

To the Accreditation Council  
of the Eurasian Centre for Accreditation  
and Quality Assurance in  
Education and Healthcare  
05/03/2024

**REPORT**  
**OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE**  
**EVALUATION OF THE BACHELOR'S EDUCATIONAL PROGRAM**  
**6B10109 “PUBLIC HEALTHCARE”/**  
**6B10119 “PUBLIC HEALTH”**  
**OF THE NJSC “ASTANA MEDICAL UNIVERSITY” FOR COMPLIANCE**  
**WITH THE ACCREDITATION STANDARDS OF THE EDUCATIONAL**  
**PROGRAM OF BASIC MEDICAL EDUCATION (BACHELORATE) ECAQA**

**External expert evaluation period: 03/27/2024-03/29/2024**

**Astana, 2024**

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## LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Education and Healthcare
WFME	World Federation of Medical Education
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
SCES RK	State compulsory education standard of the Republic of Kazakhstan
QAC	Quality Assurance Committee
AMU	Astana Medical University
FSC	final state certification
CIS	measurement and control tools
MOH RK	Ministry of Health of the Republic of Kazakhstan
NJSC	Non-profit joint stock company
NQF	National Qualifications Frameworks
RW	research work
RWS	student research work
STP	Scientific and technical projects
SPC	Scientific and practical center
IE	Independent examinations
PH	Public health
EP	Educational program
Academic staff	Academic staff
ETTC	Educational Technology Transfer Center
SSC	Student scientific clubs
SSS	Student Scientific Society
IWS	independent work of students
TBL	team-based training
EMCD	Educational and methodological complex of the discipline

### 1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 7 of 03/05/2024, an External Expert Commission (hereinafter referred to as EEC) was formed to conduct an external expert evaluation during the period 03/27/2024-03/29/2024 as part of the accreditation of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” in the following composition:

<b>№</b>	<b>Status as part of the EEC</b>	<b>Full name</b>	<b>Academic degree/title, position, place of work/place of study, course, specialty</b>
1	Chairman	Kuzgibekova Alma Bolatovna	Candidate of Medical Sciences, Professor of the Department of Childhood Diseases of the NJSC "Medical University of Karaganda".
2	International expert	Kulikov Oleg Vilievich	Candidate of Medical Sciences, senior lecturer, expert auditor of the voluntary certification system of the Federal State Budgetary Institution “National Institute of Quality” of Federal Service for Surveillance in Healthcare.
3	Academic expert	Boshkaeva Asyl Kenesovna	Doctor of Medical Sciences, Acting Professor of the Department of Pharmaceutical and Toxicological Chemistry, Pharmacognosy and Botany of the NJSC “Kazakh National Medical University named after S.D. Asfendiyarov”
4	Academic expert	Yermukhanova Lyudmila Sergeevna	Candidate of Medical Sciences, Associate Professor, Head of the Department of “Public Health and Healthcare”, NJSC “West Kazakhstan Medical University named after M. Ospanova”
5	Academic expert	Khismetova Zaytuna Abdulkasimovna	Candidate of Medical Sciences, Associate Professor, Head of the Department of Public Health of NJSC “Semey Medical University”
6	Academic expert	Brimzhanova Marzhan Dikhanovna	Doctor PhD, Advisor to the Rector of the Kazakhstan Medical University “HSPH” LLP.
7	Expert representative of practical healthcare	Zhanturiev Bolat Meirbekovich	Candidate of Medical Sciences, DBA, Head of the Biological Testing Laboratory of the Testing Center with Laboratories, Almaty Territorial Branch of the National Center for Expertise of Medicines, Medical Devices and Medical Equipment of the Ministry of Health of the Republic of Kazakhstan.
8	Master's expert	Astrakhanov Magzhan Rustemuly	1st year master's student in the specialty "Biology" of the Eurasian University named after L.N. Gumilyov
9	Expert student	Aitpay Aruay Kanatkyzy	2nd year student in the specialty "Paediatrics" of the NJSC "Medical University of Karaganda"

The EEC report includes a description of the results and conclusion of an external evaluation of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” for compliance with the Accreditation Standards of the educational program of basic medical education (bachelor's degree) of medical educational organizations and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improving the approaches and conditions for the implementation of the above 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 “6B10109 “Public Healthcare” / 6B10119 “Public Health” NJSC “Astana Medical University”

Name of organization, legal form of ownership, BIN	Non-profit joint-stock company "Astana Medical University";
Government	Ministry of Health of the Republic of Kazakhstan
Full name of the first manager	Nadyrov Kamalzhan Talgatovich
date of creation	1964
Location and contact details	Republic of Kazakhstan, 010000, Astana, Beibitshilik st., 49A Tel.: +7(7172)539424 E-mail: rektorat@amu.kz
State license for educational activities in undergraduate education (date, number)	JSC AMU No. 0064050 dated January 31, 2009 Astana
Year of commencement of the accredited educational program (EP)	2012
Duration of training	5 years
Total number of graduates since the beginning of the EP implementation	Bachelors – 319
Number of students on OP since the beginning of this year	6
Employment	Employment rate, % over time 2019 -100% 2020 -100% 2021 -100% 2022-96.8% 2023 - 100%
Full-time teachers/ Part-time workers involved in the implementation of the EP, incl. % sedate	Total teachers - 17, including part-time teachers - 5 The indicator of sedateness is 83.3%.
Website Instagram Facebook with active pages	<a href="https://amu.edu.kz/">https://amu.edu.kz/</a> <a href="https://www.instagram.com/amu_mua_official/">https://www.instagram.com/amu_mua_official/</a> <a href="https://www.facebook.com/MeduniverAstana/">https://www.facebook.com/MeduniverAstana/</a> <a href="https://www.youtube.com/channel/UCxoJTRfEXwrojx0wub6ZvQQ">https://www.youtube.com/channel/UCxoJTRfEXwrojx0wub6ZvQQ.</a>

### 2.2 Information about previous accreditation

The previous accreditation of the educational program “Public Health” was in 2019, certificate No. 0152/1.

### **2.3 Brief description of the report on self-assessment of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” and conclusions about completion**

The self-assessment report of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” (hereinafter referred to as the report) is presented on 195 pages of main text, 25 pages of annexes, one copy or electronic version of documents located at <https://amu.edu.kz/upload/iblock/0eb/0eb223bbc75239937df778921cbf0304.pdf>.

The report is presented to the ECAQA in full, complete form, with data adjusted according to the above recommendations, written competently, clearly formulated, all standards are clear and understandable and described in accordance with the criteria of the standards, accompanied by tables, contains links in the text and has 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 report is accompanied by a covering letter signed by the Vice-Rector for Research and Strategic Development V.V. Koikov, who confirms the accuracy of the quantitative information and information included in the self-assessment report, which adequately and fully characterize the activities of the university.

The report contains a list of 9 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting self-assessment of the educational program - 1. Abdikadyr Zh.N., head of the department of biostatistics, bioinformatics and information technology; 2. Baimagambetova A.A. - PhD, Dean of the School of Public Health and Management; 3. Karsakbaeva L.Zh., Ph.D., head of the audit group for the quality of the educational process; 4. Musina A.A. - Doctor of Medical Sciences, Professor, Head of the Department of Public Health and Epidemiology; 5. Suleimenova R.K. - Ph.D., Head of the Department of Public Health and Hygiene; 6. Tardzhibaeva S.K. - Candidate of Medical Sciences, head of the laboratory of the Scientific Research Institute named after E.D. Dalenov "Preventive Medicine"; 7. Tleshova N.S., head of the registrar office; 8. Turgambaeva A.K. - candidate of medical sciences, associate professor, head of the department of public health and management; 9. Shaimerdenova Z.N. - Head of the Centre for Social and Educational Work.

21 people participated in the self-assessment work, teaching staff who have the degrees of candidates, doctors of science, doctor of PhD ([https://docs.google.com/document/d/1o7aQzT2VVqQMEfkzuK5wL9NeGiSR4LL5/edit?usp=drive\\_link&oid=106609768009201342724&rtopof=true&sd=true](https://docs.google.com/document/d/1o7aQzT2VVqQMEfkzuK5wL9NeGiSR4LL5/edit?usp=drive_link&oid=106609768009201342724&rtopof=true&sd=true)).

Self-assessment of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” was carried out on the basis of the order of the head of the Self-assessment of the educational program 6B10109 “Public Healthcare” / 6B10119 “Public Health” was carried out on the basis of order No. 796-n/k dated 12/28/2023

The report is presented to ECAQA in complete form, with data adjusted according to the above recommendations, written in competent language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, tables, contain links in the text and are continuously numbered.

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 plan 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., verifying quantitative and qualitative indicators.

All sections of the report present the actual practice of NJSC “Astana Medical University” in training bachelors in the specialty “6B10109 “Public Healthcare” / 6B10119 “Public Health”, taking into account the start of admission of students in 2023, reasoned data, examples of the implementation of the objectives of the educational program, 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, learning outcomes, results of evaluation of knowledge and skills, material and technical base of the university and clinical sites, contractual obligations with partners (universities, associations, database), financial information, plans for development and improvement, etc.

The report is presented to ECAQA in complete form, with data adjusted according to the above recommendations, written in competent language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, tables and figures and diagrams contain links in the text and are continuously numbered.

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 plan to validate the report data, compare the information from the report with the information that will be received during the visit to the educational organization, i.e. carrying out verification of quantitative and qualitative indicators.

### **3. Description of external expert evaluation**

External expert work as part of the evaluation of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” was organized in accordance with the Guidelines for Conducting External Evaluation of Educational Organizations and Educational Programs of the ECAQA. The commission’s visit program was approved on March 18, 2024 by ECAQA Director General Sarsenbaeva S.S. and agreed with the Vice-Rector for Scientific Work and Strategic Development V. Koikov. Dates of visit to the organization: visit dates are March 27-29, 2024.

