

To the Accreditation Council of the
Eurasian Centre for Accreditation and
Quality Assurance in Education and Healthcare
03.05. 2024

**REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE
EVALUATION OF NJSC “ASTANA MEDICAL UNIVERSITY” FOR
COMPLIANCE WITH THE STANDARDS OF INSTITUTIONAL
ACCREDITATION OF MEDICAL EDUCATIONAL ORGANIZATIONS OF
ECAQA**

period of external expert evaluation: 03/27/2024-03/29/2024

Astana, 2024

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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Education and Healthcare
AC	Academic Council
WFME	World Federation of Medical Education
GP	general practitioner
HEI	Higher education institution
MSE on the REM	Municipal state enterprise on the right of economic management
SCES	State compulsory education Standard
FSC	Final state certification
QAC	Quality Assurance Committee
AAC	Academic Affairs Committee
SAC	Scientific Activities Committee
MOH	Ministry of Health
MSHE	Ministry of Science and Higher Education
MEO	Medical educational organization
MES	Ministry of Education and Science
IS	International standard
AMU	Astana Medical University
NAS RK	National Academy of Sciences of the Republic of Kazakhstan
NJSC	Non-profit joint stock company
RW	Research work
RI	Research Institute
CIME	Continuing integrated medical education
RW	Research work
NCIE	National Center for Independent Examinations
RC	Required component
GED	General education discipline
EP	Educational program
OSCE	Objective-Structured Clinical Exam
OSPE	Objective-structured practical exam
RO	Registrar's office
PD	Profile disciplines
PC	Professional competencies
PHC	Primary health care
Academic staff	Academic staff
RK	The Republic of Kazakhstan
SSS	Student Scientific Society
SC	Simulation Center
EMCD	Educational and methodological complex of disciplines
AC	Academic Council
CPDAA	Center for Planning and Development of Academic Affairs
CMRS	Center for monitoring and recording students
ETTC	Educational Technology Transfer Center
CBL	Case-based learning
TBL	team-based learning
PBL	problem-based learning

1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 7 of 03/05/2024, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external institutional evaluation of the Non-Profit Joint Stock Company “Astana Medical University” during the period 03/27–29/2024, consisting of the following:

No .	Status as part of the EEC	Full name	Academic degree/title, position, place of work/place of study, course, specialty
1	Chairperson	Kuzgibekova Almagul Bolatovna	Candidate of Medical Sciences, Professor of the Department of Childhood Diseases of the NJSC “Karaganda Medical University”.
2	International expert	Kulikov Oleg Vilievich	Candidate of Medical Sciences. Senior lecturer, expert auditor of the voluntary certification system of the Federal State Budgetary Institution “National Institute of Quality” of Federal Service for Surveillance in Healthcare. Member of the Scientific and Technical Council of the All-Russian Quality Organization and “RIA Standards and Quality” LLC. Member of the Expert Council of the journal “Quality Management in Medicine”.
3	Academic expert	Boshkaeva Asyl Kenesovna	Doctor of Pharmaceutical Sciences, acting Professor of the Department of Pharmaceutical and Toxicological Chemistry, Pharmacognosy and Botany of the NJSC “Kazakh National Medical University named after S.D. Asfendiyarov”
4	Academic expert	Yermukhanova Lyudmila Sergeevna	Candidate of Medical Sciences, Associate Professor, Head of the Department of “Public Health and Healthcare” of the NJSC “West Kazakhstan Medical University named after Marat Ospanov”
5	Academic expert	Metova Zaituna Abdulkamymovna	Candidate of Medical Sciences, Associate Professor, Head of the Department of Public Health NJSC “Semey Medical University”
6	Academic expert	Brimzhanova Marzhan Dikhanovna	Doctor PhD, Advisor to the Rector of the Kazakhstan Medical University “HSPH” LLP. Doctor of the highest category in the specialty "Dermatovenereology"
9	Expert employer	Zhanturiev Bolat Meirbekovich	Candidate of Medical Sciences, DBA, Head of the Biological Testing Laboratory of the Testing centre with Laboratories, Almaty Territorial Branch of the National centre for Expertise of Medicines, Medical Devices and Medical Equipment of the Ministry of Health of the Republic of Kazakhstan
10	Expert representative of master's students	Astrakhanov Magzhan Rustemuly	1st year master's student in the specialty "Biology" of the Eurasian University named after L.N. Gumilyov
11	Expert student representative	Aitpay Aruay Kanatkyzy	2nd year student in the specialty “Pediatrics” of the NJSC “Medical University of Karaganda”

