



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

## **REPORT**

**on the results of work of the external expert committee on assessment of  
compliance with the requirements of institutional accreditation standards of  
“Medical University of Karaganda” NCJSC  
from 16<sup>th</sup> to 18<sup>th</sup> of April 2019.**

***THE INDEPENDENT AGENCY FOR ACCREDITATION AND RATING***  
***External expert committee***

***Addressed to***  
***Accreditation Council***  
***of IAAR***

**REPORT**

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**Karaganda city**

**«18<sup>th</sup>» of April 2019**

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

«MUK» NCJSC, University – «Medical University of Karaganda» non-commercial joint-stock company  
PhD – doctor of philosophy  
SWOT – Strengths, weaknesses, opportunities, threats  
AC – academic council  
AMP – administrative and management personnel  
SOES RK – State obligatory education standard of the Republic of Kazakhstan  
DAW – Department of Academic Work  
HRD – Human Resources Department  
DSD and IC – Department of Strategic Development and International Cooperation  
DMW – Department of maintenance work  
ISP – individual study plan  
CED – catalogue of elective disciplines  
SUL – shared use laboratory  
MHC of RK – Ministry of Health Care of the Republic of Kazakhstan  
MES of RK – Ministry of Education and Science of the Republic of Kazakhstan  
MEP – modular educational program  
ISO IS – ISO international standard  
MTB – material and technical base  
SAC – State Attestation Commission  
SRW – scientific research work  
DSRW – doctoral scientific research work  
NLA – normative legal acts  
CPD – continuous professional development  
SEC – scientific expert committee  
SEC – scientific expert council  
SIAMD – scientific and innovation activities management department  
EP – educational program  
WSP – working study plan  
EC – Employers Council.  
MC – model curriculum  
ECD – educational complex of disciplines  
AC – Academic Council

## **(II) INTRODUCTION**

In accordance with the order of IAAR No. 33-19-ОД from April 5, 2019, the external expert committee (EEC) visited the “MUK” NCJSC from April 16 to April 18, 2019. An assessment of the compliance of the university with the standards of institutional accreditation of the IAAR was made:

1. **Chairman of the commission** - Klara Zhenisovna Baildinova, PhD, Associate Professor, Kazakh National Medical University named after Asfendiyarov S.D. (Almaty);
2. **Foreign expert** - Ion Bologan, MD, State University of Medicine and Pharmacy named after N. Testemitsanu (Chisinau, Moldova);
3. **Foreign expert** - Zhuravel Irina Aleksandrovna, Doctor of Chemical Sciences, Professor, National University of Pharmacy (Kharkiv, Ukraine);
4. **Expert** - Turdaliyeva Botagoz Saitovna, MD, Professor, “Kazakh Medical University of Continuing Education” JSC (Almaty);
5. **Expert** - Dzhardemaliyeva Nurzhamal Zhenisovna, PhD, Associate Professor, Kazakh National Medical University named after S.D. Asfendiyarov (Almaty);
6. **Expert** - Baskakova Irina Valentinovna, PhD, Associate Professor, Kazakh National Medical University named after S.D. Asfendiyarov (Almaty);
7. **Expert** - Ospanova Dinara Almakhanovna, MD, Associate Professor, “Kazakh Medical University of Continuing Education” JSC (Almaty);
8. **Expert** - Kurmangaliyev Kairat Bolatovich, Ph.D., Associate Professor, “West Kazakhstan Medical University named after Marat Ospanov” NCJSC (Aktobe);
9. **Expert** - Kulzhanova Sholpan Abdlgazyiyevna, MD, professor, “Medical University of Astana” NCJSC (Astana);
10. **Expert** - Zhumalina Akmaral Kanashevna, MD, professor, "West Kazakhstan Medical University named after Marat Ospanov " NCJSC (Aktobe);
11. **Expert** - Pak Laura Alekseyevna, PhD, “Semey Medical University” NCJSC, (Semey city);
12. **Expert** - Amrenova Kuralai Shaganovna, Candidate of Medical Sciences, Associate Professor, “Semey Medical University” NCJSC (Semey);
13. **Expert** - Narmanova Oryngul Zhaksybayevna, MD, professor, "Astana Medical University" NCJSC (Astana);
14. **Employer** - Bekzatova Gulmira Khakimovna, Regional State Infectious Diseases Hospital, Health Authority of Karaganda Region (Karaganda);
15. **Employer** - Tatiana Pavlovna Bashirova, “City Primary Care Center” LLP (Karaganda);
16. **Student** - Aldanish Zhumazhan Zhumabekovich, "Medical University of Astana" NCJSC (Astana);
17. **Student** - Asanov Alikhan Altinbekuly, Leader of the “Alliance of Students of Kazakhstan” in the Karaganda region (Karaganda);
18. **Observer from the Agency** - Aimurziyeva Aigerim Urinbayevna, Head of the Agency’s medical projects (Astana).

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

### **(III) EDUCATIONAL INSTITUTION'S PRESENTATION**

"MUK" NCJSC was established in 1950 on the basis of the Decree of the Council of Ministers of the Kazakh SSR No. 65 of January 20, 1950 "On the organization of the Karaganda State Medical Institute" in accordance with the decree of the Council of Ministers of the Union of the USSR on December 5, 1949 No. 19630-r. Since that time, a highly professional team of 11 departments of the medical faculty began teaching. The university developed progressively every year: new departments were opened, educational buildings, hostel buildings, dispensaries, and recreation areas were erected. In 1959, the Faculty of Sanitation and Hygiene was opened (now the Faculty of Preventive Medicine, Biology and Pharmacy), in 1962 the Pediatric Faculty was organized, in 1978 the Faculty of Dentistry. In 1992, the first in Central Asia and the third in the CIS medical and biological faculty was founded. In 1992, the Faculty of Advanced Training of Medical and Prophylactic and Clinical Disciplines (FPK) was founded, and in 1993 the Faculty of Advanced Pedagogical Qualifications (FPT) was established. In 2002, opened the specialty "Oriental medicine" and "Pharmacy". In 2013 - specialty "Biology" and "Technology of pharmaceutical production." In 2019, the institution of higher education with a Government Decree changed the status to the "Karaganda Medical University" Non-Commercial Joint-Stock Company. "MUK" NCJSC is the full legal successor of the RSE on REU of Karaganda State Medical University.

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

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

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

As part of the implementation of the "State Program of Health Development of the Republic of Kazakhstan "Salamatty Kazakhstan" for 2011-2015" the Ministry of Health of the Republic of Kazakhstan in the structure of the research center of the "MUK" NCJSC in 2012 opened a collective laboratory for genetic and molecular research in the North-West region Republic of Kazakhstan.

