



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

**on the results of the work of an external expert commission on assessment  
for compliance with specialized standards  
accreditation of educational program**

**5B130100/6B10101 - General medicine**

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

*Addressed to  
Accreditation  
IAAR Council*



Независимое агентство  
аккредитации и рейтинга

**REPORT**

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**5B130100/6B10101 - General medicine**

**RSE at RV "Kokshetau State University named after Sh. Ualikhanova  
May 28-30, 2019**

**Kokshetau May 30, 2019**

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

ALISUT - an automated library information system

BD - basic disciplines

HIE - higher education institution

SCC - State Certification Commission

SCES - State Compulsory Education Standard

DLT - distance learning technology

IC - individual curriculum

FSC - final state certification

CMEP - Catalog of a modular educational program

CTT - credit training technology

CED - Catalog of elective disciplines

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

MH RK - Ministry of Health of the Republic of Kazakhstan

MEP - modular educational program

PWU / D - research work of undergraduate / doctoral student

RW - research work

GED - general education disciplines

CD - compulsory disciplines

EP - educational program

OSCE - an objective structured clinical exam

SD - specialized disciplines

Faculty – faculty

WC - working curriculum

QMS - Quality Management System

IWS - independent work of the student (independent work of the undergraduate)

TC - Typical Curriculum

EMW - educational-methodical work

EMM- educational-methodical manual

EMCS - educational-methodical complex of a specialty

GPA (Grante Point Average) - average score

ECTS - European credit transfer and accumulation system

## (II) INTRODUCTION

In accordance with the order No. 63-19-OD of 05/05/2019, the Independent Agency for Accreditation and Rating from May 28 to 30, 2019 at Sh. Ualikhanov Kokshetau State University (Kokshetau), an external expert commission assessed the compliance of the university with the requirements of the standards of specialized accreditation of the IAAR (dated May 25, 2018 No. 68-18 / 1-OD, first edition).

The report of the external expert commission (EEC) contains an assessment of compliance with the activities of Sh. Ualikhanov Kokshetau State University in the framework of specialized accreditation to the IAAR criteria, recommendations of the EEC for further improvement of the parameters of educational programs and profile parameters of educational programs.

### **The composition of the EEC:**

1. *Chairman* - Pak Yuri Nikolaevich, Doctor of Technical Sciences, professor, head of the educational-methodical association of universities of the Republic of Kazakhstan, Karaganda State Technical University (Karaganda),
2. *Foreign expert* - Dimitar Grekov, professor at the Agrarian University, member of the Accreditation Council of the National Agency for Assessment and Accreditation (Plovdiv, Bulgaria),
3. *National expert* - Shevyakova Tatyana Vasilievna, Doctor of Philology, Professor, Kazakh University of International Relations and World Languages named after Abylay Khan (Almaty),
4. *National expert* - Dzhardemalieva Nurzhamal Zhenisovna, Candidate of Medical Sciences, Associate Professor, Kazakh National Medical University named after S.D. Asfendiyarova (Almaty),
5. *National expert* - Karimova Gulmira Sarsemkanovna, doctor PhD, Kazakh National Pedagogical University named after Abay (Almaty)
6. *National expert* - Kulakhmetova Mergul Sabitovna, candidate of philological sciences, associate professor, Pavlodar State Pedagogical University (Pavlodar)
7. *National expert* - Najipkyzy Meruert, candidate of chemical sciences, associate professor, Kazakh National University named after al-Farabi (Almaty)
8. *National expert* - Viktor A. Kamkin, candidate of biological sciences, associate professor (associate professor), Pavlodar State University named after S. Toraigyrova (Pavlodar),
9. *National expert* - Abishev Kairatolla Kairolinovich, associate professor, Corresponding Member of the National Academy of Engineering and Transport Sciences of the Republic of Kazakhstan, Pavlodar State University named after Toraigyrova (Pavlodar),
10. *The national expert* - Aldabergenova Saule Salimzhanovna, doctor PhD, Kazakh Agrotechnical University named after S. Seifullin (Nur-Sultan),
11. *The employer* - Zhaksylykov Asen Dulatovich, director of GorMolZavod LLP (Kokshetau)
12. *Employer* - Zhanspaeva Leyla Maratovna, expert of the human capital development department of the Atameken Regional Chamber of Entrepreneurs (Kokshetau),
13. *Student* - Uzbekova Nurai Shalkarovna, member of the Alliance of Students of Kazakhstan, 2nd year student of the educational program “5V011900-Foreign Language: Two Foreign Languages”, Kokshetau University named after A. Myrzakhmetov (Kokshetau),
14. *Student* - Zhusupov Chingiz Kanatovich, Executive Director of the Foundation “Alliance of Students of Kokshetau”, 4th year student at Kokshetau University named after A. Myrzakhmetov (Kokshetau),
15. *Student* - Aldanysh Zhumazhan Zhumabekuly, a member of the Alliance of Students of Kazakhstan, a 2nd year student of the OP “General Medicine” of the Medical University of Astana (Nur-Sultan),

16. *Student* - Azhibekova Rosa Askarkysy, member of the Alliance of Students of Kazakhstan, 3rd year student of OP "Chemistry" of the Eurasian National University named after L.N. Gumileva (Nur-Sultan),
17. *Observer* - Shalabaeva Zhanzira Ismailbekovna, head of post-accreditation monitoring in the IAAR (Nur-Sultan).

### (III) **REPRESENTATION OF THE EDUCATION ORGANIZATION**

Currently, the educational activities of Kokshetau State University are carried out on the basis of a re-registered license No. 12019134 dated 12/12/2012, issued by the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan to train specialists in 65 undergraduate specialties, 30 master's specialties, 6 majors in PhD doctoral studies. The university was created in 1996 by the merger of the Kokshetau Pedagogical Institute. Ch.Ch. Valikhanov, a branch of the Karaganda Polytechnic Institute and the Institute of Agriculture (order of the Ministry of Education and Science of the Republic of Kazakhstan dated May 23, 1996 No. 143).

Sh. Ualikhanov Kokshetau State University is one of the leading regional universities in Northern Kazakhstan, leading for more than 50 years in the education system. The university covers the full educational cycle (undergraduate, graduate and doctoral PhD). The university has 7 faculties: natural sciences, philology and pedagogy, faculty of history, jurisprudence, art and sports, polytechnic, medicine; faculty of correspondence education, Agricultural and Economic Institute named after S. Sadvakasova, a multidisciplinary college.

At 25 departments, 527 teachers carry out training of specialists, including 410 full-time teachers, including 20 doctors of sciences, 92 candidates of sciences, 13 doctors of PhD, 214 masters. 32 teachers became holders of the grant "The best teacher of a university of the Republic of Kazakhstan".

The contingent of students, in the whole university, is 6,612 people, undergraduates - 277 people, doctoral students - 32 people.

The high level of training of specialists is confirmed by the leading positions in annual ratings. In the institutional ranking of universities - 2018 "Kazakhstan 2050 - National Rating on Innovation and Academic Excellence", conducted by the National Academy of Sciences of the Higher School of Kazakhstan, the university takes 12th place among the multidisciplinary universities of Kazakhstan. According to the results of the rating of educational programs OP 5V070100 - Biotechnology takes 4th place.

According to the results of the National Rating of Demand for Higher Education of the Republic of Kazakhstan - 2018, held by the Independent Agency for Accreditation and Rating, bachelor and master specialties took leading positions (2nd place - 5B080100 - Agronomy, 6M080600 - Agricultural machinery and technology; 3rd place - 6M060600 - Chemistry). In the general ranking of the TOP-20 universities of the Republic of Kazakhstan, the university took 14th place.

According to the results of the rating of the National Chamber of Entrepreneurs "Atameken", OP 5V080800 - Soil Science and Agricultural Chemistry takes 1st place.

The total area of the material and technical base of the university is 62,659.7 m<sup>2</sup> and complies with regulatory requirements. The material and technical base of the university includes 5 educational buildings, 5 Internet cafes, 8 reading rooms, 3 museums, 29 computer classes, 28 multimedia classes, the House of Scientists, 2 Student Houses, 3 dormitories, a student nutrition center, a research and production complex "Elite", bath and laundry complex. In general, the university covers an area of 10.9689 hectare.

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

Educational program 5B130100 / 6B10101 - General medicine undergoes specialized accreditation for the first time.

#### **(V) DESCRIPTION OF EEC VISIT**

The work of the EEC was carried out on the basis of the approved program of the visit of the expert commission on specialized accreditation of educational programs at Sh. Ualikhanov Kokshetau State University from March 28 to March 30, 2019.

In order to coordinate the work of the EEC, an assembly meeting was held on May 28, 2019, during which the powers were distributed among the members of the commission, the schedule of the visit was clarified, agreement was reached on the choice of examination methods.

In accordance with the requirements of the standards, the visit program covered meetings with vice-rectors, heads of structural divisions, deans, heads of university departments, teachers, students, graduates, employers and employees from structural divisions, interviewing and questioning of teachers and students. In total, 305 people took part in the meetings (table 1).

Table 1 - Information about the employees and students who took part in the meetings with EECIARA:

<b>Category of participants</b>	<b>Number</b>
RECTOR	1
Vice Rector	3
Heads of structural divisions	17
Deans	4
Department Heads	10
Teachers	71
Students, undergraduates	134
Graduates	32
Employers	37
<b>Total</b>	<b>305</b>

Visual inspection was carried out in order to obtain a general idea of the organization of educational, scientific and methodological processes, the material and technical base, determine its compliance with standards, as well as for contacts with students and employees at their workplaces. Experts examined the departments, faculties, structural units, libraries, sports facilities, medical center, etc.