The EEC report includes a description of the results and conclusion of an external evaluation of the educational organization for compliance with the Standards of Institutional Accreditation of Medical Organizations of Higher and Postgraduate Education, recommendations of the EEC for further improvement of the institutional activities of the university and recommendations to the ECAQA Accreditation Council for accreditation.

2. General part of the final report

2.1 Presentation of the Non-Profit Joint Stock Company "Astana Medical University"

Name of the organization, legal form of ownership, BIN.	Non-profit joint-stock company "Astana Medical University" (hereinafter in the text of the report - AMU), BIN 080940008218.
Date of creation	October 26, 1964
Location and contact details	Republic of Kazakhstan, Astana, Beibitshilik street 49 "a".
Government	Ministry of Health of the Republic of Kazakhstan.
State license for educational activities in residency (date, number).	No. KZ93LAA00014823 dated 03/19/2019.
Full name of the first manager, position.	Nadyrov Kamalzhan Talgatovich.
Presence of a supervisory board (date of creation, chairman).	Board of Directors (BoD), order of the Ministry of Health of the Republic of Kazakhstan, No. 701 dated November 3, 2021. Chairman of the Board of Directors Seksenbaev Bakhytzhhan Daribsalievich.
Information about branches, subsidiaries (if any, indicate the address, date of creation, what levels of education and programs are being implemented).	-
Information about the strategic development plan (program) (year, date of approval).	https://amu.edu.kz/upload/iblock/0eb/0eb223bbc75239937df778921cbf0304.pdf No. 17 dated May 30, 2022
Availability of an approved Quality Assurance Policy.	minutes of the meeting of the Academic Council No. 3 of January 28, 2022
Levels of educational activity/number of programs for the current	The training of doctors is carried out according to the following trajectory: bachelor's degree + internship (General Medicine, Paediatrics, Dentistry - 5+1 years), residency (37 specialties 2-4 years); Training of other specialists is carried out according to the following trajectory: Bachelor's degree (Pharmacy - 5 years, Public health - 5 years,

<p>year/programs without a student population.</p>	<p>Nursing - 4 years, Kinesiotherapy, Occupational therapy - 4 years, 2.6 years, 10 months); Master's degree (Medicine, Pharmacy, Nursing, Public Health, Healthcare Management, Healthcare Management MBA, Biology, MBA Hospital Management and many others. Total 25 EP) – 2 years; Doctoral studies (Medicine, Pharmacy, Biology, Nursing Science, Public Health) - 3 years; Residency (37 educational programs) – from 2 to 4 years. Currently, the register of educational programs of higher and postgraduate education includes 75 educational programs of NJSC “AMU”, including 13 undergraduate programs, 20 master’s programs, 5 doctoral programs, 37 residency programs, and also implements additional and non-formal education programs in 59 specialties https://amu.edu.kz/ru/postupayushchim/abiturientam/obrazovatelnye-programmy/.</p>
<p>Information on the inclusion of educational programs in the Register of the Ministry of Education and Science of the Republic of Kazakhstan.</p>	<p>63 educational programs (EP) are included. Of these, 12 EP are at the undergraduate level, 10 EP are at the master’s level, 5 EP are at the doctoral level, 36 EP are at the residency level.</p>
<p>Quality indicators in undergraduate and internship courses.</p>	<ul style="list-style-type: none"> • The number of undergraduate students in all specialties at the beginning of the current academic year is 7175: General Medicine (Medicine) - 4725; Nursing - 159; Pharmacy -285; Dentistry - 1213; Paediatrics – 589; Public health (health care) - 171; Medical and preventive care – 33. • Number of undergraduate programs: 2021-2022 – 9; 2022-2023 – 9; 2023-2024 – 14. • Qualitative indicator for undergraduate specialties: <ol style="list-style-type: none"> 1)6B10104 Pharmacy: <p>2018-2019- 71% 2019-2020 – 85% 2020-2021- 88% 2021-2022- 64% 2022-2023- 69%</p> 2)6B10118 Pediatrics: <p>2021-2022 - 62%, 2022-2023 -56%,</p> 3)6B10107 General medicine <p>2020-2021- 95% 2021-2022- 97% 2022-2023- 98%</p> 4)6B10101 Nursing: <p>2018-2019- 95% 2019-2020 – 96% 2020-2021- 97%</p>