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

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

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

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

and Health in the European System (ORPhEUS), the Organization on academic mobility of the Pacific and South-Eastern Region (UMAP), European Association of Universities (EUA).

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

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

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

Since 2017, "MUK" NCJSC is a member of the Eurasian project for the implementation of entrepreneurial education in universities of Kazakhstan (ERG).

Accreditation Committee for Simulation Training of the European Medical Education Association (AMEE) in 2017 acknowledged the university simulation program and was awarded the ASPIRE "Excellence simulation-based healthcare education" award.

The performance of the university is confirmed by the reports of the commission for the evaluation of the university, the successful completion of specialized accreditation.

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

#### **(IV) EXTERNAL EXPERT COMMITTEE'S VISIT DESCRIPTION**

The work of the EEC was carried out on the basis of the program of the visit of the expert committee on specialized accreditation of educational programs in the "MUK" NCJSC from 16<sup>th</sup> to 18<sup>th</sup> of April 2019.

In order to obtain objective information about the quality of the organization of education, the development of the university and the entire infrastructure of the "MUK" NCJSC, clarification of the content of the self-assessment report, meetings were held with the rector, vice-rectors, heads of departments, deans of schools, faculty, students, graduates, employers. A total of 239 people took part in the meetings (table 1).

**Table 1 - Information on the number and categories of participants of meetings**

<i>Category of participants</i>	<i>Amount</i>
Rector	1
Vice-Rectors	5
Deans	7
Heads of structural units	15
Heads of Departments	9
Teachers of Departments	78
Residents	15

Graduates	96
Employers	13
<b>Total</b>	<b>239</b>

During the visual inspection of the university, the EEC visited the dean's offices, a research center, a computer center, an assembly hall, a library, a gym, a department of academic work, the Registrar's office, a Student Service Center, and a Center for Practical Skills.

On the second day of the EEC, she visited the departments that provide training at the undergraduate, internship, magistracy, residency levels at clinical bases, and her own clinic. During the meeting, talks were held with the main faculty members, representatives of clinics.

## **(V) DESCRIPTION OF PREVIOUS ACCREDITATION PROCEDURE**

Institutional accreditation according to the standards of the IAAR was not previously held

## **(VI) CONFORMITY TO SPECIALIZED ACCREDITATION STANDARDS**

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

#### ***Evidentiary part***

The activity of the “MUK” NCJSC is aimed at the realization of the mission of the university, which is to train professionals who meet the requirements of the national health care system and international standards through the introduction of innovations in education, science and practice.

Draft strategic plan of "MUK" NCJSC for 2019-2023 correlates with the accepted mission of the university. The previous strategic plan of KSMU for 2017-2021 was updated due to the change in the status of the university.

The mission, vision and strategic goal of the university correspond to the goals, objectives and priorities of the national education system, which is expressed in the desire of the university to constantly improve the level of training of specialists for the provision of quality medical services to the people of Kazakhstan. The university positions itself in the future as a research university that implements educational activities through science, practice and innovation.

The university adopted a quality policy, according to which the university assumed obligations to ensure a high level of training of specialists for the health care system, high competitiveness of the university, improve and modernize the university infrastructure, on the basis of and in accordance with the legislation of the Republic of Kazakhstan, while constantly improving the quality management system.

The mission of the university meets the criteria of a comprehensive framework for the training of specialists capable of performing the functions of a physician prepared for postgraduate education.

The mission of the university is posted on the website, presented in the main regulatory documents, discussed with interested parties, approved by the advisory body of the university.

“MUK” NCJSC has institutional autonomy in terms of the formation of its own educational programs, policies to ensure the quality of education, the use of resources; academic freedom in the formation of educational programs at all levels of training.

The final results are aimed at the formation of core competencies, such as medical knowledge, communications, practical skills, professionalism, personal and professional development, regulatory knowledge, decision-making based on evidence-based research.

The university analyzes the external and internal environment. The degree of satisfaction of teachers, students is determined in the course of sociological monitoring. Monitoring is organized and carried out in accordance with the established requirements. Surveys at the “MUK” NCJSC



are carried out among students, graduates, employers and teachers in order to identify their opinions on the quality of teachers' professional activities, the quality of management activities and other important issues of the educational process.

### ***Analytical part***

According to the criteria of the “Mission and Learning Outcomes” standard in terms of defining a mission, a university has a mission and communicates it to interested parties by posting on the website, discussing with employers, students, faculty and staff.

The mission is reflected in the strategic development plan of the university, updated as a project for 2019-2023.

The university assesses its strengths and weaknesses.

To achieve the mission and objectives, the university expands its material and technical resources.

The university has the institutional freedom to design and implement education policies, strengthened its independence in transitioning to the model of a non-commercial joint-stock company, acquiring an additional clinical base - the Institute of Occupational Diseases, which houses the School of Public Health.

Academic freedom is ensured by faculty through participation in the development and implementation of EP. The faculty of the university has the freedom to choose the ways and forms of organizing and conducting studies, methods of training, subject to the requirements of curricula and training programs.

The final results are aimed at achieving students' competencies and correspond to the mission and goals of the university.

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

The strengths include:

- Availability of an approved Quality Policy at the university
- Strategic Plan for 2017–2021. and updated draft strategic plan for 2019-2023 corresponds to the mission of the university
- High institutional ranking of the university and educational programs.
- University internationalization

***Conclusions of EEC according to the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)***

strong - 24

satisfactory - 3

suggest improvements - 0

unsatisfactory – 0

## **6.2 «Educational programs» standards**

### ***Evidentiary part***

The university develops educational programs based on the requirements of the state standard of education, the strategy and mission of the university, its traditions, taking into account the trends in the development of higher medical education.

Educational training programs are developed for all levels of training of students - basic, postgraduate, postgraduate.

Each educational program has a mission, a goal.

Model OP - modular credit integrated.

In each educational program, teaching methods are defined, EP includes disciplines aimed at developing critical thinking, preparing students to engage in scientific activities, basic

biomedical sciences, clinical disciplines, behavioral and social sciences, on medical ethics. The final results of studying the disciplines are obtaining both theoretical knowledge and practical skills, especially in clinical disciplines.

The university presented the content, scope and sequence of EP courses, the integration of disciplines along the vertical and horizontal lines is traced.

The university has a structure responsible for the management and implementation of the program.

With the increase in the curriculum, the EP is aimed at meeting the challenges of practical health care in the region.

### ***Analytical part***

The standard "Educational programs" meets the accreditation requirements for the OP.

The university has created an adequate regulatory and legal framework that meets the requirements in the field of medical education in the country.

Educational programs contain basic and major disciplines, compulsory level components and optional components. The components of choice are developed in accordance with the needs of practical health care and the development strategy of the university.