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

The sequence of the visit within 3 days is presented in detail in the Visit Program (hereinafter referred to as the program), which is located in the documentation of the accreditation centre and in Annex 3 to this report. The program is evidence of the implementation of all planned activities within the framework of external expert evaluation.

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

- Interview with management and administrative employees 16 people;
- interviews with students – 12 people;
  - study of the university website - <https://amu.edu.kz/>;
- interviews with 15 employees, 12 teachers;
- survey of teachers and students - 539 employees and 923 students, respectively;
- observation of student’s learning process: visit\_03/28/24\_practical lesson: “Health Policy and Legislation” topic: Modern approaches to management group in specialty 4016B10109 “Public health, room 507, Beibitshilik building 53, teacher is Uazhanov Margulan Ualkhanovich
- review of resources in the context of the implementation of accreditation standards: visited 3 practice/clinical engagement centres, including a sanitary and hygienic laboratory, a research institute named after Academician Ye.D. Dalenov, Research Institute of Radiation Medicine. Astana), where training is conducted under the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” with the participation of 2 full-time teachers / part-time teachers;
- study of educational and methodological documents in the amount of 36 units both before the visit to the organization and during the visit to the departments (the list of documents studied is in Annex 2).

The team of the accredited organization ensured the presence of all persons indicated in the visit program and according to the lists of interview sites (Table 1).

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

<b>№</b>	<b>Position</b>	<b>Quantity</b>
<b>1</b>	Meeting of the chairman and members of the EEC with the management of NJSC "AMU"	4
<b>2</b>	Chairpersons of the QAC of the master's and doctoral programs of the educational program of healthcare and management	2
<b>3</b>	Deputy Head of the Centre for Planning and Development of Academic Affairs	1
<b>4</b>	Dean of the School of Health and Management	1
<b>5</b>	Dean of the Research School	2
<b>6</b>	Head of the Practice and Employment Centre and chief specialist.	2
<b>7</b>	Interviews with students	12
<b>8</b>	Interview with teachers	14
<b>9</b>	Interviews with graduate employers	5
<b>10</b>	Interview with alumni	8
<b>11</b>	interview with the student community	<b>30</b>

On the last day of the visit to the organization, a meeting of EEC members was held based on the results of the external evaluation. A final discussion on the results of the external evaluation of the educational program, study of documents, results of interviews, talks, and questionnaires was conducted. Members of the EEC began drafting the final report of the EEC. Generalizations of the results of the external evaluation are made. The experts individually completed the “Quality Profile and criteria for external evaluation of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” for compliance with the ECAQA Accreditation Standards.” No comments were made by the EEC members. Recommendations for improvement of the educational program were discussed and the chairman of Kuzgibekova Alma Bolatovna held a final open vote on the recommendations for the ECAQA Accreditation Council for the accreditation period of 5 years.

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

*Based on the results of the survey, students shared their opinion about the work of the External Expert Commission on the accreditation of this educational organization, 59.7% spoke positively, 16.58% spoke satisfactorily, almost every 4th (23.73%) spoke unsatisfactorily and doubted the answer.*

*When asked about the need to accredit an educational organization or educational programs, almost 2/3 of respondents (74.21%) spoke positively, a quarter of students (25.78%) spoke negatively, partially negatively or doubted it.*

*According to 65.86% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of an accredited educational organization.*

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

#### **4. Analysis of compliance with accreditation standards based on the results of an external evaluation of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health”.**

##### **Standard 1: MISSION AND OUTCOMES**



## 1.1 Mission statement

During the EEC, interviews were held, as a result of which, all participants in the educational process knew the mission of the educational program, took part in the formation of proposals for formulating the mission, and the mission was brought to the attention of potential students through the website of NJSC "AMU <https://amu.edu.kz/ru/about-university/>, social networks, information letters to medical organizations. To disseminate the mission, a set of measures has been developed to promote it, bringing it to the Academic staff, students, the public, health authorities, applicants and other interested parties. The goals of the educational program correspond to the mission of the university. The educational program is aimed at the employer's expectations and the needs of the labour market.

The university focuses on the formation of competitive specialists who are able to work effectively in modern conditions and solve current healthcare problems, including the challenges of chronic diseases and new infectious threats. Scientific research plays an important role in the educational process, and the University supports active scientific activities to create new knowledge and innovative methods in medicine. Cooperation with all stakeholder groups helps the university achieve the goal of forming and implementing standards of corporate ethics, the formation of a scientific, socio-cultural, healthy corporate environment, and trust in the healthcare system

The development strategy of NJSC "AMU" contains clearly structured strategic goals and priority areas for the development of the university and includes such areas as: "Training competitive and professionally competent healthcare specialists in in-demand specialties and specializations"; "Development of the university's human resources in the field of scientific and innovative activities (SIA)"; "Creating an effective environment for involving students in science and supporting young scientists"; "Strengthening cooperation on research and development issues with leading foreign and domestic universities, research institutes, scientific centres, medical and pharmaceutical industry enterprises"; "Creation and development of a university hospital, university clinics and other scientific and practical bases"; "Development of infrastructure and material and technical base of the university", which confirms the fulfilment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with students, it was established that before the start of classes, teachers inform about the mission, work plans of the educational organization, tell where to get the necessary information about the educational program, teachers, and training bases.

During a visit to the divisions of the NJSC "Astana Medical University", experts noted the strengths of the educational organization in relation to the accredited educational program "6B10109 "Public Healthcare" / 6B10119 "Public Health", including:

- Leadership position of the management in the field of innovative and continuous development of the university;
- Strategic systematic approach to changes in the structure and activities of the university;
- The mission of the university largely corresponds to the needs of stakeholders;
- High level of Academic staff of the "Department of Public Health and Management";
- High commitment and high level of corporate culture among the university management, Academic staff, students, employees of structural divisions;
- Strategic approach to the activities of the university in meeting the interests of the national healthcare system.
- Effective interaction of the Department of Public Health and Management with employers, clinical sites on the issues of training graduates, confirmed by the participation of employers studying in the implementation of the EP at the stage of forming the Mission of the program and the final results;
- A mentoring system has been developed at practice bases, academic mobility of students and Academic staff;
- Availability of scientific projects with the participation of students.

- Academic staff in the educational program 6B10109 “Public Healthcare” / 6B10119 “Public Health” continuously improve their qualifications not only in the Republic of Kazakhstan, but also abroad.
- A large number of memorandums with practical medical organizations.

At the NJSC “Astana Medical University” there are units that are directly related to the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health”, which can be noted as the best practice in education. Educational programs are designed in such a way that theoretical disciplines are integrated with biomedical disciplines vertically and horizontally, starting from the first year, which is reflected in the work programs by indicating prerequisites and post requisites. Thus, students, starting from junior years, master practical skills. To implement the principles of integration, innovative methods are used, including work in small groups, discussions, etc.

At the practical bases of the Municipal Administration, located in city clinics of Astana, Territorial bodies of the SES, NCE, students acquire sufficient knowledge and practical skills so that students apply the acquired knowledge in practice in organizing and carrying out sanitary-anti-epidemic and sanitary-preventive measures to promote and protection of public health, prevention of infectious, parasitic and non-infectious diseases, evaluation of their effectiveness.

Mastering skills is carried out in accordance with practical exercises by analysing “cases of nosocomial infections” and outbreaks, working in the health information system. The student undergoes internship in specialized organizations in accordance with the training program.

Schools, heads of departments and Academic staff at the planning stage determine: market needs, employment prospects for graduates, analyse and assess the potential market for personnel training, analyse the capabilities of the EPHE for the implementation of the EP, and compliance with the requirements of the labour market.

The list and content of educational programs in disciplines that are elective components are determined in accordance with the need for students to master professional competencies defined by the state compulsory education standards of the Republic of Kazakhstan. Electives of graduating departments of major disciplines take into account the latest changes in the labour market, reflect the interests of the employer and are aimed at preparing graduates for professional activities.

### **1.2 Participation in formulating the mission of the educational program**

Stakeholders took part in the development of the mission and goals of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health”. Round tables are held on an ongoing basis to discuss the school's EP, where all interested parties take part, and the following issues are discussed: the competencies and final results of the EP's education; graduate practical skills, catalogue of elective disciplines. A wide range of stakeholders makes it possible to more accurately evaluate the activities of the university and improve the process of continuously improving the formulation of the mission and goals. Educational programs implemented at the university are a set of regulatory documents developed on the basis of the state educational standard of the Republic of Kazakhstan and standard discipline programs approved by the Ministry of Health of the Republic of Kazakhstan.

### **1.3 Institutional autonomy and academic freedom**

In the process of external evaluation of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health”, it was established that the educational organization is autonomous in formulating the mission. The mission of the university and the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” are communicated to the authorized bodies in the field of medical education and healthcare, the academic community, students and other interested parties through the presentation of the strategic development plan of NJSC “AMU”. Additionally, information is published on the official website of the university ([www.amu.edu.kz](http://www.amu.edu.kz)), distributed in paper format to all structural divisions of the university, posted on department information stands, and included in admissions committee brochures. The University guarantees students' academic freedom in choosing their personal learning path, which implies the opportunity to acquire knowledge in accordance with their inclinations, interests and needs. Experts determined that the organization has a healthy

microclimate, since the director is quite accessible to both students and employees, responds promptly to requests and, within the framework of the policy of academic independence, freedom is provided in drawing up an educational program, the possibility of independently distributing hours within one discipline, freedom to change, adjustments and additions to the program

To verify standard 1, a meeting was held with vice-rectors and chairmen of the EP QAC, who, by approving and explaining the policy, proceed from the fact that it is correctly understood and recognized by the staff. The main goal is ensuring the demand for graduates in the labour markets - is carried out through educational programs. Freedom in program design is achieved through the university component. The distribution of resources to support this program is carried out in accordance with the stages of its implementation.

