i>Саурбаева Гаухар Кайратовна</i> | | |
| | | <i>Стандарты 2,3,5,6,8,9</i> | |
| 15.35- 15.45 (10') | Посещение офис-регистратора – руководитель <i>Тлешова Нургуль Сериковна</i> | | |
| 15.50.- 16.10 (20') | Посещение Библиотеки - директор <i>Есиркепова Гулмира Жарылкапкызы</i> | | |
| 16:15- 16:25 (10') | Посещение Музея - <i>Хусаин Шолпан Кабыкеновна</i> | <i>Стандарты 4,6,8</i> | |
| 16:25- 16:35 (10') | <i>Совещание ВЭК. Обмен мнениями.</i> | <i>Стандарты 3,6</i> | |
| 16.35- 17.05 (30') | Интервью с преподавателями. <i>Приложение 1</i> <i>Бейбитшилик 53, 5 этаж, 504 лекционный зал</i> | <i>Стандарты 1,5,6,7,9</i> | |
| 17.05- 17.45 (45') | Изучение документов | | |
| 17.45- 18.00 | Завершение 1-го дня. Планирование 2-го дня визита в университет | | |
| 2-й день внешней оценки: 04 июня 2024 года, вторник | | <i>Стандарты аккредитации</i> | |
| 08:45 | Сбор членов ВЭК в МУА | <i>401 каб</i> | |
| 9:00- 12:30 | Посещение теоретических и клинических кафедр, практических занятий, баз обучения | | |
| | ВЭК группа (Медицина, Стоматология, Педиатрия) | ВЭК группа (Нейрохирургия) | |
| | <p>Медицина</p> <p>1) Кафедра внутренних болезней с курсом гериатрии (Смагулова Алия Курманбековна, Кабанбай батыра 66 Центральный госпиталь с поликлиникой МВД РК).</p> <p>2) Кафедра гистологии и цитологии (Кикимбаева Айсулу Айтыкеновна, Бейбитшилик 49, 3 этаж).</p> <p>Стоматология</p> <p>1) «Empire Dental Clinic», улица</p> | <p>Нейрохирургия</p> <p>1) Кафедра хирургических болезней, бариатрической хирургии и нейрохирургии (проспект Абылай хана 15а, Национальный научный центр травматологии и ортопедии им. академика Н.Д.Батпенова заведующий кафедрой Фурсов Александр Борисович, доцент кафедры Дюсенбаев Нуржан Нурланович, заведующий отделением спинальной нейрохирургии Байдарбеков Мурат Умирханович).</p> | <i>Стандарты 2,6,7,9</i> |

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| | <p>Максут Нарикбаева, 22, декан школы стоматологии Деточкина Виолетта Робертовна, директор Жанабиллова Бижамал Кулановна.</p> <p>2) «Городская многопрофильная больница № 2», Рыскулова 8, отделение челюстно-лицевой хирургии. 22, Декан школы стоматологии Деточкина Виолетта Робертовна, заведующая отделением Амреева Карина Наримановна</p> <p>Педиатрия</p> <p>1) Кафедра детских болезней с курсами кардиоревматологии и гастроэнтерологии, кафедра детской хирургии (Кошкарбаева 64, многопрофильная городская детская больница № 2, зав. Абдрахманова Сагира Токсанбаевна, Хамитов Медет Кушербаевич).</p> <p>2) Кафедра общей и биологической химии Сапиева Ардак Оналбековна, Бейбитшилик 49, 4 этаж)</p> <p>Медико-профилактическое дело</p> <p>1) Кафедра общественного здоровья и гигиены (Сүлейменова Роза Қалдыбекқызы, Бейбитшилик 51, 3 этаж)</p> | <p>2) Кафедра хирургических болезней, бариатрической хирургии и нейрохирургии (ул.Молдагуловой 26Б, многопрофильная городская больница № 3, заведующий кафедрой Фурсов Александр Борисович, доцент кафедры Дюсенбаев Нуржан Нурланович, заведующий отделением экстренной нейрохирургии Ибраев Серик Омиртаевич).</p> | |
| 12.30-13.30 | Перерыв на обед | | |
| 13:45-14:15 (30') | <p>Встреча с Проректором <i>Сайдангазин Диас Даулетбекович</i> и Руководителем Центра по социальной и воспитательной работе <i>Шаймерденова Зауреш Накыповна</i></p> <p>Тема: Поддержка студентов, соц обеспечение</p> | | Стандарты 4,7 |
| 14:15-14.45 (30') | <p>Встреча со студенческим активом (<i>Приложение 4</i>)</p> <p><i>Бейбитшилик 49, 5 этаж, 5 лекционный зал</i></p> | | Стандарты 4,7 |
| 14:50-15:40 (50') | <p>Посещение общежития (<i>Каршалова Зарина Бауржановна, Шаймерденова Зауреш Накыповна</i>)</p> | | <i>Жеңіс 35, 35а</i> |