In accordance with the accreditation procedure, a survey was conducted of 71 teachers, 116 students.

In order to confirm the information presented in the Self-Assessment Report by external experts, the university's working documentation was requested and analyzed. In particular, the University's Strategic Development Plan for 2017–2021, the University's work plan, department work plans, the catalog of elective disciplines, the Department Regulations, the RUE for Master and Bachelor programs, job descriptions, plans and protocols of the Academic Council, Learned the methodological complex in the disciplines (LMCD), etc.

Along with this, experts studied the Internet positioning of the university through the official website of the university [www.kgu.kz](http://www.kgu.kz).

The members of the EEC visited the bases of practice of accredited programs: Emergency Care Center at the Comprehensive Polyvascular Disease Hospital at the Akmola Region Health Department.

EEC members attended exams:

according to OP 5V130100 / 6V10101 - General medicine:

- discipline "Sociology", 12.30 h. (519 aud.), attended by 15 students;
- discipline "Russian language (A)", 12.30 h., (308 aud.), 14 students attended.





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

### **6.1. «Mission and outcomes» standard**

#### **6.1.1 Statement about mission and outcomes**

- *Medical educational organization must determine the mission of the educational program of undergraduate level and widely inform the public and the health sector on the stated mission.*
- *The medical educational organization must ensure that the main stakeholders are involved in the development (formulation) of the mission of the educational program.*
- *Medical educational organization must ensure that the mission of the educational programs meet the mission of the organization and to prepare a competent professional at the level of undergraduate medical education.*
- *Mission statement must contain goals and educational strategies to prepare competent professional at the level of undergraduate medical education*
- *The mission of the educational program:*
  - *must meet the available resources, opportunities and market requirements;*
  - *ways of supporting must be defined;*
  - *access to information about the mission of the educational program for the public must be provided (availability of information on the website of the University).*
- *Mission and objectives of the educational program must be discussed at the Advisory boards/committees of the University and approved by an Advisory Council of the University.*
- *The medical organization of education must systematically collect, accumulate and analyze information about its activities in preparation for the implementation of the educational program; conduct an assessment of strengths and weaknesses (SWOT-analysis), on the basis of which the management of the medical organization of education, together with the Advisory Board should determine policies and develop strategic and tactical plans.*

#### **6.1.2 Learning outcomes**

- *The medical educational organization must identify the learning outcomes to be achieved by future students as a result of the learning program in relation to: achievements at a basic level in terms of knowledge , skills and attitudes; an appropriate Foundation for a future career in any branch of medicine; future roles in the health sector; post-graduate follow-up; lifelong learning commitments; public health needs, health system needs and other aspects of social responsibility.*
- *Medical education organization must identify the outcomes of training in General and specific to the discipline/ specialty parts that you need to reach students on completion of the program.*

- *Medical educational organization must identify the outcomes of training regarding proper conduct and respect for patients and their relatives*
- *Medical educational organization must have assurance mechanisms to appropriate professional behaviour and attitude of students towards students or other staff, teachers, other health workers, adherence to the honor Code.*
- *Medical educational organization needs to inform the public about the installed end of the programme learning outcomes in the respective occupations.*
- *Medical educational institutions must ensure the continuity between the final learning outcomes of undergraduate and postgraduate medical education*

### **6.1.3 Participation in mission and outcomes formulation**

- *Medical education organization must identify mechanisms for engaging stakeholders in the formulation of mission and outcomes learning in the educational program.*
- *Medical education institutions must formulate the mission of the educational program and to determine the final learning outcomes of the program based on suggestions from other stakeholders, which are representatives of other medical specialties, patients, companies, organizations and authorities healthcare professional bodies and medical scientific societies.*
- *The University must have a published policy for quality assurance.*
- *Quality assurance policy must reflect the relationship between research, teaching and learning.*
- *The University must demonstrate the development of a quality assurance culture, including in the context of the EP.*
- *Commitment to quality assurance should apply to all activities performed by contractors and partners (outsourcing), including the implementation of joint/double degree education and academic mobility.*
- *The management of the EP provides transparency of the development plan of EP based on the analysis of its functioning, the real positioning of the University and the focus of its activities to meet the needs of the state, employers, stakeholders and students.*
- *The management of the EP demonstrates functioning of mechanisms.*
- *Formation and regular revision of the development plan of the EP and monitoring of its implementation, evaluation of the achievement of training goals, compliance with the needs of students, employers and society, decision-making aimed at continuous improvement of the EP.*
- *The management of the EP must involve representatives of stakeholder groups, including employers, students and TS in the formation of the development plan of the EP.*

- *The management of the EP must demonstrate the individuality and uniqueness of the development plan of EP, its consistency with national development priorities and development strategy of the organization of education.*
- *The University must demonstrate a clear definition responsible for business processes within the framework of the EP, clear distribution of duties of staff, separation of functions of the collegial bodies.*
- *The management of the EP must provide evidence of transparency of the system of management of the educational program.*
- *The management of the EP must demonstrate successful operation of internal quality assurance system of the OP, including its design, management and monitoring, improvement, making decisions based on facts.*
- *The management of the EP must implement a risk management.*
- *The management of the EP should ensure the participation of representatives of stakeholders (employers, teaching staff, students) in the collegial bodies of management of the educational program, as well as their representativeness in decision-making on the management of the educational program.*
- *must demonstrate innovation management in the framework of the EP, including the analysis and implementation of innovative proposals.*
- *The management of the EP must demonstrate evidence of openness and accessibility for students, teaching staff, employers and other stakeholders.*
- *The management of the EP must pass the training management education.*
- *The EP management must strive to ensure that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure.*

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

Sh.UalikhanovKokshetau State university (state license No. 12019134 from 11.12.2012 g) received an application for a license to the subspecies licensed activity No. 023 from 23.04.2018 on EP 5B130100 "General medicine".

Higher Education Institution defined the Mission of the faculty of medicine as: training of qualified competitive medical professionals with modern innovative, practice-oriented technologies aimed at the implementation of the state program of development of health, education and science of the Republic of Kazakhstan.

The mission of the educational program "General medicine" – the use of innovative, high-tech and simulation equipment, software, information and educational technologies in the educational process for the introduction of modern teaching methods in the preparation of competitive professionals.

The purpose of the faculty is to train qualified specialists capable of meeting the needs of society in the provision of medical care, to apply and develop advanced innovative technologies in medicine, science and practice, to use the achievements of information and communication technologies, to strengthen the health of the population of Akmola region.

The strategic directions of the educational program "General medicine" are:

- Development of human, intellectual and material-technical potential.
- Development and integration of medical science, education and clinical practice.

The main aspect of the mission and purpose of the faculty is an effective system of professional training, providing the industry with qualified medical personnel that meet the needs of society.

Outcomes in medicine and medical practice are defined by lifelong continuous professional development (CPD) and the ability to demonstrate professionalism in relation to the various roles of the physician as well as in relation to the medical profession. Continuing education is considered by the University as a process without which it is impossible to comply with the changes taking place in modern medical science and practice.

### ***Analytical part***

#### ***The Commission notes that:***

- the educational strategy of the faculty reflects the mission and vision, corresponds to the State program of health development of the Republic of Kazakhstan "Densaulyk" for 2016-2019. The mandatory minimum content of the educational program of the specialty "General medicine" was developed in accordance with the order of the acting Minister of health and social development of the Republic of Kazakhstan dated July 31, 2015 № 647 "on approval of state and compulsory standards and standard professional training programs in medical and pharmaceutical specialties" as amended on 17.07.2017. No. 530 (hereinafter SCSE RK);
- the goals and objectives of the educational program "General medicine" are implemented by meeting the requirements of the student during the entire period of study;
- the analysis of information on the implementation of EP by considering these issues at the meetings of the Department, the Faculty Council, the Academic Council of the University;
- in the decision-making process in the field of University management, all employees, students and other stakeholders have the opportunity to contribute through feedback: meetings of structural units, the rector's blog on the University website, electronic portal, helpline.

However, the resources available at the faculty are not quite sufficient to implement the goals and objectives of the educational program "General medicine" - EP is implemented by two departments (Department of "Morphology, physiology and General pathology" and the Department of "Clinical disciplines". In addition, it is difficult to judge outcomes and future roles in the health sector today, as the first undergraduate graduation is expected in the 2022-2023 academic year. Also, information on the identified outcomes should be updated annually.

The survey of students conducted during the visit of The EEC of the IAAR showed that: 84.5% are fully satisfied with the existing educational resources of the University, 12.1% are partially satisfied; 80.2% of students are fully satisfied with the level of accessibility and responsiveness of the University management, partially – 17.2%.