*During the conversation, the experts asked the following questions: how are the stages of review and approval of changes and additions made to the discipline programs carried out? Are modern requirements of practical healthcare taken into account? In the responses, confirmation was found that representatives of practical healthcare, through membership at each stage, actively participate in the development of educational programs for this EP.*

*While conducting a survey, 923 students were asked (7.7% of the total number of students). Questioning of students (on the resource <https://webanketa.com/>), the questionnaire contained 39 questions, a number of which were devoted to the quality of the educational process and educational program. It was found that 58.07% would recommend to their acquaintances, friends, and relatives to study at this educational organization and 55.8% of 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 that the content of the educational program (list of disciplines) in the chosen specialty fully meets the expectations of students - 65.76%, partially - 24.05%, does not satisfy in 10.2% of cases. Students note that teachers in the classroom use active and interactive teaching methods regularly - 56.55%, sometimes and rarely - 36.51%, cannot decide and don't know - 6.93%. Students answer the question "how often is a teacher late for work?" "Beginning of classes" almost 2/3 note that this did not happen (72.91%), sometimes - 20.37%, systematically - 4.334%, do not know what to answer - 2.38%. Content of the educational program (list of disciplines) in the chosen specialty, it fully meets the expectations of students - 65.76%, partially - 24.05%, does not satisfy in 10.2% of cases. Students note that teachers in the classroom use active and interactive teaching methods regularly - 56.55%, sometimes and rarely - 36.51%, cannot decide and don't know - 6.93%. Students answer the question "how often is a teacher late for work?" "Beginning of classes" almost 2/3 note that this did not happen (72.91%), sometimes - 20.37%, systematically - 4.334%, do not know what to answer - 2.38%. I like studying at this educational organization completely agree - 62.62% of students, partially agree - 26.76%; 10th of students (10.61%) completely, partially disagree or doubt.*

*The surveyed teachers amounted to 539 employees (29.2% of the total teaching staff). The teaching staff survey included 23 questions. During the survey, the following results were revealed. Among those participating in the survey, the majority of teachers had teaching experience of over 10 years (58.44%), from 5 to 10 years - 17.7%, and almost every 4th (24.49%) had less than 5 years of experience. The overwhelming majority of teaching staff were representatives of medical departments - 91.65%, theoretical disciplines were in the minority - 8.35%. Most of the Academic staff was full-time employees of the AMU - 91.1%, part-time employees - 4.64% and other categories - 4.26%. As for satisfaction with the organization of the educational process, more than 2/3 of respondents (74.77%) expressed their complete satisfaction (agree), every 5th (19.85%) partially agreed, 4.64 completely and partially disagreed %. The majority of Academic staff were completely (70.87%) and partially satisfied (24.30%) with the organization of work and the workplace; those who disagreed and were undecided were an extreme minority - 4.82%. About career growth and development of competencies, 74.95% completely agree, 21.15% partially agree, 3.9% disagree and others. 70.13% completely agree that the AMU has the opportunity to engage in scientific work and publish research results, 23.01% partially agree, 6.86% disagree and other categories*

Experts determined that the organization has smooth work, a healthy microclimate, and the leader is quite accessible to both students and employees. Teachers have the opportunity to realize themselves as professionals in their specialty.

***EEC conclusions based on the criteria.*** Complies with 8 standards: fully - 8.  
***Recommendations for improvement: none***

## **Standard 2: EDUCATIONAL PROGRAMME**

### **2.1 Final learning outcomes of the educational program**

Experts have established that the implementation of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health” is based on modern principles and achievements of education, science and practice, which allows students to most fully develop key professional competencies and achieve the expected final learning outcomes.

Experts have established a clear continuity between the final results of students’ previous learning (prerequisites), which students demonstrate after completing the EP. The final results of the EP are divided into the following categories - knowledge, skills and competencies.

*90% of teacher respondents believe that students of this educational organization have a high level of knowledge and practical skills after completing the training program.*

### **2.2 Organization and structure of the educational program**

To implement the educational program in the specialty 6B10109 “Public Healthcare” / 6B10119 “Public Health”, the organization’s documents contain EMCD, which defines the goal, takes into account the integration of practical and theoretical components, and independent work. Compliance with state standards and standard requirements has been established. By attending a practical lesson on the subject “Health policy and legislation” on the topic: “Modern approaches to management” group in the specialty 4016B10109 “Public Healthcare”, volume 8 credits 240 hours, experts received convincing data that the training is carried out according to plan , before the start of the lesson, students are answered take tests, receive feedback from the teacher, and have the opportunity to improve their skills based on the final learning results. The innovative teaching methods used (PBL, TPCBL, Research-tutored teaching, Case study, CBL, RBL) place the main emphasis on the development of analytical thinking and science-oriented learning in students. They contribute to the development of independent thinking in students, provide an opportunity to demonstrate and improve knowledge.

The organization ensures compliance with ethical aspects in the implementation of the educational program, since experts have studied the Code of Academic Integrity of the University (“Code of Academic Integrity” was approved by the decision of the Board of NJSC “Astana Medical University” No. 3 dated “01/24/2020 (<https://amu.edu.kz/upload/iblock/849/849584f736fdbcb8888adf32a7c1752e6.pdf>) and during the interview the students responded that they were informed about the contents of this document.

An analysis of educational activities showed that the scientific basis and all the achievements of science in the advising disciplines were taken into account, additions were made to the EMCD bibliography and syllabuses, and teachers use them in the classroom.

Psychological work is carried out with students both in a group format (trainings) and in an individual format (psychological consultations).

The mentoring system has been evaluated; since the beginning of the year, group trainings have been systematically conducted with first-year students in order to assist them in adapting to the educational system of the university, aimed at uniting the team and relieving emotional and muscle tension. The trainings were held both within the university (in a co-working space) and in the reading room of the dormitory.

In the event of an emergency psychological trauma or critical situation, the university has created and operates a helpline, where a psychologist provides consultation on issues that have arisen. All phone numbers are on the website. The identities of students who asked for help and the information



they are interested in are not subject to disclosure for confidentiality purposes (<https://www.telefon150.kz/#:~:text=%D0%A2%D0%95%D0%9B%D0%95%D0%A4%D0>).

For the purpose of psychological education, a “Psychological Assistance Service” tab has been created and is functioning on the NJSC “AMU” website, where students can directly ask a psychologist questions that interest them. This tab also contains psychological information with recommendations from a psychologist (<https://amu.edu.kz/ru/departments/12013/>). This demonstrates compliance with Standard 2 in terms of tailoring teaching to student needs.

### **2.3 Contents of the educational program**

There are documents containing requirements for the structure and content of educational programs, State Compulsory Educational Standards in the specialty “6B10109 “Public Healthcare” / 6B10119 “Public Health”. Responsibility for the selection and implementation of innovations in the educational process lies with the coordinator of the EP “6B10109 “Public Healthcare” / 6B10119 “Public Health”.

The final learning outcomes of the EP “6B10109 “Public Healthcare” / 6B10119 “Public Health” are limited not only to highly specialized skills and professional competencies, but also address issues of public health, the relationship between the state of the environment and the well-being of the population. The teaching staff of the departments, together with the adviser, under the guidance of the heads of the department, conduct presentations of elective disciplines for students before the registration procedure for elective disciplines is carried out;

Learning outcomes are formed both at the level of the entire educational program and at the level of individual modules or academic disciplines

The content of work programs and the catalogue of elective disciplines reflect the needs of the healthcare system, including sanitary and epidemiological surveillance of infectious and non-infectious diseases, as well as the specifics of students’ research and scientific achievements of teachers. For the successful implementation of the educational program in the specialty 6B10109 “Public Healthcare” / 6B10119 “Public Health”, the organization has resources for organizing the evaluation of practical skills of students. The main bases of practice are: Department of Sanitary and Epidemiological Control of Astana, Department of Sanitary and Epidemiological Control of the Yesil District , Baikonir, Saryarka, Astana, MSE on the REM “City Clinic” No. 9, Republican state budget-supported enterprise 3“Center for Sanitary and Epidemiological Expertise” Astana, Multidisciplinary Children’s Hospital, State Institution “Centre for the Prevention and Control of AIDS”, Republican State Enterprise “Centre for Sanitary-epidemiological examination” of the Medical Centre of the Administration of the President of the Republic of Kazakhstan, BINOM SCHOOL school-lyceum "Tanym" LLP "BINOM EDUCATION.

While evaluating the effectiveness of the educational program, the student satisfaction index is taken into account through questionnaires and surveys.

*Teachers provide students with methodological and didactic materials, additional literature to prepare for classes: completely agree - 60.67%, quarters of students partially agree with this statement (24.59%), disagree, partially agree and doubt - 14.7%, are not familiar with this question – 34.6%*

*Personal participation in the development of methodological materials for educational programs was noted by 61.04% of teaching staff, almost 1/3 (29.13%) participate partially, and other categories do not participate - almost every 10th teacher (9.83%).*

According to the Policy, in the field of university quality, aimed at increasing the level of mastery of competencies based on the unity of educational, scientific, innovative processes and advanced development of educational content in relation to practical activities, leads to a constant strengthening of the connection between science and education, which has a beneficial effect on the current the learning process and preparation of students for research work in the field of health care.

*When asked about feedback after completing classes (listens to your opinion, conducts a mini-questionnaire, works on mistakes), students note that this is done on an ongoing basis - 58.94%, sometimes in 4 cases (25.35%), rarely and do not know – 13.2%*

*At the same time, to the question “Are student representatives involved in the development of educational programs?”, the experts received the following answer: The degree of student involvement in activities to prepare for institutional or specialized (program) accreditation was distributed as follows: a third of students participated in the preparation of the self-assessment report ( 35.86%), for organizing a meeting of external experts - 8.13%, at all stages of preparation - 9.75%; did not participate, did not hear about this event – 43.25% of students.*

*Almost 2/3 of students (69.66%) completely, partially disagree or doubt – every 3rd (30.34%) of the students surveyed are completely satisfied with the study schedule.*

## **2.4 Basic biomedical sciences**

According to the EP, EP includes the following basic biomedical disciplines: genetics and molecular biology, basic anatomy, basic physiology, biochemistry, pharmacology, microbiology and virology, biostatistics, general hygiene, introduction to evidence-based medicine, bioethics, which are taught from the first to the third years.