The administrative management of the educational program is carried out by schools, the academic management of a separate educational program is carried out by the academic committee of the educational program. Stakeholders participate in the management of the EP through participation in clinical and other councils, in the implementation of the EP through a system of clinical mentors.

The strengths of this standard include:

- High graduates' employment rate
- Close connection with practical healthcare

***Conclusions of EEC according to the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)***

Strong - 37

satisfactory - 4

suggest improvements - 0

unsatisfactory - 0

### ***6.3 «Evaluation of students» standard***

#### ***Evidentiary part***

The university has a standard procedure for evaluating students in accordance with standard rules and orders of authorized bodies, mechanisms for monitoring and evaluating EPs based on adopted legal acts ("Regulations on the system of assessing student performance. Policy of transfer from course to course.", "Provision on intermediate certification. ", "Regulations on the final certification of students. "(Academic policy of KSMU, approved by the Rector of KSMU from 11/23/2018;).

Assessment methods include the participation of external examiners, using integrated assessments by subject areas.

The university has a system for determining students' achievements, based on the balance of oral and written examinations, demonstration of practical skills, including at the patient's bed. On average, students spend more than 1/3 of their time at the bedside.

Methods for assessing students are open, using a wide range of assessment methods depending on the level and direction of training.

All assessment methods are documented at all levels of the educational process, starting from the department and ending with management and control structures.

The university changed the GPA in the direction of its increase to 3.3.

The program evaluation process involved stakeholders - faculty and university administration, students, employers. The main tool for engaging students in the evaluation of educational programs is the questioning and participation of student representatives in the work of the CPC, UMC, Academic Council. Involvement of faculty is carried out by participating in the relevant structures of the university.

#### ***Analytical part***

The university provided evidence of the use of modern methods for assessing students' achievements, including both standard methods (testing, oral and written examinations) and modern ones (OSKE, OSHE, mini-clinical exam, project defense, etc.), which is a necessary condition for objectification evaluation of students.

Further, the system of development and implementation of this direction is functioning at the university. Evaluation methods are unified depending on their applicability, they become more complicated when moving from course to course, from basic to core subjects.

Students have the opportunity to appeal grades.

At the same time, the university increased GPA, which affected the outflow of students from the university to other educational institutions, especially senior students. An average of 800 students transferred to other universities. This fact indicates the use of administrative mechanisms to improve the quality of education without taking into account the real situation, which may lead to a deterioration in the availability of training and personnel shortages in the region.

Improvement area:

- Improve the process of ensuring the quality of assessment practices in determining the reliability and validity of assessment methods

***Conclusions of EEC according to the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)***

Strong - 13

Satisfactory - 1

Improvements - 0

Unsatisfactory - 0

#### ***6.4 «Students» standard***

##### ***Evidentiary part***

The policy of admission of students to the university is conducted in accordance with the LA in the field of education, the revision of the policy of admission and enrollment of students is conducted annually.

The student admission policy takes into account the possibility of admitting students with disabilities in accordance with the current NLA of the Republic of Kazakhstan, transfer of students to other and from other universities.

The enrollment of students is governed by the material and technical capabilities of the university for the period of admission, the academic potential of the university.

Each year, the university sends to the authorized body a reception plan based on a study of the region's need for medical personnel.

The university has a system of academic counseling for students (advisors, curators).

The university has psychological and social support for students, funds are allocated for support, students are served in their own university clinic.

Students have their representation in all the consultative structures of the university, through which they participate in the formation of the educational program, feedback, assessment of the level of satisfaction with both the quality of the implementation of the educational program and the conditions of the university.

The university has a student government, various clubs, sections for the development of creative abilities and health promotion.

***Analytical part***

The processes implemented in the university meet the criteria of the standard.

The university carries out activities aimed at improving student potential.

At the same time, not all students are informed about the possibility of receiving psychological and social support, which was found out during the meetings with students at clinical sites. The increase in GPA was not discussed with all interested parties, in particular students, which influenced the creation of a certain tense environment among students. This must be considered when making any changes, reforms in the future.

Strengths - the presence of the academic policy of the university, a unified rating system for assessing the knowledge and skills of students, the high demand for graduates, the adequacy of material and technical resources for the development of creativity and the preservation of students' health.

***Conclusions of EEC according to the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)***

strong - 13

satisfactory - 3

suggest improvements - 0

unsatisfactory - 0

***6.5 «Academic staff/teachers» standard***

***The evidentiary part***

The university has faculty members who have the necessary qualifications, professional experience and research potential.

The university has a policy of selection and admission of applicants, mechanisms for increasing personnel potential, encouraging and motivating teaching staff.

Graduation is 44%, the ratio of teachers and part-time workers is 4.4: 1.

Currently, MOOK has a cooperation agreement in the field of education and science with leading universities and research organizations of our Republic, CIS and foreign countries, the university has a strategic partner.

The university has launched a program for dividing faculty into categories: teacher and researcher. Each category of faculty has its own duties and competencies. The system of pedagogical workload has been changed for faculty members who are mainly engaged in the educational process - 800, for faculty researchers - 200 hours per year.

There is a system of support for faculty through the provision of material assistance, training at the expense of the university in advanced medical schools in the country and abroad.

***Analytical part***

The university has a standard procedure for admission and selection of faculty, developed mechanisms aimed at achieving the main goal of the university - to acquire research status, among which can be noted the division of powers of faculty at the department to strengthen the scientific potential of the university.

PPPs are involved in scientific research.

The results of scientific research are included in the educational process.

The faculty members have close ties with representatives of practical health care, providing counseling and medical assistance at clinical sites.

It should be noted that the developed mechanisms for increasing the scientific potential at

the university through the system of dividing faculty into categories are not fully implemented, which makes it difficult to assess its effectiveness. The university had a system of incentives for teaching staff through additional payments for pedagogical categories, which was understandable and convenient for teachers. However, with the change in the direction of development of the university, the new system of separation of powers is not exactly the teaching staff and causes some difficulties in its interpretation by the teachers.

In high school, there is a low level of proficiency in teaching staff (44%). It is necessary to pay attention to this in order to achieve the goal of a research university status.

The university has not worked out the schedule of teaching staff, with a five-day working week, teachers work 6 days.

Not at all levels the established ratio of teaching staff in accordance with the specifics of the specialty and level of training is observed.

**Recommendations:**

- To achieve the vision of the university and position it as a research, to increase the degree of proficiency of teaching staff using various mechanisms, in particular, training in the system of its own educational grants, increasing the number of grants for targeted training of scientific and pedagogical personnel

- Bring the work schedule of faculty members in accordance with the collective agreement
- On an ongoing basis to carry out the training of practical health care professionals involved in the educational process, pedagogical competences

- Bring the ratio of teaching staff in accordance with the specifics of the specialty and level of training

***Conclusions of EEC according to the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)***

strong - 8

satisfactory - 1

suggest improvements - 4

unsatisfactory - 0

**6.6 «Educational resources» standard**

***Evidentiary part***

The university has an adequate material and technical base for the implementation of educational programs at all levels of education.