	<p>2021-2022- 98% 2022-2023- 97%</p> <p>5)6B10109/6B10119-Public healthcare/public health: 2018-2019- 89% 2019-2020 – 88% 2020-2021- 91% 2021-2022- 93% 2022-2023- 94%</p> <p>6)6B10108 Dentistry: 2021-2022- 70% 2022-2023- 57%</p> <ul style="list-style-type: none"> • The total number of expelled students in all undergraduate specialties over a period of 5 years is 1574, including 29 people for poor academic performance. • Expelled students in all undergraduate specialties over a period of 5 years: 2018-2019- 224 2019-2020 - 252 2020-2021- 123 2021-2022- 284 2022-2023- 691 • Expelled students in all undergraduate specialties over a period of 5 years for poor academic performance: 2018-2019- 9 2019-2020 - 4 2020-2021- 3 2021-2022- 8 2022-2023- 5 <p>The number of expelled bachelors last year was 691. The number of students enrolled in internship last year was 6B10108 Dentistry 134, 6B10107 General Medicine 893.</p> <ul style="list-style-type: none"> • Examination indicators for interns last year: <ol style="list-style-type: none"> 1. 6B10108 Dentistry 2018-2019- 58% 2019-2020 – 53% 2020-2021- 61% 2021-2022- 47% 2022-2023- 71% 2. 6B10107 General medicine 2020-2021- 96% 2021-2022- 100% 2022-2023- 98%
Quality indicators in master's programs.	The number of undergraduates for the current academic year was 163 The number of master's students who did not complete their studies with a dissertation defence last year is <u>_0_</u> , in total for 5 reporting years - <u>_0_</u>
Quality indicators in residency.	Number of deduces over a period of 5 years: 2019 - a total of 34 people were expelled, including none for poor academic performance.

	<p>2020 - a total of 57 people were expelled, including 1 person for poor academic performance.</p> <p>2021 - a total of 83 people were expelled, including 2 people for poor academic performance.</p> <p>2022 - a total of 72 people were expelled, including 7 people for poor academic performance.</p> <p>2023 - total expulsion - 58 people, including 8 people for poor academic performance</p> <p>Employment rate, % over 5 years: 2021 -99.6% 2022 -98.6% 2023 -99.4%</p>
Information on the results of the independent examination of residents (% of exam success).	<p>2021 -100%</p> <p>2022 – 100%</p> <p>2023 - 98.5%</p>
Qualitative indicators in doctoral studies.	<p>The number of PhD doctoral students for the current academic year is 102</p> <p>Number of defended dissertations in the previous year – 6</p> <p>The number of doctoral students who did not complete their studies with a dissertation defence last year was 27, in total for 5 reporting years – 72</p>
Indicators of additional and non-formal education.	<p>The year in which the implementation of CPD programs began was 2001.</p> <p>The total number of additional education programs is 94 with a volume of 60 hours - 46 EP, with a volume of 90 hours - 3 EP, with a volume of 120 hours - 35 EP, with a volume of 150 hours - 4 EP, with a volume of 240 hours - 6 EP.</p> <p>The total number of non-formal education programs is 27 with a volume of 3 hours - 4 programs, with a volume of 4 hours - 2 programs, with a volume of 6 hours - 4 programs, with a volume of 8 hours - 1 program, with a volume of 12 hours - 1 program, with a volume of 18 hours - 4 programs, with a volume of 26 hours - 1 program, with a volume of 30 hours - 9 programs, 120 hours - 1 program.</p> <p>The total number of students trained last year was 4,485.</p>
Number of contracts in clinical sites/pharmaceutical production and facilities in the current year.	83
Availability of its own clinical base (name, bed capacity, accreditation information).	-
Human resources.	<p>The total number of teachers is 1299_, including full-time teachers - _914_, part-time teachers - _385_.</p> <p>Number of teachers in non-medical disciplines – 89</p> <p>Number of teachers of medical disciplines - 825</p> <p>Degree of full-time teachers, % - 43.2.</p>