## **2.5 Clinical sciences**

During the visit, the content of the EP was carefully studied, students apply the acquired knowledge in practice on the organization and implementation of sanitary, anti-epidemic and sanitary preventive measures to promote and protect public health, prevent infectious, parasitic and non-infectious diseases, and evaluate their effectiveness.

## **2.6 Scientific method**

The fundamentals of scientific methodology are instilled in university students from the first year of study while studying basic disciplines, such as biostatistics, epidemiology, computer science, revised from the standpoint of evidence-based medicine. Already at the beginning of these disciplines, students are introduced to different areas of research, students take part in scientific events of the department, study the requirements for preparing scientific reports and writing abstracts, at meetings of the scientific student club, students practice the use of theoretical research methods and selection of literature using modern search technologies, draw up a bibliography taking into account the requirements of the standard.

## **2.7 Behavioral and social sciences and medical ethics**

In accordance with the State Standard of Education, the curriculum of the EP includes behavioral sciences (History, Cultural Studies, Foreign Language, Sociology, Philosophy, Psychology, Information and Communication Technologies (ICT), etc.); social sciences, providing the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural causes, distribution and consequences of health problems, knowledge of the national health system and patient rights, students' mastery of modern information and communication technologies in various areas of professional activity, the potential of ICT in healthcare to improve information sharing.

## **2.8 Educational technologies, teaching methods and practical training**

To ensure that students achieve the expected learning outcomes in the EP “Public Health”, the medical school uses modern educational technologies, teaching methods and practical training, including: rating system, case method, standardized patient, work in the simulation centre, presentations, discussions, completed project, critical analysis of articles, portfolio, business game, combined lecture, self-assessment and assessment of classmates while working in small groups and conducting PBL, TBL, RBL.

## **2.9 Management of the educational program**

Management of the educational process, reflected in the self-assessment report (Standard 2) and general approaches to management were confirmed during a meeting with the chairmen of the QAC, by level of education and conversations with the manager and employees. At the same time, verification of standard 2 showed that there is a Committee for Quality Assurance of Educational Programs (QA), which is a collegial body of the NJSC “AMU”, which ensures the quality of training of students and monitors compliance with the requirements of state mandatory standards of higher and postgraduate education.

The experts got acquainted with the work of the structural unit that has the authority to plan and implement innovations in the educational program, the Centre for Transfer of Educational and Distance Technologies. This is an administrative division of NJSC “Astana Medical University”, which improves the quality of education through the continuous development of teaching competencies of Academic staff, organizing the educational process via distance learning, organizing the introduction of new educational technologies, teaching methods into the educational process, incl. with the use of DET and E-learning technologies, a total of 11 meetings were held and during cross-interviews it was established that these services determine and develop university-wide activities aimed at improving the quality of educational program development and monitoring the methodology of the educational process and the quality of support for teaching and learning.

When attending a practical lesson on 03/28/24 on the subject “Health policy and legislation” on the topic: “Modern approaches to management” and a conversation with students, the experts saw that the organization promotes the development of practical competencies of students. At the same time, students deepen their theoretical knowledge and develop communication skills. Undergraduate program 6B10109 “Public Healthcare”/6B10119 “Public Health” is being developed by the QAC for the EP of the School of Public Health and Management, the draft EP with an extract from the QAC EP is submitted for approval to the Academic Council Committee on Academic Affairs. After approval by the Academic Council Committee on Academic Affairs, the EP is approved by the Academic Council, then for inclusion in the EP register of the Ministry of Education and Science of the Republic of Kazakhstan

#### **2.10 Relationship to medical practice and health care system**

The development of partnership cooperation between the higher education system and the healthcare system makes it possible to modernize the educational process taking into account the requirements of the labour market for specialists, and thereby increase the efficiency of both the education process itself and the degree of successful employment of graduates. In addition, connection with medical practice is an important factor in the development of the educational process.

At NJSC "AMU" there are advisors who help you choose the right educational path; there is a choice of elective disciplines and on-site practical training. Industrial practice of students is the most important link in the training of doctors and is an integral part of the educational process. Students consolidate the theoretical knowledge and skills acquired during their studies at the departments during practical training. It helps students adapt to their future place of work, instils teamwork skills, compliance with the rules of ethics and deontology, helps consolidate key competencies, acquire practical skills and professional experience in the specialty being trained. Thanks to practical training, starting from the first year of study, in senior years students already have practical work experience, allowing them to navigate various production situations.

While visiting an educational organization, experts were convinced of the use of interactive teaching methods by teachers, such as PBL, TBL.

***EEC conclusions based on the criteria.*** Complies with 36 standards: completely -36.

***Recommendations for improvement:*** no

### **Standard 3: ASSESSMENT OF STUDENTS**

#### **3.1 Policy and evaluation system**

The study of control and measurement tools (40 tests, 7 situational tasks) showed that the organization has implemented an appropriate evaluation policy that allows for a comprehensive assessment of students' educational achievements. At the university, evaluation methods are fully compatible with learning and teaching methods and cover the evaluation of all competencies learned both during practical classes and during examinations. In assessing educational achievements, control and measurement tools developed by departments are used in various types (test questions, tasks in test form, situational tasks, practical and communication skills, etc.). The methods used to evaluate student

competencies are defined in discipline syllabuses, which are discussed at departmental meetings and the QAC. The evaluation criteria are brought to the attention of students in the first lesson in each discipline, and are also presented in the syllabus. Achievement of student learning outcomes is evaluated through appropriate teaching and assessment methods.

Methods for monitoring and assessing knowledge are set out in the document “Regulations on ongoing monitoring of academic performance, intermediate and end-of-course assessment of students” PL-AMU-13-21 (<https://amu.edu.kz/upload/iblock/170/1707a9e415bc9be3994a21314d650f1c.pdf>), in which forms of final control are updated annually and in the Academic Policy of NJSC “AMU” P-AMU-17-23 (<https://amu.edu.kz/upload/iblock/b69/b69b044bb38b1675685e53048d4f2a33.pdf>).

During the interview, students were told about the forms and methods of evaluating knowledge and skills, and of these, 67.5% were completely satisfied, 5th of the students (19.28%) were partially satisfied, 13.2% were completely, partially disagree or doubt. They also receive regular feedback from teachers. The system for appealing assessment results is reflected in the document Academic Policy of the University and during the period of operation of the educational organization there were no precedents for appeal.

Thus, to verify the data of standard 3, experts during a visit to the organization and during an interview with the Academic staff of the department found out that examination measurement materials undergo examination, are reviewed and approved at meetings of the department. Based on the results of the examination sessions, the departments and the school conduct an analysis of the reliability of the results, i.e. correspondence between intermediate and end-of-course assessments. Inconsistencies are identified, and in each specific case conclusions are drawn and a search for the causes of the detected inconsistencies is made. Every year, Academic staff, trained in the basics of testology and writing test items, develop new test items in the disciplines they study. The test bank for each discipline is reviewed and updated annually. The specification of tests is approved annually and the algorithm of practical stations is annually discussed and approved at the EMA REMC (<https://www.qazexam.kz/index.php/ru/portfolio-2/bakalavr#>).

The commission made sure that there is a documentation system that is transparent and accessible to all teachers and staff, and includes documents such as annual operating plans, annual reports, department regulations, contracts with teachers and students, job descriptions of department staff, educational and methodological documentation (work program, work curricula, syllabuses, journals), assessment tools (checklists, statements), evidence, verifications and awards. A review of the website showed that its pages contain documents necessary for students and contain information that is updated regularly. This information was obtained during an interview with Vice-Rector A.B. Zhunusova.

### **3.2 Assessment that promotes and supports learning (formative assessment)**

At the University of NJSC “AMU”, the Sirius AIS has been introduced since 2013, and the Platonus AIS since the 2022 academic year (<https://pl.amu.kz/>). This complex is designed to automate process management and is accessible to teachers, students, School staff, and EP.

The results of student evaluation are documented in an electronic journal. The teacher submits grades for the student’s intermediate and end-of-course assessment in an electronic journal in accordance with the work instructions “On maintaining an electronic gradebook” RI-AMU-59-22 (<https://amu.edu.kz/upload/iblock/8a9/8a9d668b7088d0988753348fd22c4650.pdf>) Evaluation of current and midterm control (formative assessment) of academic performance is 60% of the end-of-course assessment of knowledge in the discipline, the assessment of the final exam (summative assessment) is 40% of the end-of-course assessment of the discipline. The organization evaluates the reliability and validity of methods for assessing student knowledge. All forms and methods of assessment, as well as the assessment system for each discipline are prescribed in the syllabuses of the discipline/module.

While conducting interviews with 10 teachers regarding assessment methods, the experts received convincing information that students are informed about what is expected of them during assessment activities, in what form they will be carried out. Students also shared their opinions about the timeliness of providing tests, counselling before exams, the clarity of the entire assessment



procedure and its fairness. For example, based on the results of an analysis of student performance, deans invite unsuccessful students to a conversation and explain to them the main provisions of academic policy.

At the departments, teachers provide consultations for underperforming students outside of class hours

During the visit to the organization, management was asked the question: “Are external examiners involved in order to improve the fairness, quality and transparency of the evaluation process?” And the answer was received that the FSC necessarily includes representatives of practical healthcare. To ensure objectivity and independent assessment, the University uses the practice of attracting external examiners from among employers, experienced practical healthcare workers, members of student government, as well as members of the anti-corruption committee.

The interviewed 5 representatives of employers also indicated that the training of graduates corresponds to the modern development of medical practice and science, as they themselves. Employers said they participate in the assessment of students, since they are involved as experts from practical healthcare.