The management of medical equipment and measuring instruments is carried out in accordance with the model rules established by authorized bodies in this field.

The strategic plan provides for the renewal of material and technical resources, the annual replenishment of the library fund is held, the process of introducing Internet technologies into the educational process is being developed. The educational process is implemented both in classrooms and in clinical bases.

The university library has 607 315/87 052 (copies / titles), however, library staff do not actively use electronic capabilities, which may affect the quality of services provided to consumers.

The university has 6 hostels with a total area of 34,674.1 sq.m. 2544 beds, there are places for general catering for 220 seats. Dormitories do not cover the need for student accommodation.

There is a medical university clinic, which includes a consultative and diagnostic center, primary health care, day hospital, 24-hour hospital.

For clinical training of students there are 68 clinical sites and its own clinic, including a hospital, transferred to the university for trust management. 800.0 thousand tenge was spent on

updating the equipment of its own clinic by the university.

The university has a collective use laboratory acquired through the Ministry of Health of the Republic of Kazakhstan, a modern center of practical skills.

There are student recreation areas - Karkaralinsk and Topar.

The university has a policy for the development of international activities, exchange in the field of education, technology for the implementation of this policy.

### ***Analytical part***

Analysis of the results of the visit to the EEC showed that the university has a strong material and technical base to ensure a high-quality educational and scientific process.

The resources of clinical bases and own clinic are sufficient for the formation of clinical skills of students.

The university has the support of authorized bodies and the local executive for the development of pedagogical skills (for example, a center for the transfer of pedagogical technologies), for conducting scientific research (for example, a shared research laboratory), transferred to trust management, repaired by the state budget, reorganization of KSMU in the "MUK" NCJSC with the addition of the scientific center of labor and occupational diseases.

The university, functioning as RSE on REU, and now as NCJSC, invests its own funds in the development of material and technical resources, an example of which is equipping the acquired clinic for 800.0 thousand tenge.

There are centers of best practice at clinical sites that are available to the university for training. An example is a health care situational center in the Karaganda region, which is a software package that provides real-time information on the state of the health care system, reports on complex and critical situations.

At the same time, there are problems that need to be solved by the university, in particular the lack of places in the dormitories, not in all buildings, buildings, there are conditions for movement, finding people with disabilities.

#### **Strengths:**

- Existence of own clinic (hospital, outpatient clinic, dental clinic)
- Availability of an accredited shared laboratory

#### **Recommendations:**

- Solving students' housing problems, including student families, in terms of providing hostels
- Improving conditions for affordable inclusive education

### ***Conclusions of EEC according to the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)***

strong - 19

satisfactory - 7

suggest improvements - 2

unsatisfactory – 0

### ***6.7 «Educational program evaluation» standard***

#### ***Evidentiary part***

The "MUK" NCJSC has established mechanisms for evaluating educational programs, including regular collection of data on the educational program, through the implementation of feedback from major consumers (students and teaching staff) through regular questionnaires and surveys.

Each year, educational programs are reviewed for compliance with the needs of practical

health care and modified by changing the elective part.

Changes in the educational program also include as the regulatory acts adopted by authorized organizations are modified.

The university provides feedback to the teacher and the student using the Platonus information system as well.

The evaluation of the EP involves administrative structures, academic staff, and consumers of educational services through participation in advisory bodies.

#### ***Analytical part***

In general, the "MUK" NCJSC has created an effective system for evaluating the educational program, which is understandable and transparent for the interested parties.

To improve the feedback process, the university needs to work more actively with employers in relation to providing feedback on decisions taken on the basis of collective discussion.

EEC recommendations

- On an ongoing basis, provide feedback to relevant stakeholders on changes in the EP, adopted on the basis of their recommendations

***Conclusions of EEC according to the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)***

strong - 19

satisfactory - 3

suggest improvements - 1

unsatisfactory - 0

#### ***6.8 «Management and administration» standard***

##### ***Evidentiary part***

On the organization and implementation of educational, scientific, clinical and industrial processes in the university built a management system.

The departments through the deans of schools interact with the Vice-Rector for educational and methodical work and departments and advisory bodies supervised by this Vice-Rector - AU, DAR, PSC, CTIT, library, department for work with youth; on the organization and conduct of research work, scientific internships, preparation of publications, etc. - with the Vice-Rector for Strategic Development and International Cooperation and the departments and bodies supervised by it - NEC, Department for Strategic Development and International Cooperation, Research Management Department, SIC, Department of Scientific Editing, Bioethics Committee, Clinical Trials Monitoring Committee; on the organization of professional practices, interaction with bases, employment of graduates - with the vice-rector for clinical work and the NDP (supervised units and advice - Clinical Council, Council of Employers, department of clinical training and employment of graduates, MC). The dean's offices and departments also deal with personnel and material and technical resources in support of the educational process and research work with the Vice-Rector for Organizational and Economic Issues, which oversees such departments as DEF, HRMD, GPA, legal department, student service center, DER.

#### ***Analytical part***

The management of "MUK" NCJSC is determined by the developed Management Structure, which is updated as necessary, which ensures the efficiency of the university as a whole and the implementation of mechanisms for improving the EP.

Currently, work is underway to update and revise the strategic development plan of the university in connection with the acquisition of the new status of MUK.

Work is also underway to transition to matrix management by providing academic and

financial freedom to units.

For the effective functioning of all structures, the relevant Provisions have been developed, defining the interactions of various departments.

***Conclusions of EEC according to the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)***

strong - 13

satisfactory - 4

suggest improvements - 0

unsatisfactory - 0

## **(VII) STRENGTHS OVERVIEW/ BEST PRACTICE FOR EVERY STANDARD**

### **7.1 «Mission and learning outcomes» standard**

- Availability of an approved Quality Policy at the university
- Strategic Plan for 2017–2021 and updated draft strategic plan for 2019-2023 corresponds to the mission of the university
- High institutional ranking of the university and educational programs.
- University internationalization

### **7.2 "Educational programs" standard**

- High graduate employment rate
- Close connection with practical healthcare

### **7.4 «Students» standard**

The presence of the academic policy of the university, a unified rating system for assessing the knowledge and skills of students, the high demand for graduates, the adequacy of material and technical resources for the development of creativity and the preservation of students' health.