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

- *The University defined the mission of the educational program, which corresponds to the current trends in the development of health care and the labor market in the health sector;*

- *Management of the educational program provides discussion and approval of the mission and objectives of the EP at the Advisory councils of the University;*
- *Close interaction with practical health care on implementation of the educational program is noted;*
- *Demand for graduates of Sh. UalikhanovKSU in the market of medical services in the region.*

### **Recommendations of EEC:**

- *The University needs to increase the number of departments implementing the EP OF specialty "General medicine";*
- *The University should clearly define the final results of training, taking into account the fact of the expected first graduation of the bachelor's degree in the 2022-2023 academic year;*
- *The University should regularly inform the public about the established final results of training.*

### **The conclusions of the EEC according to the criteria:**

*According to the standard "Mission and results" accredited educational program has 2 strong, 11 satisfactory positions and 3 positions suggest improvement.*

## **6.2. Standard "Educational program"**

### **6.2.1 Content of basic medical education**

- *The medical education organization must define an educational program model that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or spiral design.*
- *Medical organization of education must ensure compliance with the content of the program requirements of SCSE RK and provide breadth of training in accordance with the name of the program and the necessary depth of training in the field determined by the specialty.*
- *The medical educational organization must describe the content, scope and sequence of courses and other elements of the educational program to ensure that the appropriate balance is maintained between the basic biomedical, clinical, behavioral and social disciplines.*
- *The medical organization of education must provide mechanisms for providing the possibility of elective content (electives) and determine the balance between the compulsory and elective part of the educational program, including a combination of mandatory elements and electives or special components of choice;*
- *The medical education organization must use appropriate teaching and learning methods and ensure the integration of practice and theory components that include didactic classes and patient care experience as well as self-directed and active learning.*
- *The medical organization of education must ensure that education is conducted in accordance with the principles of equality.*



- *The medical educational organization must use a student-centered approach to learning that encourages, prepares and supports future students to take responsibility for their own learning process and demonstrate in their practice.*
- *The medical educational organization should provide mechanisms for regular evaluation and feedback, inform about the program and the rights and responsibilities of prospective students, and include ethics obligations in the program.*
- *The medical organization of education should provide mechanisms to increase the independence and responsibility of students with respect to their knowledge, skills and experience development.*
- *Medical education organizations should recognize gender, cultural, and religious specificities and prepare prospective students for appropriate patient relationships.*
- *The medical educational organization should organize educational programs with due attention to patient safety and autonomy.*

### **6.2.2 Scientific method**

- *The educational program should contain disciplines aimed at the development of analytical and critical thinking, such as the scientific basis and methodology of medical research, including clinical research.*
- *The medical education organization should ensure that prospective students will study and know evidence-based medicine, which should be an integral part of the educational program.*
- *Medical organization of education should provide teaching and training critical evaluation of literature, articles and scientific data, the use of scientific developments.*

### **6.2.3 Basic biomedical Sciences, behavioral, social Sciences and medical ethics**

- *Medical education organization needs in the educational program identify and include:*
  - *achievements of basic biomedical Sciences to form students ' understanding of scientific knowledge;*
  - *concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.*

*The medical education organization should identify and incorporate into the educational program achievements that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural determinants of the causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and the rights of the patient, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practice, by including disciplines in the behavioral Sciences; social Sciences; medical ethics; and medical jurisprudence.*

### **6.2.4 Clinical Sciences and skills**

- *The medical educational organization should identify and implement the achievements of clinical Sciences in the educational program and ensure that students acquire sufficient*

*knowledge, clinical and professional skills in order to take appropriate responsibility, including activities related to health promotion, disease prevention and patient care;*

- *Medical educational organization must provide at least one-third of the educational program in a scheduled contact with patients at clinical sites;*
- *The medical educational organization should set a certain amount of time for the training of basic clinical disciplines, including internal medicine, surgery, psychiatry, General medical practice (family medicine), obstetrics and gynecology, Pediatrics.*
- *Medical educational organization should provide mechanisms for the organization of a clinical study with appropriate attention to patient safety, including the monitoring performed by the student's actions in terms of clinical databases.*
- *The medical educational organization should ensure that each student will have early contact with real patients, including gradual participation in patient care, including responsibility for the examination and/or treatment of the patient under supervision, which will be carried out in the relevant clinical bases.*
- *Medical educational institutions should be structured in the different components of training on clinical skills in accordance with the specific phase of the training program.*

#### **6.2.5 Program management and training organization**

- *The medical educational organization must identify the structural unit responsible for the basic educational programs and having the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, student evaluation and evaluation of the educational program and courses of study to achieve the final learning outcomes.*
- *Medical educational organization must include representation from teachers and students in the structures/councils/commissions responsible for the educational program.*
- *Medical educational institutions must ensure training in different clinical sites , which are characterized by the profile of the clinics, the different categories of patients, level of medical care (primary care, secondary care, tertiary care), hospitals and dispensaries.*
- *Medical educational institutions must provide mechanisms for the implementation of innovations in educational program.*

#### **The evidentiary part**

The content of the educational program on specialty "General medicine" in accordance with the SCSE RK 2017 5B130100 specialty "General medicine", the full list of courses in three cycles: General education, the basic disciplines, majors;

The integrity of the educational program that combines fundamental training with the interdisciplinary nature of their professional activities, provided a clear structure of the educational process, the sequence of study subjects and the availability of integration between disciplines, the introduction of interdisciplinary learning.

The structure of construction of EP(Educational program) in the specialty "General medicine" is based on the competency building approach. Competence in the specialty is formed as a result of consistent study of disciplines, has an interdisciplinary nature. For this purpose, the content structure of each competency is determined, divided into disciplinary parts, relations of competencies and academic disciplines, practical sections involved in the formation of each competency. The educational program includes elements of training the students for formation of scientific thinking and application of scientific methods of researches. The methods of active learning used in the University, web-technologies aimed at stimulating cognitive activity and motivation, PBL, CBL, and other innovative learning technologies will allow to achieve the final results of training, taking into account the clinical training of a doctor that meets the needs of society.

The University has a sufficient number of clinical bases (8) with the necessary patient profile for clinical training.

The KED annually reviewed together with representatives of practical healthcare will provide an opportunity to change the EP by introducing new disciplines aimed at expanding and deepening the students' knowledge depending on the changing health system conditions.

EP at all levels of training is being improved taking into account local, regional and global conditions based on the introduction of innovations in the field of medical science and practice and the results of feedback from representatives of the health sector, teachers, students and other interested parties. The connection with medical practice and the healthcare system is ensured through the inclusion in the EP of the passage of professional practice (educational and industrial work placement).

#### Analytical part

The Commission notes that:

- The university ensures that the content of the program meets the requirements of the State Compulsory Educational Standard;

- The university guarantees education in compliance with the principles of equality;

- The university guarantees the use of student-oriented education at all levels of training;

At the same time, the university should guarantee the integration of components in practice and theory and provide for regular assessment and feedback mechanisms. In addition, the university must guarantee the acquisition of sufficient clinical knowledge and skills by students (which is not possible in the absence of full-time employees of the university at clinical facilities).

A survey of students conducted during the visit of the External Expert Commission of the IARA showed that: 77.6% were fully satisfied with the course program, 15.5% were partially satisfied. The course content is considered to be well structured by 75% of students, partially - 18.1%.

#### **Strengths / Best Practices**

- *The possibility of a variety of training areas (individual educational paths - due to hours of elective disciplines) provided by the educational program;*

- *The possibility of training in compliance with the principles of equality guaranteed by the university;*

- *The use of a student-oriented approach in learning, allowing students to take responsibility for their own learning process and demonstrate in their practice;*

- *A sufficient number of contracts with clinical facilities, which will ensure future contacts with patients according to the EP at clinical facilities;*

- *The provision of additional opportunities for professional training in the form of clinical mentors, the choice of elective disciplines, academic mobility, work at the CPN, expand the degree of development of the necessary competencies.*

#### **EEC recommendations:**

- *The university should guarantee the integration of components in practice and theory;*

- *The university should clearly develop and implement mechanisms for regular assessment and feedback;*



- The university should guarantee the formation of sufficient clinical knowledge and skills among students (which is not possible in the absence of full-time employees of the university at clinical facilities);

- The university should include in the EP earlier dates for the beginning of clinical practice of students (early contact with real patients);

- The university should provide for representation from students of the EP "General Medicine" in the Scientific Council.

**The conclusions of the EEC on the criteria:**

According to the "Educational Program" standard, an accredited educational program has 6 strong and 16 satisfactory positions and 5 positions require improvement.

**6.3. Standard "Student Assessment Policy"**

**6.3.1 Evaluation Methods**

➤ The medical education organization should formulate and implement a student assessment policy that includes principles, goals, methods and practice for student assessment, including the number of exams and other tests, maintaining a balance between written and oral exams, using assessment methods based on criteria and reasoning, and special exams (OSKE or Mini-Clinical Exam), as well as determine the criteria for establishing passing grades, grades and the number of permitted retakes;

➤ The medical education institution should use a set of assessment methods and formats in accordance with their "applicability", which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of assessment methods and formats in relation to the established learning outcomes.

➤ Medical education organization should study and document the reliability, validity and fairness of assessment methods.

➤ Medical education organization should use the system of appeal of the assessment results based on the principles of justice and through compliance with the legal process.

➤ The medical education institution should ensure that the assessment process and methods are open (accessible) for examination by external experts.

**6.3.2 Relationship between assessment and learning**

➤ The medical education organization should use the principles, methods and practices of assessment that are compatible with the established end-results of training and teaching methods.

➤ The medical education organization should have mechanisms to provide timely, specific, constructive and fair feedback to future students based on the results of an assessment of their knowledge and skills.

➤ Medical education organization should use the principles, methods and practices of assessment, which contribute to integrated training and involvement in practical clinical work, to achieve the final results of training provide interprofessional training.