### **3.3 Assessment to support decision making (summative assessment)**

The maximum rating for the discipline is 100 points, of which a maximum of 60% is allocated to assessing current performance in the semester, and 40% to the final control in the discipline. The minimum number of points that a student must score in the discipline/module is 50. At the department level within the discipline, the forms of control, the timing of control activities, and the number of points used to evaluate the mastery of the material of a given block (colloquiums, tests, tests) are determined. The adopted rating system is mandatory for all departments of the university, namely: 100-point scale, 60 points for current control, 40 points for final control; obligation to fulfil all training assignments provided for in the work program.

Summative assessment is a type of assessment that is carried out at the end of the academic period, as well as the study of disciplines/modules in accordance with the educational program, with scores being assigned to the electronic grade book.

The methods used to evaluate student competencies are defined in discipline syllabuses, which are discussed at departmental meetings and the QAC. Evaluation criteria are brought to the attention of students at the first lesson in each discipline

### **3.4 Quality control**

The educational process quality audit group is responsible for planning and implementing the quality assurance system for educational activities. In order to improve the quality of the educational process and study the opinions of respondents, the educational process quality audit group regularly conducts surveys of university students. Satisfaction with teaching is analysed, strengths and weaknesses are identified, all errors are taken into account and the reasons for unsatisfactory average grades are identified.

All information about assessment methods is set out in the Academic Policy, which is updated annually in accordance with changes in regulations and proposals from stakeholders. Methods and forms for assessing the final learning outcomes are reflected in the educational program, which is updated in accordance with the university standard “Model for evaluation of educational programs”, approved by the decision of the Board of January 12, 2024.

***EEC conclusions based on the criteria*** correspond to 13 standards: completely -13.

#### ***Recommendations for improvement:***

- 1) To strengthen preparation for independent examination of final year students with the help of additional consultations on the subjects being examined.

## **Standard 4: STUDENTS**

### **4.1 Student Selection and Admission Policy**

The organization has a policy for the admission of students, which is called - Rules for the admission of applicants to study at the NJSC "Astana Medical University", approved by the decision of the Board dated 07/05/2023, protocol No. 17; there is a Process Map "Management of the process of selection and admission of applicants for undergraduate studies", approved by the decision of the Board of July 5, 23, Minutes No. 17.

The head of the admissions committee, Zhilkibaeva K.T., the chief specialist of the admissions committee, Altynbaeva G.K, spoke about the policy for admitting students. Approaches to student admission are based on the country's requirements and internal regulations, namely, the University's internal regulations governing the admission and selection process are posted on the University's corporate website (<https://amu.edu.kz/ru/postupayushchim/abiturientam/normativno-pravovye-dokumenty/>), the Astana Medical University hosts the annual event "Open Doors Day 2023", the event "Become an AMU student for one day".

For the period 2018-2023. 153 students were accepted under the state educational order at the NJSC "Astana Medical University" for the EP "Public Healthcare" and 179 students (paid department) for the EP "Public Health", 319 people successfully completed their studies. In general, all criteria are met. Many documents are drawn up correctly, there are no comments.

Students are included in such advisory bodies as the Academic Council, QAC, this is confirmed by the results of a survey of students; while asked whether program directors and teachers involve students in the work of advisory bodies (methodological council, academic council, educational program committees), they responded positively more than half of respondents 59.26%.

#### **4.2 Counselling and support for students**

At the NJSC "AMU" University, students are offered a number of support programs during their studies allocates social assistance for a vulnerable segment of students: orphans, children left without parental care and graduates of orphanages during the period of their education in the form of financial support for this category of students, which consists of the allocation of funds aimed at providing food, uniforms (clothes, shoes, bedding), organizing and issuing monthly travel tickets.

Since the beginning of the year, in order to assist first-year students in adapting to the educational system of the university, group trainings have been systematically conducted, aimed at uniting the team and relieving emotional and muscle tension. There is a feedback system that allows students to express opinions, suggestions and questions related to the educational process.

*According to the results of the survey, 60.24% are fully informed about the existence and implementation of social programs to support students; uninformed, partially informed or do not know about these programs – 39.76%.*

In the event of an emergency psychological trauma or critical situation, the university has created and operates a helpline, where a psychologist provides consultation on issues that have arisen. All phone numbers are on the website. The identities of students who apply for help and the information they are interested in are not subject to disclosure for confidentiality purposes. For the purpose of psychological education, the "Psychological Assistance Service" tab has been created and is functioning on the NJSC "AMU" website, where students can directly ask the psychologist questions that interest them.

The university pays great attention to youth organizations; there are 10 student organizations (2023 – 2024 academic year), which cover 1902 people, which is 17.64% of the total number of students. These include such organizations as: Local Education Authority "Medical Youth" of Kazakhstan - 248 people, Student Scientific Organization "Veritas" - 57 people, Enactus - 44 people, AMU Talkies - 9 people, Kazakhstan Organization of Medical Youth KazMSA - 223 people, student scientific circle "Hygiene and Epidemiology" - 64 people, school of young scientists - 61 people, intellectual club "Erudites" - 44 people, Student Scientific Society NJSC "AMU" - 1216 people, student scientific club "Vita&Mors" - 43 people ., student community. In a personal conversation with representatives of youth organizations, the support of the leaders of youth organizations from the leadership was noted. There are 5 sports sections organized, such as table tennis, arm wrestling, basketball, volleyball, football, in which 123 students participate. 6 national teams of the University

were created in “Kazakh Kures”, athletics, “togyzkumalak”, chess, checkers, skiing, in which 153 students (1.5%) are involved. A student rectorate was elected and operates at the University, which included 140 people from among the students of the medical university. The number of students participating in the volunteer movement is 1,400 people.

In a conversation with Vice-Rector A.B. Zhunusova It was found out that there is a Career and Employment Centre (hereinafter referred to as C&EC), which monitors the most in-demand specialists in the labour market. Based on the monitoring results, the C&EC makes proposals for the improvement and effectiveness of the training of qualified specialists.

In general, support and counselling for students takes place in a healthy educational environment, which develops the student’s potential for successful development as an individual and specialist.

***EEC conclusions based on the criteria.*** Comply with 15 standards: fully – 15.

***Recommendations for improvement:***

- 1) To provide funding for academic mobility of students across the territory of Kazakhstan from the funds of the NJSC “Astana Medical University”

## **Standard 5: ACADEMIC STAFF**

### **5.1 Policy on the formation of academic staff**

The total number of full-time teachers is 17. The experts are familiar with the university’s personnel policy for the selection of teaching staff, approved by the decision of the Board No. 21 dated 08.08.2023 by the internal Rules for the competitive filling of positions of teaching staff and scientific workers of NJSC “AMU”, which are available for review by PR- AMU-20-18 ([https://drive.google.com/file/d/1zbafSNLktYRAwD2cCCHv-CK-HM1mryy9/view?usp=drive\\_link](https://drive.google.com/file/d/1zbafSNLktYRAwD2cCCHv-CK-HM1mryy9/view?usp=drive_link)).

In order to verify the data of standard 5, external experts obtained the opinions of teachers on personnel policies and the university’s capabilities for developing the personnel and intellectual potential of Academic staff. Conversation with the head of the department Turgambaeva A.K. included questions that allowed experts to learn about approaches to selecting Academic staff. The answer was that the selection of personnel takes into account qualifications, professional experience, research results, teaching experience and reputation among colleagues. Preference is given to those who have skills in scientific, educational, research and clinical activities and are aware of the mission of the university.

The development of human resources and intellectual potential is one of the most important areas of the strategic development plan of NJSC “AMU”. The Academic staff of the university has a high level of qualifications and competence.

*While surveying teachers, it was found that in matters of career growth and development of competencies, 74.95% completely agree with this statement, 21.15% partially agree, 3.9% disagree and others. The majority of teaching staff were completely (70.87%) and partially satisfied (24.30%) with the organization of work and the workplace; those who disagreed and were undecided were an extreme minority - 4.82%. 70.13% completely agree that the AMU has the opportunity to engage in scientific work and publish research results, 23.01% partially agree, 6.86% disagree and other categories. We completely agree that the organization has enough equipment and resources to conduct training for students, undergraduates and residents.*

At NJSC “AMU”, the necessary conditions have been created for Academic staff for additional professional education, CDP and professional retraining of employees, there is Academic mobility of Academic staff, which allows them to acquire and implement advanced international experience, expand professional, educational and clinical knowledge and skills, discuss, develop and implement project ideas, strengthen the image of the university.

In a conversation with teachers, it was noted that in order to identify and encourage departments and teachers who make the greatest contribution to increasing the status and prestige of the university at the end of each academic year, a rating is carried out to compare the effectiveness of their activities

and in the future recommendations will be given on teaching, scientific clinical activities. For high performance based on the results of the rating, material remuneration will be paid, all this is reflected in the Regulations PL-AMU-63-19 on the rating of educational, scientific and clinical activities of the Academic staff, approved by the decision of the Board of NJSC "Astana Medical University" No. 26 dated "22 » November 2019. Employees receive state and departmental awards for professional achievements. To stimulate the scientific activity of teaching staff, incentive payments are established for the publication of articles in scientific publications indexed in the international citation databases Web of Science (WoS) and/or Scopus. The results of job evaluation and information about awards for achievements in all types of activities are published in the Academic Council of the university and on the university website.

### **5.2 Academic activities and professional ethics of teachers**

The school's faculty adhere to the principles of academic integrity in both traditional and distance learning and blended learning, and adhere to codes of ethical conduct and copyright protection. Every teacher can freely express their opinions and ideas. To avoid plagiarism, all scientific works and dissertation guidelines are checked for the degree of originality, scientific novelty and the presence of a professional information system.

The University strives to provide Academic staff with the necessary resources and has created a modern, effective information infrastructure.