### **7.6 «Educational resources» standard**

- Existence of own clinic (hospital, outpatient clinic, dental clinic)
- Availability of an accredited shared laboratory

## **(VIII) REVIEW OF RECOMMENDATIONS ON IMPROVING QUALITY**

### **8.3. «Evaluation of students» standard**

Improvement area:

- Improve the process of ensuring the quality of assessment practices in determining the reliability and validity of assessment methods

### **8.5. "Academic staff / teachers" standard**

- To achieve the vision of the university and position it as a research, to increase the degree of proficiency of teaching staff using various mechanisms, in particular, training in the system of its own educational grants, increasing the number of grants for targeted training of scientific and pedagogical personnel
  - Bring the work schedule of faculty members in accordance with the collective agreement
  - On an ongoing basis to carry out the training of practical health care professionals involved in the educational process, pedagogical competences
  - Bring the ratio of teaching staff in accordance with the specifics of the specialty and level of training



**8.6. "Educational Resources" standard**

- Solving students' housing problems, including student families, in terms of providing hostels
- Improving conditions for affordable inclusive education

**"Evaluation of the educational program" standard**

- On an ongoing basis, provide feedback to relevant stakeholders on changes in the EP, adopted on the basis of their recommendations



**Appendix 1. "Institutional Accreditation Parameters" Assessment Table**

№ п/п	Criteria for evaluation	Позиция организации образования			
		Strong	Satisfactory	Suggests improvement	Unsatisfactory
<b>MISSION AND FINAL RESULTS</b>					
<b>Mission's definition</b>					
1.	Medical education organization should define its mission and bring them to the attention of stakeholders and the health sector	+			
2.	A mission statement must contain goals and an educational strategy to prepare a doctor:				
	competent at a basic level;	+			
	with an appropriate basis for further career in any field of medicine, including all types of medical practice, administrative medicine and medical research;	+			
	who is able to perform the role and function of a doctor in accordance with the requirements of the health sector;	+			
	prepared for postgraduate education, including internship, residency, specialization;	+			
	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, auditing, learning from your own practice and recognized activities in the NDP / IEE.	+			
3	Medical education institution must ensure that the stated mission includes the problems of public health, the needs of the system of medical care and other aspects of social responsibility	+			
4	Medical education organization must have a strategic development plan that corresponds to the stated mission, the objectives of the medical education organization and approved by the advisory and advisory council of the university.	+			
5	Medical educational organization should systematically collect, accumulate and analyze information about its activities; to assess the strengths and weaknesses of the university (SWOT-analysis), on the basis of which the university administration together with the advisory and advisory council of the university should determine policies and develop strategic and tactical plans.	+			
6	The mission and goals of the medical education institution should correspond to the available resources, market requirements, ways to support them should be defined and access to information about the mission, the goals of the medical education organization for the public (availability of information in the media, on the university website) should be provided. The mission and goals of the medical education organization are approved at the advisory and advisory council of the university.	+			
7	Medical education organizations should ensure that the mission	+			

	includes advances in medical research in the biomedical, clinical, behavioral and social sciences.				
8	Medical education organizations should ensure that the mission includes aspects of global health and reflects the underlying problems of global health.	+			
<b>Participation in the formulation of the mission</b>					
9	Medical education organization must ensure that key stakeholders are involved in the development of the mission.		+		
10	Medical education organizations should ensure that the stated mission is based on the opinions / suggestions of other relevant stakeholders.		+		
<b>Institutional autonomy and academic freedom</b>					
11	Medical education organization should have institutional autonomy for the development and implementation of policies for which the faculty and administration are responsible, especially in relation to:				
	development of educational program	+			
	use of allocated resources necessary for the implementation of the educational program	+			
12	Medical educational organization should guarantee academic freedom to its employees and students:				
	in relation to the current educational program, in which it is allowed to rely on different points of view in the description and analysis of questions on medicine;	+			
	the ability to use the results of new research to improve the study of specific disciplines / issues without expanding the educational program.	+			
<b>Final learning outcomes</b>					
13	The medical education institution must determine the expected end results of education that students should show upon completion, regarding:				
	their baseline achievements in terms of knowledge, skills and professional values and attitudes;	+			
	an appropriate basis for a future career in any branch of medicine;	+			
	their future roles in the health sector;	+			
	their subsequent postgraduate training;	+			
	their commitment to lifelong learning;	+			
	the health needs of society, the needs of the health system and other aspects of social responsibility;	+			
14	The medical education institution must ensure that the student fulfills obligations regarding doctors, teachers, patients and their relatives in accordance with the Code of Conduct. Medical education organization should:				
	identify and coordinate the relationship of the final learning outcomes required upon completion with those required in postgraduate studies;	+			
	determine the results of the involvement of students in conducting research in medicine;	+			
	pay attention to the outcomes associated with global health.		+		
	<b>In total</b>	<b>24</b>	<b>3</b>		

<b>EDUCATIONAL PROGRAM</b>					
<b>Model of educational program and teaching methods</b>					
15	The medical education institution should determine the model of the educational program including an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or a spiral design.	+			
16	Medical education organization must determine the methods of teaching and learning.	+			
17	Medical education institution must ensure that the educational program develops the students' ability to learn throughout life.	+			
18	Medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.	+			
19	Medical educational organization should use the educational program and methods of teaching and learning based on modern principles of education, which stimulate, prepare and support students and ensure the formation of students' responsibility for their learning process.	+			
<b>Scientific approach</b>					
20	Throughout the entire program of study, the medical education institution should teach students:				
	principles of scientific methodology, including methods of analytical and critical thinking;	+			
	scientific research methods in medicine;	+			
	evidence-based medicine, which require the appropriate competence of teachers and will be a mandatory part of the educational program and will involve medical students in conducting or participating in small research projects.	+			
21	<i>Medical educational organizations should include in the educational program elements of basic or applied research that include compulsory or elective analytical and experimental research, thereby facilitating participation in the scientific development of medicine as professionals and colleagues.</i>	+			
<b>Basic Biomedical Sciences</b>					
22	Medical educational organization should define and include in the educational program:				
	achievements of basic biomedical sciences for the formation of students' understanding of scientific knowledge;	+			
	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.	+			
23	Medical educational organization should adjust in the educational program and introduce new achievements of biomedical sciences for:				
	scientific, technological and clinical developments;	+			
	current and expected needs of society and the health care system.	+			
<b>Behavioral and social sciences and medical ethics</b>					
24	Medical educational organization must determine and include in the educational program the achievements of:				
	<i>behavioral sciences;</i>	+			
	<i>social sciences;</i>	+			