Availability of a unit responsible for the educational process.	Centre for Planning and Development of Academic Affairs - reorganized in 2023. Head is Ph.D. Dosanova A.K.
Number of scientific projects over 5 years.	26 projects (2021-2024).
Information about the accreditation of scientific activity.	Certificate dated August 12, 2019.
Number of international treaties over 5 years.	International memoranda – 74. Domestic memorandums – 25.
Position in the republican ranking of educational organizations.	Participation in the National Ranking of Leading Universities in Kazakhstan 2022, which was conducted by the Independent Agency for Quality Assurance in Education (IQAA-Ranking) – 2nd place, In the ranking of medical universities by scientific publications - 2022, they took 2nd place, “Atameken” in 2022: - first place in specialty - “Dentistry”; - first place - “Public Healthcare”; - first place - “General Medicine”.
Participation in international rankings and position.	Based on the results of a comprehensive assessment by the British company QS, Astana Medical University was awarded a “3 star” rating. 2 categories received “4 stars”: training, employment opportunities.
Website Instagram Facebook with active pages.	amu.edu.kz amu_mua_official https://www.youtube.com/channel/UCxoJTRfEXwrojx0wub6ZvQQ Facebook https://www.facebook.com/MeduniverAstana/.

Strengths of the educational organization and achievements over 5 years:

Educational and methodological direction

"Astana Medical University" took part in the National Ranking "Atameken" in 2022. According to the results of the rating of educational programs of universities /Healthcare and social security (medicine)/ of the National Chamber of Entrepreneurs of the Republic of Kazakhstan: first place in the specialty - “Dentistry”; first place - “Public Healthcare”; first place - “General Medicine”; seventh place - “Pharmacy”; seventh place - “Nursing”; According to the results of the Independent Agency for Quality Assurance in Education (IQAA-Ranking) (June 24, 2022), the university took 2nd place. In 2023, the University took part in a comprehensive analysis of the activities of universities, QS Stars, by the world's leading rating agency Quacquarelli Symonds (QS). According to the results of a comprehensive assessment of the British company QS, “Astana Medical University” received high scores and was awarded a “3 stars” rating, highlighting 2 categories for which AMU received 4 stars: training, employment opportunities.

Scientific direction

Participated in the ranking of medical universities by scientific publications - 2022, took 2nd place with scores of 7.66 among 8 universities. The evaluation of the publication activity of university faculty and staff was based on data from international databases, such as Web of Science, SCOPUS and RSCI. Information support was calculated based on an analysis of the websites of higher educational institutions and was studied independently by the agency.

According to the Kazakh National H-index Ranking 2023, an independent international rating, NJSC “AMU” is rated as an organization with high scientific potential. This rating takes into account the total Hirsch index of scientific institutions in Kazakhstan using information from scientometric databases and platforms such as Scopus, Web of Science and Google Scholar. Based on these data, the National H-index Ranking indicator and the corresponding ranking position in the rating (Position) are formed. At the end of 2023, NJSC “AMU” occupied 30th position in this ranking among 151 Kazakhstani educational and scientific organizations.