**The evidentiary part**

The student assessment policy is carried out in accordance with the Academic Policy of KSU named after Sh. Ualikhanov (approved by the CSS 03.28.2019). Monitoring of students' academic achievements is carried out in order to determine the degree to which they master the state generally binding standard. Assessment fully and constantly accompanies the educational process. Assessment is carried out for all key end results and for all types of activities and is carried out at the university through current, mid-term, intermediate and final controls on the disciplines of the specialty curriculum according to the working curriculum. During the entire period of studying disciplines, various types of work are provided for by the work program of the discipline. When developing control measures and methods for their assessment, the specificity, volume and teaching principles of the discipline are taken into account.

The EP model in the specialty "General Medicine" was developed by the university in accordance with the framework of SCES 2017. In the development of assessment criteria and in the

assessment procedure, the main principles are: consistency, variability, awareness, accessibility. Verification of educational achievements of students during the examination session is carried out in the form of exams in the studied disciplines. The University independently (by the decision of the Academic Council) determines the form of the exam: an oral survey, a written exam, testing, comprehensive testing, etc. Each department, taking into account the specifics of the disciplines, the volume of hours, the content of the discipline, determines the form and phasing of the exam.

Learning methods and student outcomes are comparable. So there are general assessment criteria, meaning the same attitude to all students and informing them of what is expected of them during the assessment activities, in what form they will be conducted. The process of informing a student about teaching and assessment methods (teaching materials, syllabuses, KED, class schedules, a magazine, etc.) is carried out through the website Platonus.

#### **Analytical part**

The Commission notes that:

- The process and methods of assessing students are open (accessible) for examination by external experts;
- The university guarantees the appeal of assessment results based on the principles of justice and through compliance with the legal process.

At the same time, the university should ensure that there is a balance between written and oral exams, the use of assessment methods based on criteria and reasoning, and special exams (OSKE or Mini-Clinical Exam).

#### **Strengths / Best Practices**

- *Openness and accessibility for examination by external experts of the process and student assessment methods;*
- *The ability to appeal the results of the assessment based on the principles of justice and through compliance with the legal process.*

#### **EEC recommendations**

- *The university should guarantee a balance between written and oral exams.*

#### **The conclusions of the EEC on the criteria:**

- *According to the Standard "Student Assessment Policy", the accredited educational program has 2 strong, 5 satisfactory positions and 1 position implies improvement.*

### **6.4. Standard "Students"**

#### **6.4.1 Admission policy and selection**

- *The medical education organization must determine and implement a reception policy, including the established regulation / rules on the student selection process, which includes the rationale and selection methods;*
- *The medical education organization should have a policy and introduce the practice of accepting students with disabilities in accordance with applicable laws and regulatory documents of the country;*
- *Medical education organization should have a policy and introduce the practice of transferring students from other programs and medical education organizations.*
- *The medical education institution must guarantee the transparency of the selection process and equal access to basic education.*
- *The medical education institution should develop an appeal procedure for the decision of the admissions committee.*

#### **6.4.2 Number of students**

- *The medical education organization must determine the number of students accepted in accordance with the logistical and capabilities at all stages of education and training, and the decision on the recruitment of students implies the need to regulate national requirements for human resources for health care, in the case when medical educational institutions do not control the number recruited students, you should demonstrate your commitment by explaining all the relationships, paying attention consequences of the*

*decision (the imbalance between the recruitment of students and logistic and academic potential of the university).*

- *The medical education organization should have accessible information on the health needs of society, which includes considering balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, including the potential need for special policies for recruiting and accepting their groups of small peoples and students from rural areas.*
- *Medical education organization should determine the number of students through consultation with interested parties.*

#### **6.4.3 Student support and counseling**

- *Medical education organization should have a system of academic counseling for future students.*
- *The medical education organization should have student support mechanisms focused on social, financial and personal needs, allocation of appropriate resources for social and personal support.*
- *The medical education institution must ensure confidentiality regarding counseling and support.*
- *Medical education organization should provide for the allocation of resources to support students*
- *Medical education organization should provide support in case of professional crisis and problem situations.*

#### **6.4.4 Student Representation**

- *The medical education organization should develop and implement a policy on the representation of students, including in the formulation of the mission and the end results of training, participation in the development of the training program, planning of working conditions, evaluation of the training program, management of the training program, and other issues related to students, which includes student self-government, participation of student representatives in the boards of faculties, universities and other relevant bodies, as well as in social activities and stnyh Health Project.*

#### **The evidentiary part**

Admission of citizens to the curriculum of professional education of Sh. Ualikhanov KSU is carried out according to their applications on a competitive basis in accordance with the points of the certificate issued according to the results of the unified national testing (hereinafter - UNT) or complex testing (CT).

The admission policy, including a clearly established position on the student selection process, is described in the academic policy of the university for the 2018-2019 academic year. The frequency of revision of the admission policy depends on amendments to the regulatory documents of the Republic of Kazakhstan in the field of preparation of government decree No. 109 of January 29, 2012. The number of enrolled students will be agreed by the university with the relevant stakeholders, taking into account the need for medical personnel in various fields of medicine. During the year, work is carried out on the vocational guidance of youth. Various forms and methods of campaigning and career guidance are used. Advertising and informational materials, booklets are developed and published; "Open Doors Days" are organized; information boards of the selection committee are created; published materials in the media (radio, television and print), organized visits to schools, lyceums, medical college.

According to the Strategic Plan at Sh. Ualikhanov Kokshetau State University SU. provides students with support on all issues; for this, the university has created a sufficient material, technical

and social base. In order to provide comprehensive support to each student during the entire period of study at Sh. Ualikhanov KSU there is a student support service.

#### **Analytical part**

The Commission notes that:

- The university has developed an academic policy containing the main issues of educational and organizational activities of students;

- The university has developed an appeal procedure for all types of control, including decisions of the selection committee;

- The university has information about the region's needs for specialists; in the academic year 2018-2019, Akim of the Akmola region allocated 50 grants from the regional budget for the specialty "General Medicine";

- The university provides support to students on all issues.

#### **Strengths / Best Practices**

- The presence in the university of a developed academic policy containing the main issues of educational and organizational activities of students;

- The presence in the university of the appeal procedure for all types of control including decisions of the selection committee;

- Awareness of the region's leadership about the need for specialists; in the 2018-2019 academic year, Akim of the Akmola region allocated 50 grants from the regional budget for the specialty "General Medicine";

- The presence in the university program of student support on all issues; the possibility of transferring successful students to study under the state educational grant, the practice of discounts and benefits on tuition fees, material support for orphans and students left without parental care.

There are no recommendations of EEC on the "Students" Standard; there are compliance with the criteria for specialized accreditation

***The conclusions of the EEC according to the criteria: According to the Standard "Students", the accredited educational program has 4 strong, 10 satisfactory positions.***

#### **6.5. Standard "Academic Staff / Teachers"**

➤ *The medical education organization should develop and implement a policy for the recruitment and reception of teachers, employees, determine their category, responsibility and balance of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between teachers of medical and non-medical profile, full-time and part-time teachers and a balance between academic and non-academic E staff;*

➤ *The medical education organization must take into account the criteria for the scientific, pedagogical and clinical merits of applicants in its selection policy, including the proper balance between pedagogical, scientific and clinical qualifications;*

➤ *The medical education organization must determine and implement a policy for the activities and development of employees, which helps to maintain a balance between teaching, scientific and service functions, which includes setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;*

➤ *The medical educational organization should implement a policy of activity and development of employees, which guarantees recognition of the worthiness of academic activity, with an appropriate emphasis on pedagogical, research and clinical qualifications and is carried out in the form of awards, promotion and / or remuneration;*

➤ *The medical education organization should implement a policy for the activities and development of employees, which ensures that each employee has sufficient knowledge of the educational program, which includes knowledge of the teaching / learning methods and the general*



*content of the educational program, and other disciplines, and subject areas in order to stimulate cooperation and integration;*

➤ *The medical education organization should implement a policy for the activities and development of employees, which includes training, development, support and evaluation of the activities of teachers, which involves all teachers, not only newly employed, as well as teachers recruited from hospitals and clinics.*

➤ *When selecting a staff / teacher, the medical education organization should take into account the attitude to its mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical education organization and educational program;*

➤ *The medical education organization should develop and implement a policy for promoting employees / teachers.*

### **The evidentiary part**

The number of faculty members is established in accordance with the staffing of the university. Recruitment and admission of teachers is carried out on a competitive basis. Admission and appointment to the posts of faculty is based on the results of the university's competitive commission, in accordance with the Regulation on the competitive replacement of posts of faculty of KSU named after Sh.Ualikhanov (approved on 11/21/2018).

Announcements on vacancies and the competition are published in the media, as well as on the university website ([www.kgu.kz](http://www.kgu.kz)).

To the 1st of April, 2019 the ratio of teachers and students at the faculty of medicine is 1/3. The average annual teaching load of the teaching staff for the 2018-2019 academic year is 38 credits per teacher. There are 2 departments at the Faculty of Medicine: Department of Morphology, Physiology and General Pathology, and Department of Clinical Disciplines. The share of full-time teachers from the total number at KSU is 68%.

The standard of medical diagnostic and advisory work is: 50% of the load of a doctor of the corresponding specialty for associate professors and assistants of departments / courses / modules, as well as no more than 30 hours per month of advisory work for heads of departments / courses / modules and professors.

The commission held a meeting and interviews and notes the high level of involvement and motivation of the faculty of Sh.Ualikhanov KSU.