	<i>medical ethics;</i>	+			
	<i>medical jurisprudence 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, also knowledge about the national health system and patient rights, which will contribute to the analysis of problems public health, effective communication, clinical decision making and ethical practice.</i>	+			
25	Medical educational organization should adjust in the educational program and introduce new achievements of behavioral and social sciences, as well as medical ethics regarding:				
	scientific, technological and clinical developments;	+			
	current and expected needs of society and the health care system;	+			
	changing demographic and cultural conditions.	+			
<b>Clinical Sciences and Skills</b>					
26	The medical education institution should define and implement the achievements of clinical sciences and ensure that students:				
	<i>acquire sufficient knowledge and clinical and professional skills in order to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care.</i>	+			
	<i>conduct a reasonable part (one third) of the program in planned contacts with patients, including consideration of the appropriate number of goals, and their adequacy for training in relevant clinical bases;</i>	+			
	carry out work on health promotion and prevention;	+			
27	<i>The medical education institution must establish a certain amount of time for training of the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.</i>	+			
28	<i>The medical education institution should organize clinical training with appropriate attention to patient safety, including monitoring the activities performed by the student in the clinic.</i>	+			
29	Medical educational organization should adjust in the educational program and introduce new achievements of clinical sciences regarding:				
	scientific, technological and clinical developments;	+			
	current and expected needs of society and the health care system.	+			
30	The medical education institution must ensure that each student has early contact with real patients, including his gradual participation in assisting the patient, including responsibility for examining and / or treating the patient under supervision, which is carried out in appropriate clinical bases.	+			
31	Medical education organization must structure the various components of clinical skills in accordance with the specific stage of the training program.	+			
<b>Structure of the educational program, content and duration</b>					
32	The medical education institution must give a description of the content, scope and sequence of courses and other elements of the educational program in order to ensure compliance with the	+			

	appropriate relationship between basic biomedical, behavioral, and social and clinical disciplines.				
33	In the educational program a medical educational organization should:				
	provide horizontal integration of related sciences and disciplines;	+			
	provide vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;	+			
	provide the possibility of electoral content (electives) and determine the balance between the mandatory and elective part of the educational program, including a combination of mandatory elements and electives or special components of choice;	+			
	determine the relationship with complementary medicine, including nontraditional, traditional or alternative practice.		+		
<b>Program management</b>					
34	The medical education institution must determine the structural unit responsible for educational programs, which, under the direction of academic leadership, is responsible and has the authority to plan and implement an educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, evaluating students and evaluating educational programs and courses learning, in order to ensure the achievement of the final learning outcomes.	+			
35	Medical educational organization must guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
36	Medical Education Organization should, through the structural unit responsible for educational programs, plan and implement innovations in the educational program.	+			
37	Medical education organization should include representatives from other relevant stakeholders, the structure of the medical education organization responsible for educational programs, including other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, health professionals involved in the training process or other faculty members of the university.		+		
<b>Connection with a medical practice and health care system</b>					
38	The medical education institution should provide an operational link between the educational program and the subsequent stages of vocational training (internship, specialization, CPD / IEE) or practices that the student will begin upon graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements educational programs and their relationships at various stages of training and practice, with due regard to local, national, regional and regional global conditions, as well as feedback for / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.	+			
39	Medical educational organizations should ensure that the structural unit responsible for the educational program:				
	takes into account the particular conditions in which graduates have to work and accordingly modify the educational program;			+	

	considers a modification of the educational program based on public feedback.	+			
	<b>Total</b>	<b>37</b>	<b>3</b>	<b>1</b>	
<b>EVALUATION OF STUDENTS</b>					
<b>Evaluation methods</b>					
40	Medical education organization <b>should:</b>				
	determine, approve and publish the principles, methods and practices used to evaluate students, including the number of exams and other tests, the balance between written and oral exams, the use of assessment methods based on criteria and reasoning, and special exams (OSKE or Mini-Clinical exam), as well as determine the criteria for determining passing scores, grades and the number of allowed retakes;	+			
	ensure that the assessment covers knowledge, skills and professional values and attitudes.	+			
	use a wide range of assessment methods and formats depending on their “utility assessment”, which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of methods and format of assessment;	+			
	ensure that assessment methods and results avoid conflicts of interest;	+			
	ensure that the evaluation process and methods are open (accessible) for study by external experts.	+			
41	Medical education organization should:				
	<i>document and evaluate the reliability and validity of evaluation methods, which requires an appropriate process to ensure the quality of existing evaluation practices;</i>		+		
	introduce new assessment methods in accordance with the need;	+			
	use the system to appeal the results of the evaluation.	+			
<b>The relationship between assessment and learning</b>					
42	Medical education organization should use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relations that:				
	clearly comparable with teaching and learning outcomes;	+			
	ensure that students achieve final learning outcomes;	+			
	contribute to learning	+			
	provide an appropriate balance between formative and summative assessment to manage learning and evaluate student’s academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.	+			
43	Medical education organization should:				
	regulate the number and nature of examinations of various elements of the educational program in order to facilitate the acquisition of knowledge and integrated learning in order to avoid negative impact on the learning process, and eliminate the need to study excessive amounts of information and overload of the educational program;	+			
	guarantee the provision of feedback to students based on the results of the assessment.	+			
	<b>Total</b>	<b>13</b>	<b>1</b>		

<b>STUDENTS</b>					
<b>Admission and selection policy</b>					
44	Medical education organization should:				
	define and implement enrollment policies, including a clearly defined position on the student selection process, which includes rationale and selection methods, such as secondary school learning outcomes, other relevant academic experience, other entrance exams and interviews, assessment of motivation to become a doctor, including changes in needs related to a variety of medical practices;	+			
	have a policy and introduce the practice of admitting students with disabilities in accordance with applicable laws and regulations of the Republic of Kazakhstan;		+		
	have a policy and introduce the practice of transferring students from other programs and medical education organizations;	+			
45	Medical education organization should:				
	to establish relations between the selection of students and the mission of the medical education institution, the educational program and the desired quality of graduates;	+			
	periodically review admission policies, based on relevant data from the public and professionals, in order to meet the health needs of the population and society as a whole, including consideration of student enrollment taking into account their gender, ethnicity and language, and the potential need for special admission policies for students from low income families and national minorities;	+			
	use the system to appeal decisions on admission.	+			
<b>Intake of students</b>					
46	Medical education organization must determine the number of admitted students in accordance with the material and technical capabilities at all stages of education and training. Deciding on the recruitment of students implies the need to regulate the national requirements for human resources for health, in the case when medical education institutions do not control the number of students recruited, you should demonstrate your commitment by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between the recruitment of students and material and academic potential of the university).	+			
47	Medical education organizations should periodically review the number and number of admitted students in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organizations on global aspects of human health resources (such as insufficient and uneven distribution of human resources). health, migration of doctors, the opening of new medical schools) and regulate with to meet the health needs of the population and society as a whole.		+		
<b>Counseling and support of students</b>					
Medical education organization should:					
	have a system of academic counseling for their students, which includes issues related to the choice of electoral institutions, preparation for residency, career planning, the appointment of academic mentors (mentors) for individual students or small groups	+			