### **5.3 Continuous professional development of academic staff**

NJSC "AMU" provides equal opportunities for continuous professional development

In order to verify the data of standard 5, during a meeting with the head of the human resources department and during interviews with teachers, experts received an opinion on approaches to developing the pedagogical competence of teachers, motivation to work with students, mentoring, which includes the presentation of free seminars on the development of educational potential that are organized by Educational Technology Transfer Centre (ETTC). Indicative for the experts were the figures that the centre, for example, in 2020-2021, conducted 25 training events and trained 106 teaching staff in the following competencies: 27 Academic staff - Effective teacher, 3 Academic staff - Professional, 35 Academic staff - Researcher / scientist, 19 Academic staff - Communication skills, 22 – Leader/organizer, and of course, in subsequent years the number of seminars and PC courses is increasing. The Experts were interested in teacher certificates on topics such as: International online internship "Modern approaches to training medical personnel in the context of global challenges and digital transformation of medicine" based on the SKLAD online educational platform of the International Centre for Educational Technologies (ICET) ) in 2022. Seminar "Training of experts in the development of clinical scenarios and assessment of skills (examiners)", Local Education Authority "National Centre for Independent Examination" (2023-2024 academic year) was held.

*Experts noted that according to the results of the survey, more than half of the Academic staff (54.17%) was trained in professional development courses (programs) during a given year, up to 5 years - 41.0%, more than 5 years and other categories - 4. 83%. In the question about the educational organization's support for the participation of teachers in conferences (international, republican), almost every 3rd teacher (29.13%) answered positively; those who do not receive support from the organization of financial support in this matter and others were 2/3 or the majority ( 70.87%).*

*Experts have found that teachers initiate research topics for students, stimulate the need for additional training and independent work with literature, medical documentation, presenting their own experience and example, and that the teacher (mentor, curator) of a given educational organization is an example for students as a doctor -professional, person (ethics, communications, appearance, speech) completely according to 67.17% of students; A third of students (32.82%) completely, partially disagree or doubt.*

In the organization, there is an opportunity for career growth and development of teacher competencies, as evidenced by the results of a survey of university teaching staff; when asked whether there is an opportunity to realize oneself as a "professional in the specialty," 74.03% completely agreed, every 5th (20.04%) partially agreed, those who disagreed or were undecided were -5.94%.

*EEC conclusions based on the criteria.* Complies with 8 standards: fully – 8.  
*Recommendations for improvement:* none

## **Standard 6: EDUCATIONAL RESOURCES**

### **6.1 Material and technical base for teaching and learning**

To ensure proper implementation of educational programs, AMU has various types of technological resources. These are premises, stands, computer equipment, information resources - library collections, software and information technology. All technological resources are actively involved in the educational process of the university. To ensure the educational process during critical situations for various reasons related to the epidemiological situation or weather conditions, the “MOODLE” distance education system is provided. Through monitoring, internal and external audits, universities check the sufficiency of their educational resources to ensure the quality implementation of educational processes. All administrative, educational and residential premises and territories adjacent to the university facilities in accordance with sanitary, hygienic and fire safety standards and rules thereby provide a safe environment for their students and employees. The university has a library and information service system, and has access to modern databases in the field of fundamental and applied medicine. A positive point is the presence of an electronic catalog and electronic library. All procedures for identifying hazardous and harmful production factors, evaluating risks associated with safety and controlling exposure are followed, and also implements all measures to ensure safety and assess the potential risks of doctors in the environment in educational buildings, laboratories and dormitories. Every year, for the new academic year, repairs and preparation of the classroom fund are carried out and, if necessary, measures and measures are taken to eliminate identified inconsistencies, update and expand the material and technical base.

### **6.2 Resources for clinical training**

The School of Public Health and Management has its own base for training specialists in medical organizations in the field of sanitary and epidemiological control and Public Health, and a review of the resources showed that they correspond to the goals and objectives of educational activities. All conditions are available to achieve the necessary practical skills. The main bases are: Department of Sanitary and Epidemiological Control of Astana, Department of Sanitary and Epidemiological Control of the Esil, Baikonir, Saryarka districts of Astana, MSI on the REM “City Clinic” No. 9, Republican state budget-supported enterprise “Centre for Sanitary and Epidemiological Expertise” in Astana, Multidisciplinary Children's Hospital, State Institution “Centre for the Prevention and Control of AIDS”, RSE “Centre for Sanitary and Epidemiological Expertise” of the Medical Centre of the Administration of the President of the Republic of Kazakhstan, BINOM SCHOOL school-lyceum “Tanyim” LLP “BINOM EDUCATION.

During visits to clinical sites, experts examined the resources, their compliance with training programs, accessibility for teachers and students, and the extent to which the base meets the needs of students and practical healthcare.

During the period of study, students have the opportunity to obtain and master comprehensive skills in the field of public health and related disciplines with practical mastery of the provision of medical services in the laboratory, clinic, and at the stage of infection control

All students have access to the necessary research methods and carry out site visits under the supervision of a mentor/responsible physician. Each departmental educational base has a classroom, a cloakroom and a dining room with appropriate conditions for conducting practical classes. Classrooms are equipped with computers, multimedia equipment and office equipment. Classrooms are designed for 6-10 people and are located in the base building. The experts asked questions about satisfaction with training, satisfaction with teaching methods and the qualifications of teachers.

In general, students are satisfied with the training, assessment methods, and purposefully entered this organization, because they believe that the educational organization has good resources, image and clinical facilities.

### **6.3 Medical research and scientific advances**

Experts at a meeting with Vice-Rector V. Koikov found out that in research there are significant successes among students of the Faculty of Public Health, so as a result, among students of courses 1-5 of the EP "Public Health" there are 41 winners of international olympiads, international conferences and competitions, including four winners of international olympiads, 26 winners of international conferences, five winners of international competitions and six winners of international competitions. Although participation in research, publications and conference presentations are encouraged, it is clear that students need to be motivated not only by financial support for their research activities, but also by an evaluation system. Active learning through research and the introduction of research evaluation would enable students to more effectively acquire skills in documenting primary sources, statistical processing, and presenting research results.

In 2018, on June 28, the University signed a memorandum of strategic partnership with Vilnius University, Lithuania, within the framework of which the development of bilateral cooperation in the field of education, science, and clinical activities is carried out. The following projects have been successfully implemented at the University: –Training to avoid medical errors - “TAME”, 2015-2018; – Transition to university autonomy of universities in Kazakhstan - “TRUNAK”, 2017-2020; –Development of the innovative potential of higher education in the field of nursing through reforming the healthcare system - “ProInCa”, 2017-2021; –Acceleration of the development of nursing education at the Master’s and Doctoral levels in the higher education system of Kazakhstan – “AccelEd”, 2020-2023; –Development of Academic Capacity in the field of Global Health in the Eastern Europe – Central Asia region - “BACE”, 2020-2024; - Erasmus + program projects and Mevlana exchange program for academic mobility; NJSC "AMU" has signed cooperation agreements with more than 112 universities and research institutes. Our students have the opportunity to study in Japan, Turkey, South Korea, the Czech Republic, Lithuania, Poland, Finland, Russia and other countries. The university is a member of international associations: Magna Carta Universities, IFMSA Association and AMSE Association <http://www.amse-med.eu/membersand-membership/members/>.

### **6.4 Information resources**

During the visit to the scientific and medical library, experts got acquainted with the training programs that are actively used. NJSC “AMU” uses the automated information system “Platonus” (<https://pl.amu.kz/>), a library (<http://www.bibl.amu.kz>), and a portal of multimedia textbooks (<https://mbook.kz/>), electronic library catalog (<https://elib.kz/>), distance learning platform (<https://dl.amu.kz/>), open labyrinths (<http://olab.amu.kz:5181/>). School students have free access to the portal of multimedia electronic textbooks (<http://amu.mbook.kz>), the library has 59 computers with access to electronic databases available on the university’s local network in the amount of 5 electronic databases. The university’s own platform has been developed for the implementation of the MOOC “Massive Open Online Courses” of NJSC “Astana Medical University” - (<http://mook.amu.kz/>), through which advanced training programs are implemented, including training in the use of information and communication technologies. The platform contains 12 online courses, incl. on the development of digital skills of Academic staff: “Information and communication technologies in medical education, basic level”, “Training Academic staff to work in the MOODLE system”, “Organization of the educational process within the framework of the implementation of DET”.

### **6.5 Educational expertise**

At NJSC “AMU”, examination in the field of education is carried out in accordance with approved standards. The examination is carried out in the form of an analysis of the needs for specialists, an analysis of student teaching methods, and the results allow us to draw conclusions about the quality of innovative changes in postgraduate education. For example, during a dialogue with employers, we found out that EP coordinators constantly conduct fundamental and applied research in the field of healthcare, as well as develop and implement innovative technologies as part of the implementation of



the quality of the educational process. At QAC meetings, an examination is carried out of: developed priority educational programs, test tasks, teaching aids and methodological recommendations.

The university's policy to promote the relationship between research and education is reflected in the individual curriculum of each EP teacher. The university Academic staffs actively participate in the implementation of intra-university projects and attract students. The relationship between research and education is incorporated into teaching, encouraging students and preparing them to participate in and develop health research.

### **6.6 Educational exchange**

During the visit of experts, the head of the department Turgambaeva A.K. said that over the past five years, more than 100 students and teachers participated in the academic mobility program at medical universities in Kazakhstan, gave lectures, conducted master classes for partner universities such as Bukhara State Medical University (Uzbekistan), Kyrgyz State Medical Academy named after I.K. Akhunbaeva (Kyrgyzstan), Tashkent Medical Academy, Tashkent Pharmaceutical Institute (Uzbekistan), completed internships at the Open Medical Institute (Austria), Tbilisi State University (Georgia), Lithuanian University of Health Sciences (Lithuania), Abo Academy, Universities of Applied Sciences in Finland etc., conducted online classes for students of Omsk State Medical University (Russia).

*EEC conclusions based on the criteria.* Compliant with standard 18: completely -18.

*Recommendations for improvement:* none

## **Standard 7: QUALITY ASSURANCE**

### **7.1 Quality Assurance System**

During communication with members and the chairman of the Committee on the Quality of Educational Programs (QEP) on public health, it was confirmed that the university has an effective and continuous monitoring mechanism, which consists of constantly tracking department attendance and student performance. Structural units are responsible for the quality of implementation of the educational program. First of all, the School of Public Health, the departments responsible for teaching relevant disciplines, the Research Institute of Preventive Medicine named after E.D. Dalenova. The administrative and managerial apparatus provides management of the educational program. In order to analyse the results of the educational process, the Educational Process Quality Audit Group operates.