Faculty and university staff receive material rewards for anniversaries, material support for treatment and operations. The university trade union committee provides financial assistance for the sanatorium treatment of employees and their children in the amount of 30% of the cost of the permit. The university has a system of financial support for initiative teachers conducting classes in the state and foreign languages, the Regulations on the competition "Best Curator of the Year" (approved on 02/08/2017), and "Best Teacher of Sh. Ualikhanov KSU"(approved on 10/11/2016). According to the results of the contest "The best teacher of Sh. Ualikhanov KSU" is awarded a grant in two categories: "Young teacher" and "Honorary teacher".

### **Analytical part**

During the visit, experts from the EEC of the IARA note that the University has a transparent personnel policy, while the selection of the teaching staff potential corresponds to the development strategy of the university and the specifics of the EP. Given that the Faculty of Medicine began its activities in the 2018-2019 academic year, with each new academic year, teachers of the profile specialty (clinical) will increase. The university created the conditions for the professional growth of faculty, provides favorable working conditions.

### **EEC recommendations:**

*-Medical education organization must ensure a balance between the teaching, scientific and service functions.*

### **The conclusions of the EEC according to the criteria**

According to the Standard "Academic staff / teachers", the accredited educational program has 7 satisfactory positions and 1 position implies improvement.

## **6.6 Standard. "Educational Resources "**

### **6.6.1 Logistics and equipment**

- *The medical education organization should have a sufficient material and technical base for teachers and students, which will ensure adequate implementation of the educational program;*
- *The medical education organization must provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, observing safety rules in the laboratory and when using equipment.*
- *The medical education institution must provide the necessary resources for students to acquire adequate clinical experience, including the number and categories of clinical facilities, which include clinics (providing primary, specialized and highly specialized care), outpatient services (including primary health care), and primary health care facilities health care centers, health centers and other public health care facilities, as well as clinical skill centers / laboratories that allow conduct clinical training using the capabilities of clinical databases and provide rotation in the main clinical disciplines; a sufficient number and categories of patients; opportunities for monitoring the clinical practice of students.*
- *The medical education organization should improve the learning environment of students through regular updating, expansion and strengthening of the material and technical base, which should be consistent with the development of teaching practice.*

### **6.6.2 Information Technology**

- *The medical education organization should determine and implement a policy that is aimed at the effective use and evaluation of relevant information and communication technologies in the educational program.*
- *The medical educational organization should provide library resources, including a fund of educational, methodological and scientific literature on general education, basic and majors in paper and electronic media, periodicals, and access to scientific databases.*
- *The medical educational organization should provide access to educational Internet resources, the functioning of WI-FI in the territory of the educational organization*
- *Medical education organization should provide teachers and students with opportunities to use information and communication technologies for self-study; access to information; patient management; work in the healthcare system.*
- *The medical education institution should ensure that students have access to relevant patient data and health information systems.*

### **6.6.3 Medical research and scientific advances**

- *The medical education organization should have research activities in the field of medicine and scientific achievements as the basis for the educational program;*
- *Medical education organization should define and implement policies that promote the relationship between research and education;*
- *The medical educational organization should provide information on the research base and priority areas in the field of scientific research of the medical educational organization.*
- *The medical education organization should ensure that the relationship between research and education is taken into account in teaching; encourages and prepares students to participate in scientific research in the field of medicine and their development.*

#### **6.6.4 Expertise in education**

- *The medical education organization should have access to expertise in the field of education, and conduct an examination that examines the processes, practices and problems of medical education and can involve doctors with experience in research in medical education, psychologists and sociologists in the field of education, which is provided by the medical development department university education or by attracting experts from other national and international institutions.*
- *Medical education organization should determine and implement a policy on the use of expertise in the field of education:*
  - *in the development of an educational program;*
  - *in the development of teaching methods and assessment of knowledge and skills.*
- *Medical education organization should provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;*
- *Medical education organization should pay due attention to the development of expertise in the assessment of education and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;*
- *Medical education organization should promote the aspiration and interests of employees in conducting research in medical education.*

#### **6.6.5 Exchange in education**

- *The medical education organization should determine and implement a policy for cooperation at the national and international levels with other medical universities, public health schools, departments of dentistry, pharmacy and other university departments;*
- *The medical education organization should have mechanisms for the transfer and offsetting of educational loans, which can be facilitated by the conclusion of agreements on the mutual recognition of elements of the educational program and the active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements.*
- *The medical education organization should facilitate the regional and international exchange of staff (academic, administrative and teaching staff) and students, providing appropriate resources;*
- *Medical education organization should ensure that the exchange is organized in accordance with the objectives, taking into account the needs of employees, students, and in compliance with ethical principles.*

#### **Evidence part**

The material and technical base of the faculty "General Medicine" complies with the State Standard of the Republic of Kazakhstan. Two departments were created for the academic year 2018-2019. The department of "Morphology, physiology and general pathology" is located in the main building of the university. The department of "Clinical disciplines" is located on the basis of the Emergency Care Center at the Polyvascular Diseases Hospital "Multidisciplinary Regional Hospital" under the Department of Health of Akmola region.

The auditorium fund of the faculty of the main building of the university consists of only 11 classrooms, including 1 laboratory of 3D technology in medicine, specialized multimedia 4 rooms, Specialized simulation room 1, 5 classrooms on the 2nd floor for the lesson.

A separate building was allocated at 1A Akan Sere Street for the creation of educational laboratories (anatomy, physiology, histology, an independent examination center) with equipment and 3 lecture halls, simulation rooms equipped with modern computerized dummies, which will be put into full operation from June 2019. 3D medical technologies with the electronic programs

Virkhov, Botkin (for syndromic diagnosis and internal medicine clinic), Virtual Clinical Academy, and Pirogov anatomical table were purchased and installed in classrooms.

During the academic year, practical classes in "Medical Anatomy" were held in these classrooms. The library fund of the University of KSU named after Sh. Ualikhanov is replenished with educational and scientific, electronic literature for the specialty "General Medicine" in Kazakh, Russian and foreign languages, an additional public procurement for medical literature worth 12 million tenge has been announced.

The university has a licensed program "University plagiarism".

### ***Analytical part***

As a result of a visual inspection of the facilities of the material base, the members of the EEC were convinced that the university possesses the necessary educational and material assets to ensure the educational process of the accredited educational program. University buildings and facilities comply with applicable sanitary standards and fire safety requirements.

According to the results of the survey, the availability of library resources was fully satisfied - 75.8%, "partially satisfied" - 12.1% of students; lounges for students - 56.9%; computer classes and Internet resources - 80.2% (15.5%) of students; available computer classes - 71.4% (17.4%); scientific laboratories - 60.25% (23%). The total satisfaction of students with providing a hostel is 73.3% (16.14%).

### ***Strengths / Best Practices***

- *The university provides the necessary resources for the establishment of primary health care, health centers and other institutions providing medical care to the population, as well as clinical skills centers / laboratories that allow clinical training using the capabilities of clinical bases and provide rotation in the main clinical disciplines.*
- *The policy of the university is aimed at the effective use and evaluation of information and communication technologies in the educational program*
- *The university provides access to patient data and health information systems.*
- *Students are actively involved in the scientific research work of the departments*

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

- *The university should ensure the functioning of WiFi on campus.*

### ***The conclusions of the EEC on the criteria:***

*According to the Educational Resources Standard, the accredited educational program has 4 strong, 13 satisfactory and 5 positions that require improvement.*

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

- *The medical education organization should have mechanisms for monitoring the educational program, taking into account the mission, the required end results of training, the content of the educational program, the assessment of knowledge and skills, educational resources.*
- *The medical education organization should evaluate the program regarding student enrollment policies and the needs of the education and health system for medical personnel.*
- *The medical education institution must guarantee the participation of stakeholders in program evaluation.*
- *Medical education organization should provide mechanisms for ensuring the transparency of the process and the results of the evaluation of the educational program for management and all interested parties.*



### ***Evidence part***

The EP model in the specialty "General Medicine" was developed by the university in accordance with the framework of SEST of 2017. The mechanisms for assessing EP are regulated by the academic policy of the university. The content of compulsory disciplines and a component of choice is discussed at meetings of the department, AK, and AC. The mechanisms for assessing EP at Sh.Ualikhanov KSU are also represented by internal commissions, involving employers in discussing and monitoring the implementation of EP, studying the results of feedback with all participants in the educational process and other interested parties.

Evaluation of the effectiveness of the EP in the specialty "General Medicine" is based on monitoring of the main criteria defined by the academic policy of the university.

The annual monitoring of the results of the Independent Examination of graduates allows us to evaluate the achievement of the final results of training in the specialty "OM" with their discussion at the department, AK, AC, CSS allows us to develop recommendations aimed at improving the OP.

### ***Analytical part***

The EEC confirms that the university constantly monitors, periodically evaluates and reviews educational programs for the effective implementation of the educational process and works to create a favorable learning environment for students. Employers are involved in the process of design, development and implementation, as well as the revision of EP, for conducting classes.

The university leadership has demonstrated its openness and accessibility for students, faculty, and employers: reception hours are determined on personal issues, meetings with the rector are held on a systematic basis.

There are no recommendations of the EEC on the Standard "Evaluation of the educational program", there are compliance with the criteria for specialized accreditation.