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| 15.45-16.00 (15') | Совещание ВЭК, обмен мнениями. | | |
| | ВЭК группа (Медицина, Стоматология, Педиатрия, МПД) | ВЭК группа (Нейрохирургия) | |
| 16:00-16:30 (30') | Интервью с обучающимися НИМО программ (Приложение 2) <i>Бейбитшилик 49, 5 этаж, 5 лекционный зал</i> | Интервью с обучающимися ОП резидентуры «Нейрохирургия» (Приложение 3) <i>каб 401</i> | Стандарты 1,2,3,4,7 |
| 16.30-16.50 (20') | Встреча с и.о руководителя группы аудита качества образовательного процесса <i>Нажимов Шахрух Махаммадович</i> <i>каб.401</i> | | Стандарты 3,7 |
| 16.50-17.10 (20') | Встреча с руководителем Управления ИТ инфраструктуры и администрирования инфорамционных систем <i>Мукашев Аслан Даулетханович</i> , сотрудником информационно-аналитического центра <i>Жеңіс Асығат Аманкелдіұлы</i> <i>каб.401</i> | | Standard 6 |
| 17:15-17:35 (20') | Интервью с работодателями МУА онлайн на платформе ZOOM (Приложение 5) <i>каб 401</i> | | Стандарты 2,7 |
| 17.35-18.00 (25') | Изучение документации. Завершение 2-го дня визита, подведение итогов. Планирование 3-го дня внешней оценки. | | |
| 3-й день внешней оценки: 05 июня 2024 года, среда | | | <i>Стандарты аккредитации</i> |
| 08:45 | Сбор членов ВЭК в МУА | | <i>Бейбитшилик 49а, 401 каб</i> |
| 09:00-09:15 | Совещание ВЭК | | |
| 09:15-09:35 (20') | Встреча с работниками Центра обеспечения качества - <i>Асылаева Кадиша Куспековна</i> <i>каб 401</i> | | Стандарты 1,7.8,9 |
| 9:35-9:55 (20') | Встреча с сотрудниками Центра международного сотрудничества – <i>Касенова Салтанат Сапаргельдиевна, Билан-Котельникова Лилия Ивановна</i> <i>каб 401</i> | | Стандарты 1,7.8,9 |
| 10:00-10:20 (20') | Посещение Центра обслуживания обучающихся и сотрудников <i>Каршалова Зарина Бауржановна</i> <i>1 этаж</i> | | Стандарты 4,6 |
| 10:25-11:00 | Совещание , обмен мнениями | | |
| 11:00-11:30 (30') | Дополнительные встречи с сотрудниками МУА по запросу членов ВЭК <i>каб 401</i> | | <i>Бейбитшилик 49а, 401 каб</i> |
| 11:30-12:30 (60') | Изучение документации | | <i>Бейбитшилик 49а, 401 каб</i> |

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| 12:30-13:30 | Перерыв на обед | |
| 13:35-16:35 (180') | Заключительное обсуждение итогов внешней институциональной и специализированной МУА на соответствие стандартам аккредитации. Заполнение индивидуально каждым членом ВЭК Профиля качества и критериев оценки на соответствие стандартам аккредитации ЕЦА. Обсуждение рекомендаций по улучшению для МУА. Итоговое голосование по рекомендациям для МУА и рекомендациям для Аккредитационного совета ЕЦА по аккредитации университета и образовательных программ. | <i>Бейбитти илик 49а, 401 каб</i> |
| 16:40-17:00 (20') | Ознакомление руководства МУА с результатами работы ВЭК, рекомендациями по улучшению | |
| 17:05-17:30 (25') | Оглашение результатов внешней оценки руководителям подразделений МУА | |
| 17:30-18:00 | Завершение работы ВЭК. | |
| 18:00 | Выезд членов ВЭК из МУА | |