	of students;				
	offer a student support program focused on social, financial and personal needs, which includes support related to social and personal problems and events, health and financial problems, access to medical care, immunization programs and health insurance, and financial assistance services in the form material assistance, scholarships and loans;	+			
	allocate resources to support students;	+			
	ensure confidentiality regarding counseling and support	+			
	The medical education institution must provide counseling that:				
	based on monitoring student progress and addressing students' social and personal needs, including academic support, support for personal problems and situations, health problems, financial issues;		+		
	includes counseling and career planning.	+			
	<b>Student representation</b>				
50	Medical education organization should determine and implement the policy of student representation and their respective participation in the development, management and evaluation of the educational program, and other issues related to students, which includes student self-government, the participation of student representatives on faculty councils, universities and other relevant bodies, and in community activities and local health projects.	+			
51	Medical education organization should provide support and support to student activities and student organizations, including the provision of technical and financial support to student organizations.	+			
	<b>Total</b>	<b>20</b>	<b>4</b>	<b>4</b>	
	<b>ACADEMIC STAFF/TEACHERS</b>				
	<b>Recruitment Policy</b>				
52	Medical education organization must determine and implement a policy of selection and admission of employees, which:				
	determines their category, responsibility and balance of academic staff / teachers of basic biomedical sciences, behavioral and social sciences, clinical sciences for the adequate implementation of the educational program, including the proper relationship between medical and non-medical teachers, teachers working full-time and part-time and the balance between academic and non-academic staff;	+			
	contains criteria on the scientific, pedagogical and clinical merits of applicants, including the proper correlation between pedagogical, scientific and clinical qualifications;			+	
	identifies and monitors the responsibilities of academic staff / teachers of basic biomedical sciences, behavioral and social sciences, clinical sciences;	+			
53	Medical education organization should in its policy on the selection and reception of staff to consider such criteria as:				
	relation to his mission, the importance of local conditions, including gender, nationality, religion, language and other conditions relating to the medical educational organization and educational program;	+			

	<i>economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.</i>		+		
<b>Development policy and employee performance</b>					
54	Medical education organization should determine and implement the policies of the activities and development of employees, which:				
	<i>allows you to maintain a balance between teaching, scientific and service functions, which include the establishment of time for each activity, taking into account the needs of medical education organizations and professional qualifications of teachers;</i>			+	
	<i>guarantees recognition of its 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;</i>	+			
	ensures that clinical activities and research are used in teaching and learning;	+			
	<i>guarantees the adequacy of knowledge by each employee of the educational program, which includes knowledge of the methods of teaching / learning and the general content of the educational program, and other disciplines, and subject areas in order to stimulate cooperation and integration;</i>	+			
	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, but also teachers drawn from hospitals and clinics.			+	
55	Medical education organization should:				
	take into account the teacher-student ratio depending on the various components of the educational program;			+	
56	Medical education organization should:				
	develop and implement policies for the promotion and career growth of employees.	+			
	<b>Total</b>	<b>3</b>	<b>9</b>	<b>-</b>	
<b>EDUCATIONAL RESOURCES</b>					
57	<b>Material and technical base</b>				
	Medical education organization should:				
	have a sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;			+	
	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 in the use of equipment.		+		
58	Medical education organization should improve the learning environment of students through regular updates, expanding and strengthening the material and technical base, which should be consistent with the development in teaching practice.			+	
<b>Clinical Training Resources</b>					
59	The medical education institution must provide the necessary resources for students to acquire adequate clinical experience, including, sufficient:				
	number and category of patients;	+			

	the number and categories of clinical sites, which include clinics (for the provision of primary, specialized and highly specialized care), outpatient services (including primary health care), primary health care facilities, health centers and other health care facilities, and / Clinical skills laboratories that allow for clinical training, using the capabilities of clinical bases and providing rotation in the main clinical disciplines;	+			
	observation of students' clinical practice.	+			
60	Medical educational organizations should study and evaluate, adapt and improve resources for clinical training to meet the needs of the population served, which will include relevance and quality for clinical training programs regarding clinical sites, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.	+			
	<b>Information Technologies</b>				
61	Medical education organization must determine and implement policies that aim at the effective use and evaluation of relevant information and communication technologies in the educational program.	+			
62	Medical education organization should provide teachers and students with opportunities to use information and communication technologies:				
	for self-study;	+			
	access to information;	+			
	supervision of a patient	+			
	work in the health care system.	+			
63	Medical education organizations should ensure that students have access to relevant patient data and health information systems.	+			
	<b>Research in the field of medicine and scientific achievements</b>				
64	Medical education organization should:				
	conduct research in the field of medicine and have scientific achievements as a basis for the educational program;	+			
	identify and implement policies that promote the relationship between research and education;	+			
	provide information on the research base and priority areas in the field of scientific research of the medical education organization.	+			
	Medical education organizations should 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>				
65	Medical education organization have to:				
	have access to educational expertise, where necessary, 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.	+			

66	Medical education institution must determine and implement a policy on the use of expertise in the field of education:				
	in the development of an educational program;		+		
	in developing teaching methods and assessing knowledge and skills.		+		
67	Medical education organization should:				
	present evidence of the use of internal or external expertise in medical education to develop the potential of employees;		+		
	pay 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;		+		
	promote the aspirations and interests of staff in conducting research in medical education.		+		
<b>Exchange in education</b>					
68	Medical education organization must define and implement policies for				
	<i>cooperation at the national and international levels with other medical schools, public health schools, faculties of dentistry, pharmacy and other university faculties;</i>	+			
	the transfer and netting of educational loans, which includes consideration of the limits of the educational program, which can be transferred from other educational organizations and which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program, and active coordination of programs between universities and the use of a transparent system of credit units and flexible requirements	+			
69	<b>Medical education organization should:</b>				
	promote regional and international staff exchanges (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
	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.	+			
	<b>Total</b>	<b>19</b>	<b>7</b>	<b>2</b>	
<b>EVALUATION OF EDUCATIONAL PROGRAM</b>					
<b>Mechanisms for monitoring and evaluating the program</b>					
70	The medical education institution should have a program to monitor the educational program, processes and results, including regular collection of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately and to identify any areas requiring interventions, as well as data collection is part of the administrative procedures in connection with the admission of students, student assessment and completion of training	+			
71	The medical education institution should establish and apply mechanisms for evaluating the educational program, which:				
	focused on the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of mandatory and elective parts (see “Educational Program” standard);	+			
	are aimed at students’ progress;	+			