### ***The conclusions of the EEC on the criteria:***

*According to the Educational Program Evaluation Standard, the accredited educational program has 4 satisfactory positions.*

#### ***6.8. Standard "Management and Public Awareness"***

- *The medical education organization should determine the structural unit responsible for educational programs and the achievement of the final learning outcomes.*
- *The structural unit responsible for educational programs should have the authority to plan and implement the educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment, evaluation of the educational program and training courses.*
- *The medical education institution must determine the responsibilities and responsibilities of management / staff in basic medical education.*
- *The medical education organization should have a clear range of responsibilities and powers to provide educational programs with resources, including the target budget for training, should allocate the resources necessary for the implementation and implementation of the training program and allocate educational resources in accordance with the needs.*
- *The medical education organization must publish accurate, objective, relevant information on the specifics of the EP, which should include ongoing programs, indicating the expected learning outcomes; information about the possibility of qualification at the end of the EP; information on teaching, training, assessment procedures; information about passing grades and educational opportunities provided to students; information on graduate employment opportunities.*
- *The medical education organization should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and*

*interested parties.*

- *The medical educational organization must publish adequate and objective information about the teaching staff of the educational institution, about cooperation and interaction with partners within the framework of the medical program.*
- *The medical education organization should demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of educational programs.*
- *The medical education institution should develop a quality management program, including regular reviews.*
- *The medical education institution should ensure transparency in the management system and decisions made, which are published in the bulletins, posted on the university's website, and included in the protocols for review and implementation.*

### ***Evidence part***

The main channel for informing the public (future students, their parents, students, graduates and employers) is the official website of the university. The site has information about the university, faculty and departments that implement the EP of this cluster. Social networks (Facebook, Vkontakte, Instagram, YouTube) are also actively used.

The media for publication are defined - these are republican and regional newspapers and television and radio media.

The university takes part in the general rating of higher educational institutions of Kazakhstan, organized by the National Accreditation Center of the Ministry of Education and Science of the Republic of Kazakhstan.

Accredited EPs go through an external review process in the ratings and ranking of national agencies. EP positions in the ratings of specialties in the Republic of Kazakhstan occupy 1.2.3 places in all three levels of education.

The University website provides complete information on the modular educational programs being implemented, indicating the expected learning outcomes and qualification at the end of the study program; on qualification at the end of the study program; information about passing grades and educational opportunities provided to students. The university also posts information and provides links to external resources based on the results of external evaluation procedures; to external resources on the participation of implemented EPs in various external assessment procedures.

For applicants, training programs, admission conditions, deadlines for receiving documents in the selection committee, a list of necessary documents, contacts of the selection committee are placed. Students and faculty receive information about events taking place at the university, dormitories, and the educational portal AIS PLATONUS.

The university holds meetings of students with the rector, vice-rectors, student assets, employers, teachers and employees of the university, where each participant in the meeting can ask any question to each of the leaders and get reliable information.

### ***Analytical part***

The university confirms:

- A systematic update of the personal pages of the teaching staff on the portal of the university;
- Constantly up-to-date and objective information on the activities of teaching staff is constantly being uploaded; the cluster's educational programs update the electronic base of educational and methodological support for educational programs

Assessment of satisfaction with information about the activities of the university, the specifics and progress of the implementation of the EP is carried out annually by means of questionnaires, surveys, feedback, as well as through the blog of the rector.

A survey of students conducted during the visit of the EEC IAAR showed that satisfaction with students' knowledge of courses, academic degrees, and academic degrees was completely satisfied - 87.1%, partially satisfied - 10.3% of students.

Strengths / Best Practices

- The university has a clear range of responsibilities and powers to provide educational programs with resources, including the target budget for training, should allocate the resources necessary for the implementation and implementation of the training program and allocate educational resources in accordance with the needs

- The university demonstrates the reflection on the web resource of information characterizing the university as a whole and in the context of educational programs

There are no recommendations of the EEC on the Standard "Evaluation of the educational program", there are compliance with the criteria for specialized accreditation.

The conclusions of the EEC according to the criteria: According to the Standard "Management and Public Awareness", the accredited educational program has 2 strong, 8 satisfactory positions.

## **(VII) REVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD**

### **"Mission and outcomes" standard**

- *The University has defined the mission of the educational program, which corresponds to the current trends in the development of health care and the labor market in the health sector;*
- *Management of the educational program provides discussion and approval of the mission and objectives of the EP at the Advisory councils of the University;*
- *There is close cooperation with practical health care for the implementation of the educational program;*
- *Demand for graduates of Sh. Ualikhanov KSU in the market of medical services in the region.*

### **Standard " Educational program»**

- *The possibility of a variety of areas of training (individual educational trajectories - at the expense of elective courses) provided by the educational program;*
- *The opportunity to study in accordance with the principles of equality guaranteed by the University;*
- *Using a student-centered approach to learning, allowing students to take responsibility for their own learning process and demonstrate in their practice;*
- *A sufficient number of contracts with clinical bases, which will ensure in the future contacts with patients according to the EP at clinical bases;*
- *Providing additional training opportunities in the form of clinical mentors, choice of elective disciplines, academic mobility, work in the CPS, expand the degree of development of the necessary competencies.*

### **Standard "Student assessment Policy"**

- *Openness and accessibility for examination by external experts of the process and methods of assessment of students;*
- *The possibility of appealing the evaluation results on the basis of fairness and through due process.*

### **Standard "Students"**

- *The presence of the University developed academic policy containing the main issues of educational, organizational activities of students;*
- *The presence of the University appeal procedure for all types of control including the decision of the selection Committee;*
- *Awareness of the leadership of the region about the need for specialists, in the 2018-2019 academic year, Akim of Akmola region allocated 50 grants from the regional budget for the specialty " General medicine»;*

- Availability of the University program to support students on all issues; the possibility of transferring successful students to study under the state educational grant, the practice of discounts and benefits for tuition fees, financial support for orphans and students left without parental care.

#### **Standard “Academic staff/teachers”**

#### **Standard “ Educational resources”**

- *The UNIVERSITY provides the necessary resources for primary health care facilities, health centers and other public health care facilities, and clinical skills centers / laboratories that enable conduct clinical training using the capabilities of clinical bases and provide rotation in the main clinical disciplines.*
- *The policy of the University is aimed at the effective use and evaluation of information and communication technologies in the educational program*
- *The UNIVERSITY provides access to patient data and health information systems.*
- *Students are actively involved in the scientific research work of the departments*

#### **Standard " evaluation of educational programs»**

#### **Standard " Management and public information»**

- *The UNIVERSITY has a clear range of responsibilities and powers to provide educational programs with resources, including the target budget for training, must allocate the resources necessary for the implementation and implementation of the training program and allocate educational resources in accordance with the needs*

- *The UNIVERSITY demonstrates the reflection on the web resource of information characterizing the University as a whole and in the context of educational programs*

### **(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS**

#### **“Mission and outcomes standard”**

- *The University needs to increase the number of departments implementing EP specialty " General medicine»;*
- *The University should clearly define the final results of training, taking into account the fact of the expected first graduation of the bachelor's degree in the 2022-2023 academic year;*
- *The University should regularly inform the public about the established final results of training.*

#### **Standard “Educational program”**

- *The UNIVERSITY should guarantee the integration of practice and theory components;*
- *The University should clearly develop and implement mechanisms for regular evaluation and feedback;*
- *The UNIVERSITY must guarantee the formation of students with sufficient clinical knowledge and skills (which is not possible in the absence of full-time staff of the University on clinical bases);*
- *The University to provide in EP earlier terms of the beginning of clinical practice of students (early contact with real patients);*
- *The University should provide representation from students of EP "General medicine" in the Scientific Council.*

#### **Standard “Student assessment Policy”**

- *The University should guarantee a balance between written and oral exams.*

**Standard “Students”**

*No recommendation.*

**Standard “Academic staff/teachers”**

*- The medical organization of education needs to ensure a balance between teaching, research and service functions.*

**Standard “Educational resources”**

*- The UNIVERSITY must ensure the functioning of WiFi on campus.*

**Standard “Evaluation of educational programs”**

*No recommendation.*

**Standard “Management and public information”**

*No recommendation.*



“SPECIALIZED PROFILE PARAMETERS”

№		EVALUATION CRITERION	Position of the organization of education			
			strong	satisfactory	suggests improvements	unsatisfactory
	<b>1.</b>	<b>MISSION AND OUTCOMES STANDARD» MISSION AND OUTCOME STATEMENT</b>				
1	1	The medical organization of education should define the mission of the educational program of the undergraduate level and widely inform the public and the health sector about the stated mission.	+			
2.	2.	The medical organization of education should determine the mission of the educational program on the basis of consideration of the health needs of society, the needs of the health care system and, accordingly, other aspects of social responsibility.		+		
3	3	Medical education organization should ensure that the main stakeholders are involved in the development (formulation) of the mission of the educational program.		+		
4	4	Medical education organization must ensure that the mission of the educational program correspond to the mission of the organization and allow to prepare a competent specialist at the level of pre-graduate medical education.		+		
5	5	The mission statement should contain the objectives and educational strategy to prepare a competent specialist at the level of pre-graduate medical education.		+		
6	6	Mission of the educational program: - must comply with available resources, opportunities and market requirements; - ways of supporting it should be defined; -access to information about the mission of the educational program for the public should be provided (availability of information on the website of the University).			+	
7	7	The mission and objectives of the educational program should be discussed at the Advisory councils/commissions of the University and approved by the Advisory Council of the University.	+			