Evaluation of the educational program "Public Health" is based on the following principles: continuity, continuity, focus on consumer requirements, systematization, transparency and continuous feedback. All stakeholders participate in the process of assessing and improving EP: teachers, specialists in the field of medical education, employers and students.

Research and evaluation of educational programs includes the following tasks: monitoring the provision of educational process with resources (clinical facilities, educational literature, classroom funding, and equipment, Academic staff).

### **7.2 Program monitoring and evaluation mechanisms**

During a visit to the organization and during an interview with the Vice-Rector, the Office of the Registrar, it was found that methods such as developing information systems, identifying stakeholder requirements, evaluating student satisfaction and monitoring are used to evaluate the quality assurance system. In order to guarantee the quality of the educational process, monitoring and audits are carried out, the results of which are discussed at meetings of collegial bodies to improve all processes by taking effective measures. The organization of the educational process and its control are carried out using a point-rating system, which structures the process of continuous monitoring of knowledge. To record, store and analyse the results of ongoing progress monitoring, as well as to issue summative assessments of learning outcomes and intermediate certification of students, a system of electronic rating sheets or electronic rating sheets is used. This system is part of the university's automated management system. The Departmental Report Administrator of the Office of the Registrar creates electronic rating reports at the beginning of each semester, after which they are stored in the system.

### **7.3 Feedback from teacher and student**

While evaluating the results of classes, an analysis of the content of courses and teaching methods is carried out. In this regard, the school collects, analyses and uses the data received from teachers and students about the process of implementing the undergraduate program 6B10109 “Public Healthcare”/ 6B10119 “Public Health”. One of the mechanisms for implementing feedback is a survey of students, teachers and employers. Questioning is an important part of monitoring and evaluation of the educational program and forms the basis for auditing the quality of the educational process.

The main purpose of the survey is to obtain objective information about the effectiveness of teaching at a university and determine the degree of satisfaction of subjects of the educational process to improve the quality of education.

To systematize the survey process, the working group developed and approved by the Academic Council Catalogue of Questionnaires No. 3.1 dated March 28, 2023 in three languages ([https://drive.google.com/file/d/1r51AL2huLm5ZNLrLMlxMIbqHGEMi8Ome/view?usp=drive\\_link](https://drive.google.com/file/d/1r51AL2huLm5ZNLrLMlxMIbqHGEMi8Ome/view?usp=drive_link)).

In the future, it is planned to use questionnaires from this Catalogue to conduct surveys in a mobile application and other information systems. The survey procedure is carried out systematically throughout the entire period of study and consists of questionnaires for teaching staff, students, graduates, parents of students, employers

### **7.4 Academic achievements of students and graduates**

At the School, in accordance with the adopted standard SU-AMU-15-22 “Educational programs: development and updating” <https://amu.edu.kz/upload/iblock/865/8653b0b7a81d2cf480aac38f1d57f716.pdf> student achievements are evaluated. NJSC "AMU" applies the principles, methods and practice of evaluation, including the evaluation of knowledge, skills and professional values of students. These methods provide a clear link to learning methods, teaching and learning outcomes, ensuring that students achieve their educational goals. Evaluation is carried out taking into account a balance between formative and summative assessment, ensuring the management of the learning process and the assessment of academic progress.

The achievements of students and graduates are supported by a system of continuous monitoring, which provides analysis of educational results in the context of the mission of the educational program and overall learning outcomes. As an example of such monitoring, a link is provided to the performance of students over the past 5 years and the results of state certification for the same period ([https://drive.google.com/file/d/1IOzmBrFEGDYsZPai8VejnEav5fi6lDKx/view?usp=drive\\_link](https://drive.google.com/file/d/1IOzmBrFEGDYsZPai8VejnEav5fi6lDKx/view?usp=drive_link); [https://drive.google.com/file/d/1Mpp4KtQj32wy\\_NRzamLL5iVrZlS7PIN2/view?usp=drive\\_link](https://drive.google.com/file/d/1Mpp4KtQj32wy_NRzamLL5iVrZlS7PIN2/view?usp=drive_link))

One of the key criteria for continuous improvement of the quality of clinical teaching is the conduct and analysis of evaluations. The evaluation methods used cover various aspects of students' knowledge, skills and clinical abilities. However, it is recognized that each assessment method has its limitations and a variety of methods must be used to fully assess clinical skills.

Assessment of learning outcomes is carried out at the end of each module and at the end of the academic year. These results are compared with the department's goals for quality and quality performance indicators. Monitoring of progress and attendance is carried out by the department in accordance with the schedule, recording data in electronic and pedagogical journals. After receiving the results, feedback is provided to students, difficulties are identified and organizational aspects are considered.

### **7.5 Stakeholder engagement**

The interview with 5 employers was conducted online and included questions such as: knowledge of the university's mission, participation in the development of 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 student training through mentoring, providing the department and students with the necessary resources for practical training and the formation of clinical thinking, about the problems of interaction with departments and universities.



To evaluate the effectiveness of educational programs, feedback from students, practitioners and employers is used. The Quality Assurance Committee develops graduate models, monitors continuity of education, and ensures that educational programs meet healthcare needs. Representatives of students and employers are invited to join collegial bodies as full members. Teaching staff are constantly working to improve the content of programs and analyse them with the participation of employers.

*EEC conclusions based on the criteria.* Complies with 12 standards: fully – 12.

*Recommendations for improvement:* none

## **Standard 8: MANAGEMENT AND ADMINISTRATION**

### **8.1 Management**

AMU has a management system that promotes the achievement of mission and goals, maintains institutional effectiveness and integrity, and creates and maintains an environment for learning.

The management system is built on a vertical principle and involves structural divisions into areas of activity: academic, clinical, research and educational.

The AMU has a structure approved by the decision of the Board of Directors dated December 22, 2023 <https://amu.edu.kz/upload/images/struktura-012024.jpg>

The academic management structure is represented by structural units that ensure the effective implementation of educational programs (hereinafter - EP) in all specialties: Centre for Planning and Development of Academic Affairs (CPDAA), Centre for Monitoring and Accounting of Students (CMAS), Office of the Registrar (OR), Centre for Educational Transfer technologies (CETT), Library. Each structural unit has developed and approved regulations and job descriptions for employees, provided for in the staffing table

*Analysis of the issue of whether organizational leaders take into account the opinions of teaching staff in matters related to the educational process, research work, and clinical work; more than half of the teachers (56.02%) answered in the affirmative that they systematically listen; rarely, do not listen or do not know the answer, noted 43.96% of respondents*

### **8.2 Student and academic staff representation**

Representation of Students and Academic Staff of the School of Public Health and Management is an important link in ensuring interaction between the student community, teachers and administration. Transparency in the management of educational programs is carried out through collegial consideration and adoption of a general unanimous decision, based on the results of a student survey. Students are members of such advisory bodies as the Academic Council, the Committee of Educational Programs, and the Council of the Student Rectorate. *To the question that program directors and teachers involve students in the work of advisory bodies (methodological council, academic council, educational program committees), more than half of the respondents (59.26%) answered positively. In interviews, students noted that regular meetings between student representatives and the administration are held to discuss issues and proposals of the student community.*

### **8.3 Administration**

The school has appropriate and sufficient administrative support to achieve its objectives in teaching, learning and research activities.

By the decision of the Board of Directors at the University, 4 positions of vice-rectors for academic, clinical, scientific, social and educational work were approved, who perform their duties in accordance with the Regulations on the Board and the Procedure for the distribution of responsibilities, as well as the scope of powers and responsibilities between members of NJSC “Astana Medical University”. The university conducts an annual analysis of the degree to which the mission and goals of the university have been achieved. The initial data for the analysis are the results of monitoring the implementation of the University Development Plan, internal audits of departments and reports of

external and internal committees. The results of the analysis are heard by the Academic Council and serve as the basis for assessing and improving the overall efficiency of the University.

The University has an economic council (<https://amu.edu.kz/upload/iblock/d60/d604145f7e3b6a6f2a4d81bf5cbbb8a6.pdf>), which determines the validity of planning, managing project activities at the University, increasing the efficiency of financial and economic activities in terms of increasing income and optimization operating expenses, as well as investment investments of NJSC "AMU" / subsidiaries.

To ensure the quality of implementation of the EP, the University constantly allocates financial resources for educational, teaching, methodological, technological and information resources. Mechanisms for analysing needs, allocating and distributing resources are enshrined in the relevant internal regulatory documents of the University

#### **8.4 Training budget and resource allocation**

The University's budget consists of income received through the placement of government orders and the provision of paid services. Expenses are made within the approved budget, according to submitted requests from structural divisions

While allocating resources for the educational program, the university takes into account achievements and scientific developments, needs and problems in healthcare. NJSC "AMU" conducts a commission review of the formation of a development plan when approving applications and including them in the public procurement plan for the acquisition of this or that equipment, taking into account the feasibility of their use in the educational process, in current scientific developments, as well as taking into account health problems.

The financial and economic activities of the University are based on the principles of efficiency, effectiveness, priority, and transparency. A report on the results of financial and economic activities is presented annually to the Academic Council of the university. <https://amu.edu.kz/upload/iblock/ecf/ecf46daf954139123f2d49314b21cc9e.pdf>.

To carry out professional training of students in the EP “Public Health”, the School has a sufficient and appropriate material and technical base, information resources, educational and information technologies, resources for clinical training of students and for conducting scientific research.

#### **Tuition fees per academic year.**

<b>Cost of education</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Bachelor's degree	609 000	609 000	1 001 000	1 001 000	1 001 000

#### **8.5 Interaction with the health sector**

In accordance with agreements with medical institutions, the university has clinical sites outside its institutions and sufficient resources for the clinical training of students. The main goal of the joint activities of the School and medical organizations is to provide training, education and continuous professional development of personnel in the field of healthcare based on the integration of theory, practice and science.