	identify and consider problems, including insufficient achievement of the expected learning outcomes and involve the collection of information on learning outcomes, including the identified deficiencies and problems, and are used as feedback in conducting activities and corrective action plans to improve the educational program and training discipline programs.	+			
72	Medical educational organization should periodically conduct a comprehensive evaluation of the educational program, aimed at:				
	<i>the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical educational organization;</i>	+			
	special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;	+			
	general outcomes that will be measured by national licensing exams, benchmarking procedures, international exams, career choices and postgraduate studies;	+			
	on their social responsibility.		+		
<b>Feedback of a teacher and a student</b>					
73	Medical educational organization have to systematically collect, analyze and provide teachers and students with feedback that includes information about the process and products of the educational program, as well as include information about unfair practices or inappropriate behavior of teachers or students with and / or legal consequences.	+			
74	Medical education organizations should use feedback results to improve the educational program.		+		
<b>Academic achievements of students and graduates</b>					
75	Medical educational organization have to analyze the educational achievements of students and graduates in relation to:				
	<i>its mission and learning outcomes of the educational program, which includes information on the average duration of studies, grades, the frequency of passing and failures in examinations, cases of successful completion and deduction, students' reports on the conditions of training in the completed courses, the time spent to study areas of interest , including optional components, as well as interviews with students for repeat courses, and interviews with students who leave the curriculum;</i>	+			
	educational program;		+		
	resource endowment.	+			
76	Medical educational organization have to analyze the students' educational achievements regarding:				
	<i>their prior experience and conditions, including social, economic, cultural conditions;</i>	+			
	level of training at the time of admission to the medical education organization.	+			
77	Medical educational organization should use the analysis of students' educational achievements to provide feedback to the structural units responsible for:				
	students' selection;	+			
	planning of educational program;	+			

	advising students.	+			
	<b>Stakeholders involvement</b>				
78	Medical education organization in its monitoring program and educational program evaluation activities have to involve				
	faculty and students;	+			
	its administration and management.	+			
	Medical education organization, for interested parties, including other representatives of academic and administrative staff, members of the public, authorized bodies in the field of education and health, professional organizations, as well as those responsible for post-graduate education should:				
	provide access to the evaluation results of the course and educational program;	+			
	demonstrate feedback from them on clinical practice of graduates;	+			
	demonstrate feedback from them on the educational program.			+	
	<b>Итого</b>	<b>19</b>	<b>3</b>	<b>1</b>	
	<b>MANAGEMENT AND ADMINISTRATION</b>				
	<b>Management</b>				
79	Medical education organization must determine the management structures and functions, including their relationship with the university, if the medical education organization is part or branch of the university.	+			
80	Medical education organization in its management structures should determine the structural units with the establishment of the responsibility of each structural unit and include in their composition:				
	representatives of academic staff;	+			
	students;		+		
	other stakeholders including representatives of the ministry of education and health, the health sector and the public.		+		
81	Medical education organization have to ensure the transparency of the management system and decisions, which are published in bulletins, posted on the website of the university, included in the protocols for review and execution.	+			
	<b>Academic leadership</b>				
82	Medical education organization have to clearly define the responsibility of academic leadership in the development and management of the educational program.	+			
83	The medical education organization should periodically evaluate academic leadership regarding the achievement of its mission and the final learning outcomes.	+			
	<b>Budget for training and resource allocation</b>				
84	Medical education organization <b>have to</b> :				
	have a clear set of responsibilities and authorities for providing the educational program with resources, including a targeted budget for education	+			
	allocate resources necessary for the implementation of the educational program and distribute educational resources in accordance with their needs.	+			
	The system of financing the medical education organization have to		+		

	be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.				
85	Medical education organization <b>should</b> :				
	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes;		+		
	in the allocation of resources, take into account scientific advances in medicine and the problems of public health and their needs.	+			
<b>Administrative staff and management</b>					
86	Medical educational organization must have the appropriate administrative and academic staff, including their number and composition in accordance with the qualifications in order to:				
	ensure the implementation of the educational program and relevant activities;	+			
	guarantee proper management and allocation of resources;	+			
87	The medical education institution have to develop and implement an internal quality assurance management program, including consideration of needs for improvement, and conduct regular management review and analysis.	+			
<b>Interaction with the health sector</b>					
88	Medical education organization have to have a constructive interaction with the health sector, with related health sectors of society and the government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.	+			
89	Medical education organization should give official status to cooperation with partners in the health sector, which includes the conclusion of formal agreements with the definition of the content and forms of cooperation, the conclusion of a joint contract, the creation of a coordinating committee and joint activities.	+			
<b>In total</b>					
<b>CONTINUOUS IMPROVEMENT</b>					
90	Medical educational organization as a dynamic and socially responsible institution <b>have to</b> :				
	initiate procedures for regular review;	+			
	revising the structure and functions;	+			
	allocate resources for continuous improvement.	+			
91	Medical education organization <b>should</b> :				
	base the update process on prospective studies, analyzes and on the results of one's own study and evaluation, medical education literature;		+		
	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in accordance with previous experience, current activities and future prospects, and guides the process of renewal to the following questions:	+			
92	Adaptation of the position of the mission and end results to the scientific, socio-economic and cultural development of society;	+			

93	Modification of the graduates' final learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the duties assigned to graduates after graduation:	+			
94	Adaptation of the educational program model and methodological approaches to ensure that they are relevant and relevant and take into account modern theories in education, the methodology of adult education, the principles of active learning;	+			
95	Adjustment of the elements of the educational program and their relationship in accordance with the achievements in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and the state of health / morbidity structure of the population and socio-economic, cultural conditions. The adjustment process should ensure the inclusion of new relevant knowledge, concepts, methods and exclude outdated ones.	+			
96	Development of assessment principles and methods for conducting a number of examinations in accordance with changes in the final learning outcomes and methods of teaching and learning;	+			
97	Adaptation of student recruitment policies and student selection methods taking into account changing expectations and circumstances, requirements for human resources, changes in the pre-university education system and the needs of the educational program;		+		
98	Adaptation of the recruitment policy and the formation of academic staff in accordance with changing needs;		+		
99	Updating educational resources in accordance with changing needs, such as student recruitment, number and profile of academic staff, educational program;	+			
100	Improving the process of monitoring and evaluating the educational program;		+		
101	Improving the organizational structure and management principles to ensure effective operations in a changing circumstances and needs, and, in the long term, to meet the interests of various groups of stakeholders.	+			
	<b>Total</b>	<b>24</b>	<b>8</b>	<b>0</b>	
	<b>Total (in general)</b>	<b>156</b>	<b>29</b>	<b>8</b>	