8	8	The medical organization of education should systematically collect, accumulate and analyze information about its activities in preparation for the implementation of the educational program; conduct an assessment of strengths and weaknesses (SWOT-analysis), on the basis of which the management of the medical organization of education together with the Advisory Board should determine policy and develop strategic and tactical plans.		+		
		<b>THE FINAL RESULTS OF EDUCATION</b>				
9	9	The medical education organization should identify the learning outcomes to be achieved by future students as a result of the learning program in relation to: achievements at a basic level in terms of knowledge, skills and attitudes; an appropriate Foundation for a future career in any branch of medicine; future roles in the health sector; post-graduate follow-up; lifelong learning commitments; public health needs, health system needs and other aspects of social responsibility.			+	
10	10	The medical organization of education should determine the final learning outcomes for the General and specific to the discipline / specialty components that are required to achieve students at the end of the program.		+		
11	11	The medical education organization must determine the end results of the training regarding proper behavior and treatment of patients and their relatives.		+		
12	12	Medical organization of education should have mechanisms to guarantee proper professional behavior and attitude of students to students and other medical personnel, teachers, other health workers, compliance With the code of honor.		+		
13	13	The medical organization of education should inform the public about the established final results of the training program in the relevant specialties.			+	
14	14	The medical education organization should guarantee continuity between the end results of basic and postgraduate medical education programmes.		+		
		<b>PARTICIPATION IN MISSION AND OUTCOME FORMULATION</b>				
15	15	The medical organization of education should determine the mechanisms of involvement of stakeholders in the formulation of the mission and the final results of the educational program.		+		
16	16	The medical organization of education should formulate the mission of the educational program and determine the final results of the training program taking into account proposals from other stakeholders, which are representatives of other medical specialties, patients, society, organizations and authorized health authorities,		+		

		professional organizations and medical scientific societies.				
		<b>TOTAL</b>	<b>2</b>	<b>11</b>	<b>3</b>	<b>-</b>
	<b>2.</b>	<b>STANDARD " EDUCATIONAL PROGRAM»</b>				
		<i>Content of basic medical education</i>				
17	1	The medical education organization should define a model of educational program including an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or spiral design.		+		
18	2	Medical organization of education should ensure compliance with the content of the program requirements of SES RK and provide breadth of training in accordance with the name of the program and the necessary depth of training in the field determined by the specialty.		+		
19	3	The medical education organization should describe the content, scope and sequence of courses and other elements of the educational program to ensure that the appropriate balance is maintained between the basic biomedical, clinical, behavioral and social disciplines.		+		
20	4	The medical educational organization should consider mechanisms for providing the possibility of elective content (electives) and determine the balance between the compulsory and elective parts of the educational program, including a combination of compulsory elements and electives or special components of choice;		+		
21	5	The medical education institution should use appropriate teaching and learning methods and guarantee the integration of components in practice and theory, which include didactic classes and experience in assisting the patient, as well as independent and active training.			+	
22	6	The medical education organization must ensure that training is conducted in accordance with the principles of equality.	+			
23	7	The medical education organization should use a student-oriented approach to learning, which stimulates, prepares and supports future students to take responsibility for their own learning process and demonstrate in their practice.	+			
24	8	The medical education organization should provide mechanisms for regular evaluation and feedback, informing about the program and the rights and obligations of future students, and also include ethical obligations in the program.			+	
25	9	Medical education organization should provide mechanisms to increase the independence and responsibility of students regarding their knowledge, skills and development of experience.		+		



26	10	Medical education organizations should recognize gender, cultural and religious characteristics and prepare future students for appropriate relationships with patients.		+		
27	11	The medical education organization should organize educational programs with due attention to patient safety and autonomy. The medical education organization should determine the mechanisms for attracting stakeholders to the formulation of the mission and the final results of training in the educational program.		+		
		<b>SCIENTIFIC METHOD</b>				
28	12	The educational program should contain disciplines aimed at developing analytical and critical thinking, such as the scientific foundations and methodology of medical research, including clinical research.		+		
29	13	The medical education organization must ensure that prospective students will learn and know evidence-based medicine, which should be an integral part of the educational program.		+		
30	14	The medical education organization should provide for the teaching and training of critical assessment of literature, articles and scientific data, the use of scientific developments.		+		
		<b>BASIC BIOMEDICAL SCIENCES, BEHAVIORAL, SOCIAL SCIENCES AND MEDICAL ETHICS</b>				
		The medical education organization should determine and include in the educational program:				
31	15	achievements in basic biomedical sciences for the formation of students' understanding of scientific knowledge;		+		
32	16	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
33	17	The medical education organization should determine and include in the educational program achievements that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditions of the causes, distribution and consequences of medical health problems, as well as knowledge about the national system healthcare and patient rights, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practice, by incorporating OP disciplines in the field of behavioral sciences; social sciences; medical ethics; medical jurisprudence.		+		
		<b>CLINICAL SCIENCES AND SKILLS</b>				

34	18	The medical education organization should determine and implement the achievements of the clinical sciences in the educational program and ensure that students acquire sufficient knowledge, clinical and professional skills in order to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care ;			+	
35	19	The medical education organization should provide for at least one third of the educational program in the planned contacts with patients at clinical bases;	+			
36	20	The medical education organization must establish a certain amount of time for training in the main clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.	+			
37	21	The medical education organization should provide mechanisms for organizing clinical training with appropriate attention to patient safety, including monitoring the student's actions in clinical settings.		+		
38	22	The medical education organization should ensure that each student will have early contact with real patients, including his gradual participation in assisting the patient, including responsibility for the examination and / or treatment of the patient under supervision, which will be carried out in the appropriate clinical facilities.			+	
39	23	The medical education institution should structure the various components of clinical skills training according to the specific stage of the training program.		+		
		<b>PROGRAM MANAGEMENT AND TRAINING</b>				
40	24	The medical education organization should determine the structural unit responsible for basic educational programs and having the authority to plan and implement the educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment and assessment of the educational program and training courses to achieve final results learning.	+			
41	25	The medical education organization should provide for representation from teachers and students in the structures / councils / commissions responsible for educational programs.			+	
42	26	A medical educational institution should guarantee training in various clinical facilities, which are characterized by the profile of clinics, various categories of patients, the level of medical care (primary medical care, specialized medical care, highly specialized medical care), hospitals and outpatient clinics.	+			
43	27	The medical educational organization should provide mechanisms for introducing innovation into the educational program.		+		

		<b>Total</b>	<b>6</b>	<b>16</b>	<b>5</b>	<b>-</b>
	<b>3.</b>	<b>STANDARD "STUDENTS EVALUATION POLICY" EVALUATION METHODS</b>				
44	1	The medical education organization should formulate and implement a student assessment policy that includes principles, goals, methods and practice for student assessment, including the number of exams and other tests, maintaining a balance between written and oral exams, using assessment methods based on criteria and reasoning, and special exams (OSKE or Mini-Clinical Exam), as well as determine the criteria for determining the passing points, grades and the number of permitted retakes;			+	
45	2	The medical educational institution should use a set of assessment methods and formats in accordance with their "applicability", which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of assessment methods and formats in relation to the established learning outcomes.		+		
46	3	Medical education organization should study and document the reliability, validity and fairness of assessment methods.		+		
47	4	The medical education institution should use the system of appeal of the assessment results based on the principles of justice and through compliance with the legal process.	+			
48	5	The medical education organization should ensure that the assessment process and methods are open (accessible) for examination by external experts.	+			
		<b>RELATIONSHIP BETWEEN ASSESSMENT AND TRAINING</b>				
49	6	The medical education organization should use the principles, methods and practices of assessment that are compatible with the established end results of training and teaching methods.		+		
50	7	The medical education organization should have mechanisms to provide timely, specific, constructive and fair feedback to future students based on the results of an assessment of their knowledge and skills.		+		
51	8	Medical education organization should use the principles, methods and practices of assessment, which contribute to integrated training and involvement in practical clinical work, to achieve the final results of training provide interprofessional training.		+		
		<b>Total</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>-</b>

	<b>4.</b>	<b>STUDENT STANDARD RECEPTION POLICY AND SELECTION</b>				
52	1	The medical education organization must determine and implement an admission policy, including the established regulation / rules on the student selection process, which includes the rationale and selection methods;	+			
53	2	The medical education organization should have a policy and implement the practice of accepting students with disabilities in accordance with the laws and regulatory documents of the country;		+		
54	3	The medical education organization should have a policy and introduce the practice of transferring students from other programs and medical education organizations.		+		
55	4	The medical education organization must guarantee the transparency of the selection process and equal access to basic education.		+		
56	5	The medical education institution should develop an appeal procedure regarding the decision of the admissions committee.	+			
		<b>NUMBER OF STUDENTS</b>				
57	6	The medical education organization should determine the number of students accepted in accordance with the logistical and capabilities at all stages of education and training, and the decision on the recruitment of students implies the need to regulate national requirements for health personnel, in the case when medical educational institutions do not control the number of students recruited students, then they should demonstrate their commitment, by explaining all the relationships, paying attention to the consequences of the decisions taken (imbalance between the enrollment of students and the material and technical and academic potential of the university).		+		
58	7	The medical education organization should have accessible information on the health needs of society, which includes considering balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, including the potential need for special policies for recruiting and accepting their groups of small peoples and students from rural areas.	+			
59	8	Medical education organization <b>should</b> determine the number of students through consultation with stakeholders.				
		<b>SUPPORT AND CONSULTATION OF STUDENTS</b>				
60	9	Medical education organization <b>should</b> have a system of				