The strategic objectives of interaction with the healthcare sector are:

- 1) To create the necessary conditions for practice-oriented training of School students as part of the provision of medical services in accordance with the profile of the practical base;
- 2) To use of opportunities for cooperation with the School for the continuous professional development of employees of practical bases, the introduction of the results of research and innovation activities into the work of the Departments.

The standards for methodological and advisory work of scientific and pedagogical workers of the University are determined by the profile of the department. Faculty members of the departments perform expert and advisory work in healthcare organizations

(<https://drive.google.com/drive/folders/1q7P-ciyNBdfYe1SPAwzv2bKj8fEgfYIF>), in particular, participate in events carried out by Departments on the organization of epidemic prevention, such as: meetings, round tables, conferences, promotions and other events (<https://www.instagram.com/p/C0Q4GQktTMj/?igshid=NWQ5OTZhYTk5YQ==>).

***EEC conclusions based on the criteria.*** Complies with 16 standards: fully – 16.

***Recommendations for improvement:*** none

### **Standard 9: CONTINUOUS RENEWAL**

NJSC “AMU” is constantly improving its quality assurance system, including institutional and specialized accreditation procedures, participation in rankings of universities and educational programs conducted by national, foreign and internationally recognized institutions. Quality control of education is carried out through monitoring the results of the implementation of educational programs, internal and external examination of the quality of educational activities, development of measures (plans, road maps) for improvement and development strategies of educational programs. Much work is devoted to personnel policy, which is approved in the relevant document, according to which it must meet the requirements of the time, taking into account the increasing competition in the field of medical education, the development of medical technologies and science. There are constant investments in personnel development, personnel certification and development of regulatory documents, improving the structure of the University.

In order to attract highly qualified personnel to the NJSC “AMU” and ensure the effective use of their capabilities and potential, it is necessary to introduce a system for planning the need for labour resources through a thorough analysis of the labour market, analysis and forecasting of personnel needs for the short and long term, including for key job positions, and creating a comprehensive system for planning personnel needs.

NJSC “AMU” devotes resources to continuous improvement, which is documented in the university's strategic development plan for 2022-2026. Improving the material and technical equipment of the EP is accompanied by changes in jobs and working conditions for both employees and students, therefore social responsibility in terms of regular self-examination and the allocation of resources for improvement and compliance with the regulatory framework is the planned work of the university. Developing interaction between the university and the employer is a key point in the process of employing graduates. Development of partnership cooperation between the higher education system and the world of work is carried out.

***EEC conclusions based on the criteria.*** Complies with 3 standards: fully – 3.

***Recommendations for improvement:*** none

Thus, when conducting an external evaluation of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health”, out of 129 accreditation standards, compliance with 127 accreditation standards was established, including 104 basic standards and 23 improvement standards. 2 basic standards were partially met. No non-compliance with standards has been established.

**5. Recommendations for improvement of the educational program “6B10109 “Public Healthcare” / 6B10119 “Public Health”:**

**Standard 3.**

- 1) To strengthen preparation for independent examination of final year students with the help of additional consultations on the subjects being examined.

**Standard 4**

- 2) To provide funding for academic mobility of students across the territory of Kazakhstan from the funds of the NJSC “Astana Medical University”

**6. Recommendation to the ECAQA Accreditation Council on Accreditation:**

The members of the EEC established the compliance of the educational program 6B10109 “Public Healthcare” / 6B10119 “Public Health” of NJSC “Astana Medical University” with the Accreditation Standards for the educational program of basic medical education of medical educational organizations and came to a unanimous decision, to recommend that the ECAQA Accreditation Council, to accredit this program for a period of 5 years.

Full name	Signature
Chairperson KUZGIBEKOVA ALMA BOLATOVNA	
International Expert KULIKOV OLEG VILIEVICH	
Academic Expert BOSHKAEVA ASYL KENESOVNA	
Academic Expert YERMUKHANOVA LYUDMILA SERGEEVNA	
Academic Expert METOVA ZAITUNA ABDULKAMYMOVNA	
Academic Expert BRIMZHANOVA MARZHAN DIKHANOVNA	
Expert employer ZHANTURIEV BOLAT MEIRBEKOVICH	
Expert representative of master's students ASTRAKHANOV MAGZHAN RUSTEMULY	
Expert student representative AITPAY ARUAY KANATKYZY	

Профиль качества и критерии внешней оценки образовательной программы  
(обобщение)

Standard	Критерии оценки	Количество стандартов	БС/СУ*	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	<b>МИССИЯ И ЦЕННОСТИ</b>	8	8/ 0	8/0		
2.	<b>ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА</b>	36	30/ 6	30/6		
3.	<b>ОЦЕНКА СТУДЕНТОВ</b>	13	11/ 2	10/2	1	
4.	<b>СТУДЕНТЫ</b>	15	11/ 4	10/4	1	
5.	<b>АКАДЕМИЧЕСКИЙ ШТАТ</b>	8	7/ 1	7/1		
6.	<b>ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ</b>	18	16/ 2	16/2		
7.	<b>ОБЕСПЕЧЕНИЕ КАЧЕСТВА</b>	12	9/ 3	9/3		
8.	<b>УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ</b>	16	14/ 2	14/2		
9.	<b>НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ</b>	3	0/ 3	0/3		
	<b>Итого:</b>	<b>129</b>	<b>106 / 23</b>	<b>104/23</b>	<b>2</b>	
	*БС- базовые стандарты, СУ- стандарты улучшения			<b>129</b>		

## Список документов, изученных членами ВЭК во время визита в организацию

№	Наименования документов	Количество	Дата утверждение
1.	«Стратегия развития НАО «Медицинский университет Астана» на 2022-2026 годы»	1	утвержден решением Совета директоров НАО «Медицинский университет Астана» № 17 от 30 мая 2022 года
2.	Организационная структура вуза	1	Решение Совета Директоров НАО МУА от 22.12.23 протокол №12
3.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА 6В10119 «ОБЩЕСТВЕННОЕ ЗДОРОВЬЕ»	1	УС НАО «МУА» Протокол №5 от 10 мая 2023г
4.	Кодекс об академической честности	1	Решение Правления №3 от 24.01.20
5.	Этический кодекс обучающихся НАО «Медицинский университета Астана»	1	К-МУА-02-19 от 26.12.19г. №26
6.	Академическая политика	1	НАО МУА №35 от 08.12.23
7.	Модель эффективного управления ресурсами Университета	1	<a href="https://amu.edu.kz/ru/sotrudnikam/karty-protsessov/">https://amu.edu.kz/ru/sotrudnikam/karty-protsessov/</a>
8.			
9.	Положение о Комитете по обеспечению качества	1	решение Правления №7 от 17 марта 2023г
10.	Standard университета «Планирование учебного процесса»	1	№25 от «31» августа 2023г
11.	Нормы времени для расчета объема учебной работы, выполняемой профессорско-преподавательским составом, на 2023-2024 учебный год	1	утверждено решением Правления НАО «Медицинский университет Астана» от 21.09.2023г.
12.	Кадровая политика НАО «МУА», утверждённой	1	решение Правления от 08.08.2023 года, пр №21
13.	Положение о каталоге элективных дисциплин	1	НАО МУА №35 от 08.12.23
14.	«Образовательные программы: разработка и обновление»	1	решение Правления №25 от 31 августа 2023 г.
15.	Кодекс корпоративной культуры и этики	1	Решение совета директоров №8 от 28.09.2012г
16.	Положение о Дисциплинарной комиссии ПЛ-МУА-19-22	1	№11 от 04.05.2022г.



17.	Приказы	4	
18.	Протоколы и выписки из протоколов кафедрального заседания кафедры		2021-2023гг
19.	Процедуры		
20.	Инструкция «По ведению электронного журнала успеваемости» РИ-МУА-59-22	1	31.03.2022г
21.	«Журнал успеваемости»	3	АИС «Платонус»
22.	Правила приёма абитуриентов на обучение в НАО «Медицинский университет Астана»	1	решение Правления от 05.07.2023г., протокол № 17;
23.	вкладка «Служба психологической помощи»,	1	<a href="https://amu.edu.kz/ru/departments/12013/">https://amu.edu.kz/ru/departments/12013/</a> .
24.	внутренние Правила конкурсного замещения должностей профессорско-преподавательского состава и научных работников НАО «МУА»	1	№26 14.05.2018г
25.	Положение ПЛ-МУА-63-19 о рейтинге образовательной, научной и клинической деятельности профессорско-преподавательского состава,	1	решение Правления НАО «Медицинский университет Астана» №26 от «22» ноября 2019 г
26.	Положение о наградах	1	утв. Решением Правления НАО МУА №12 от 17 мая 2022 г
27.	Положение о предоставлении льгот по оплате за обучение	1	№38 от 22.12.2023г
28.	Положение об академической мобильности обучающихся НАО «Медицинский университет Астана»	1	Внесены изменения решением Правления №5 от 10.03.2023г.
29.	Положение об академической мобильности работников НАО «Медицинский университет Астана»	1	№8 31 марта2023г
30.	Силлабусы	8	АИС Платонус
31.	Каталог анкет	1	на заседании Академического Совета от «28» марта 2023 г. № 3.1
32.	Политика управления рисками Университета	1	Решением совета директоров от 17 марта 2020 года №1
33.	экономический совет		решение правления НАО МУА №34 от

			26 ноября 2020г
34.	Порядок организации обучения в Университете по программам высшего и послевузовского образования	1	утвержден решением Правления НАО «МУА» №35 от 08.12.2023 года
35.	Открытые Онлайн Курсы НАО «Медицинский университет Астана»		<a href="http://mook.amu.kz/">(http://mook.amu.kz/)</a>
36.	Положение об оказании социальной помощи отдельным категориям обучающихся		№5 14 февраля 2019г.

МЕДИЦИНСКИЙ  
УНИВЕРСИТЕТ  
АСТАНА