		academic counseling for future students				
61	10	Medical education organization <b>should</b> have student support mechanisms focused on social, financial and personal needs, the allocation of appropriate resources for social and personal support.				
62	11	Medical education organization <b>must</b> guarantee confidentiality in relation to counseling and support provided				
63	12	Medical education organization <b>should</b> provide the allocation of resources to support students				
64	13	Medical educational organization <b>should</b> provide support in case of professional crisis and problem situations.				
		<b>REPRESENTATIVE OFFICE OF STUDENTS</b>				
65	14	Medical education organization <b>should</b> develop and implement a policy on student representation, including in the formulation of the mission and the final results of training, participation in the development of a training program, planning working conditions, evaluating a training program, managing a training program, and other issues related to students, includes student self-government, participation of student representatives in faculty councils, universities and other relevant bodies, as well as in public activities and months projects by the Health				
	5	<b>REPRESENTATIVE OFFICE OF STUDENTS</b>				
66	1	Medical education organization <b>should</b> develop and implement a policy on student representation, including in the formulation of the mission and the final results of training, participation in the development of a training program, planning working conditions, evaluating a training program, managing a training program, and other issues related to students, includes student self-government, participation of student representatives in faculty councils, universities and other relevant bodies, as well as in public activities and months projects by the Health				
<b>Total number on this standard</b>			<b>4</b>	<b>10</b>	-	-
<b>STANDARD ACADEMIC STAFF/ TEACHERS</b>						
66	1	Medical education organization <b>should</b> develop and introduce a policy of recruitment and admission of teachers, staff, determines their category, responsibility and balance of academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for adequate			+	

		implementation of the educational program, including the proper balance between teachers of medical and non-medical profile, teachers working full and part-time and the balance between academic and non-academic staff				
67	2	Medical education organization <b>should</b> in its selection policy take into account the criteria for scientific, pedagogical and clinical advantages of applicants, including the proper ratio between pedagogical, scientific and clinical qualifications		+		
68	3	Medical education organization <b>must</b> define and implement a policy of activity and development of employees, which allows to observe a balance between teaching, scientific and service functions, which include setting time for each activity, taking into account the needs of medical education organization and professional qualifications of teachers			+	
69	4	Medical education organization <b>must</b> introduce a policy of activity and development of employees, which guarantees the recognition of academic activities, with a corresponding emphasis on pedagogical, research and clinical qualifications and is carried out in the form of awards, promotion and / or remuneration		+		
70	5	The medical education institution <b>should</b> introduce a policy of employees' activity and development that guarantees the adequacy of each employee's knowledge of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational program and other disciplines, and subject areas in order to stimulate cooperation and integration		+		
71	6	Medical education organization <b>should</b> introduce a policy of activity and development of employees, which includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, but also teachers drawn from hospitals and clinics		+		
72	7	When selecting employees / teachers, the medical educational organization <b>should</b> take into account its mission, the importance of local conditions, including gender, nationality, religion, language and other conditions related to the medical educational organization and educational program		+		
73	8	Medical education organizations <b>should</b> develop and implement staff / teacher promotion policies		+		
<b>Total</b>			-	<b>7</b>	<b>1</b>	-
	6.	<b>Standard "Educational Resources"</b> <b>MATERIAL-TECHNICAL SUPPORT AND EQUIPMENT</b>				
74	1	Medical education organization <b>should</b> have sufficient material		+		



		and technical base for teachers and students, to ensure adequate implementation of the educational program				
75	2	Medical educational organization <b>must</b> provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and when using equipment		+		
76	3	The medical education institution <b>must</b> provide the necessary resources for students to acquire adequate clinical experience, including the number and categories of clinical sites, which include clinics (for providing primary, specialized and highly specialized care), outpatient services (including primary health care), primary health care facilities care centers, health centers and other community care facilities, and clinical skills centers / laboratories that allow oestriasis clinical training, using the possibilities of clinical sites and ensure the rotation of the main clinical subjects; sufficient number and category of patients; observation of students' clinical practice	+			
77	4	The medical education institution <b>should</b> improve the learning environment for students by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the development in teaching practice		+		
		<b>INFORMATION TECHNOLOGY</b>				
78	5	Medical education institution <b>must</b> determine and implement policies that aim at the effective use and evaluation of relevant information and communication technologies in the educational program	+			
79	6	Medical education organization <b>should</b> provide library resources, including the fund of educational, methodical and scientific literature on general educational, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		
80	7	Medical education organization <b>should</b> provide access to educational Internet resources, the functioning of WI-FI on the territory of the educational organization			+	
81	8	Medical education organizations <b>should</b> provide opportunities for teachers and students to use information and communication technologies for self-study; access to information; case management; health care jobs		+		
82	9	Medical education organizations <b>should</b> ensure that students have access to relevant patient data and health information systems.	+			

		<b>RESEARCH IN THE FIELD OF MEDICINE AND SCIENTIFIC ACHIEVEMENTS</b>				
83	10	Medical educational organization <b>should</b> have research activities in the field of medicine and scientific achievements as the basis for the educational program		+		
84	11	Medical education organization <b>should</b> define and implement policies that promote the relationship between research and education		+		
85	12	Medical education organization <b>must</b> provide information about the research base and priority areas in the field of scientific research of medical education organization		+		
86	13	Medical education organizations <b>should</b> ensure that the relationship between research and education is taken into account in teaching; encourages and prepares students to participate in medical research and development	+			
		<b>EXAMINATION IN THE FIELD OF EDUCATION</b>				
87	14	Medical education organization <b>should</b> have access to educational expertise, and conduct an examination that studies the processes, practices and problems of medical education and can involve doctors with experience in research in medical education, psychologists and sociologists in the field of education, which is provided by the department of medical education development university or by bringing in experts from other national and international institutions		+		
88	15	Medical education institution <b>must</b> determine and implement a policy on the use of expertise in the field of education: - in the development of an educational program; - - in the development of teaching methods and the assessment of knowledge and skills		+		
89	16	Medical educational organization <b>should</b> provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees.			+	
90	17	Medical education organization <b>should</b> pay due attention to the development of expertise in educational evaluation and research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education			+	
91	18	Medical education organization <b>should</b> promote the aspirations and interests of staff in conducting research in medical education		+		
		<b>EXCHANGE IN THE FIELD OF EDUCATION</b>				
92	19	Medical education organization <b>must</b> define and implement policies for cooperation at the national and international levels with other medical universities, public health schools, faculties		+		



		of dentistry, pharmacy and other faculties of universities				
93	20	The medical education institution <b>should</b> have mechanisms for the transfer and netting of educational loans, which can be facilitated by concluding agreements on mutual recognition of educational program elements and active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements		+		
94	21	Medical education organizations <b>should</b> promote regional and international staff exchanges (academic, administrative and teaching staff) and students, providing adequate resources			+	
95	22	Medical education organizations <b>should</b> ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and ethical principles			+	-
<b>Total</b>			<b>4</b>	<b>13</b>	<b>5</b>	
<b>7. STANDARD “THE EDUCATIONAL PROGRAM EVALUATION”</b>						
96	1	The medical education institution <b>must have</b> mechanisms for monitoring the educational program, taking into account the mission, the required learning outcomes, the content of the educational program, the assessment of knowledge and skills, educational resources		+		
97	2	The medical education institution should evaluate the program regarding student admission policies and the needs of the education and health care system in medical personnel		+		
98	3	Medical education organization must guarantee the participation of interested parties in the evaluation of the program			+	
99	4	Medical educational organizations should provide mechanisms to ensure the transparency of the process and the results of the evaluation of the educational program for faculty authorities and all interested parties.			+	
<b>Total</b>			<b>-</b>	<b>4</b>	<b>-</b>	<b>-</b>
<b>8. STANDARD “MANAGEMENT AND PUBLIC AWARENESS”</b>						
100	1	Medical education organization <b>must determine</b> the structural unit responsible for the educational programs and the achievement of the final learning outcomes		+		
101	2	The structural unit responsible for educational programs should have the authority to plan and implement the educational		+		

		program, including the allocation of given resources for planning and implementing teaching and learning methods, student evaluation, evaluation of the educational program and training courses				
102	3	Medical education organization must determine the responsibilities and duties of faculty authorities / staff on basic medical education		+		
103	4	The medical education institution must have a clear responsibility and authority for providing educational programs with resources, including a targeted training budget, must allocate the resources necessary for the implementation and realization of the training program and allocate educational resources in accordance with the needs	+			
104	5	Medical education organization must publish accurate, objective, relevant information about the specifics of EP, which should include ongoing programs, indicating the expected learning outcomes; information about the possibility of assigning qualifications at the end of the EP; information about teaching, learning, assessment procedures; information about the scores and training opportunities provided for students; information about graduate employment opportunities			+	
105	6	Medical education organization should provide a variety of ways to spread the information, including the media, information networks to inform the general public and interested parties.			+	
106	7	Medical education institution <b>must</b> publish adequate and objective information about the teaching staff of the EP, on cooperation and collaboration with partners in the framework of the EP			+	
107	8	The medical education institution <b>must</b> demonstrate the information on the web resource that characterizes the university as a whole and in the context of educational programs	+			
108	9	Medical education organizations <b>should</b> develop a quality management program, including regular reviews.			+	
109	10	Medical educational organization <b>should</b> ensure the transparency of the management system and decisions that are published in bulletins, posted at the university website, are included in the protocols for review and execution			+	
<b>Total</b>			<b>2</b>	<b>8</b>	-	-
<b>In total</b>			<b>20</b>	<b>74</b>	<b>15</b>	<b>-</b>