Clinical direction

There is a high demand for university Academic staff in practical healthcare. 46 clinical departments of NJSC “AMU” are located at 83 clinical bases in Astana, as well as in large medical and diagnostic centres of republican significance and a medical holding company on the basis of contracts. At the clinical bases of the university, conditions have been created for practice-oriented clinical training of students. The Academic staff of clinical departments, in addition to educational activities, carries out therapeutic, diagnostic and advisory work. At the same time, highly qualified practical healthcare specialists work at the departments as mentors, thereby ensuring the improvement of the clinical competence of students. Cooperation with the university is important for the continuous professional development of clinical site workers, for the implementation of the results of research and innovation activities in the work of practical healthcare institutions.

International direction

According to the Development Strategy of Astana Medical University and in order to integrate education into the international educational space, the university cooperates with leading foreign universities on the basis of concluded memorandums of understanding, contracts, and international cooperation agreements. The number of valid memorandums is 83. University employees took CDP courses in leading clinics and scientific and practical centres in Russia, Israel, Austria, the USA, etc.; Academic mobility of Academic staff and students is actively carried out. NJSC “AMU” professors give lectures to students of foreign universities, and foreign colleagues give lectures to students of our university (Seoul National University, Vilnius University, Lithuanian University of Health Sciences, JAMK University of Applied Sciences, Hamk University of Applied Sciences, University of Ljubljana, University of Maribor, etc.). Over the past five years, more than 100 students and teachers have participated in the academic mobility program at medical universities in Kazakhstan. Since 2018, Academic staff have actively participated in the academic mobility program with partner universities: Bukhara State Medical University (Uzbekistan), Kyrgyz State Medical Academy named after I.K. Akhunbaev (Kyrgyzstan), Tashkent Medical Academy, Tashkent Pharmaceutical Institute (Uzbekistan), completed internships at Open Medical Institute (Austria), Tbilisi State University (Georgia), Lithuanian University of Health Sciences (Lithuania), Abo Academy, Universities of Applied Sciences of Finland, etc., conducted online classes for students of Omsk State Medical University (Russia).

Social direction

AMU creates conditions for the formation of professional and social competence, active citizenship of students, promotes the development of personal qualities of future doctors who are ready to contribute to the development and strengthening of the Republic of Kazakhstan in the new socio-economic conditions. It provides support and assistance to student activities and student organizations at all levels of administration. The University has a policy of balanced admission of students, taking into account their gender, ethnic origin and other social requirements. The university regulates financial assistance for orphans, children without parental care, graduates of orphanages, and other socially vulnerable categories of students.

2.2 Information about previous accreditation

At NJSC “AMU”, institutional accreditation was carried out in April 2019 and the accreditation certificate is valid from April 22, 2019 - April 19, 2024 <https://amu.edu.kz/public/img/Certificate1.pdf>

2.3 Brief description of the self-assessment report of NJSC “Astana Medical University” and conclusions on completion

The report on the institutional self-assessment of NJSC “Astana Medical University” for compliance with the ECAQA Standards of Institutional Accreditation (hereinafter referred to as the report) is presented on 320 pages of main text, annexes on 137 pages, copies or electronic versions of documents located at https://drive.google.com/drive/folders/1AKlc5KpwK_45TJin8CZ7sVEMBDIb2ESL.

The report is characterized by completeness of answers to all 9 main accreditation standards and criteria, structured taking into account the recommendations of the Guidelines for self-assessment of medical educational organizations of the ECAQA, provided (hereinafter referred to as the educational organization) by the accreditation centre - ECAQA, as well as internal unity of information. The report is accompanied by a covering letter signed by the rector Nadyrov Kamalzhan Talgatovich, who confirms the accuracy of the quantitative information and information included in the self-assessment report.

The report contains a list of 126 members of the internal self-assessment commission, indicating the responsibilities of each employee, information about the representative of the organization responsible for conducting institutional self-assessment - Berkimbaeva Zh.Kh., head of the accreditation and rating centre.

Institutional self-assessment was carried out on the basis of the rector’s order No. 794-n/k dated December 28, 2023 “On conducting self-assessment of Institutional accreditation.”

The description in the self-assessment report is quite complete and updated in terms of the number of residents, students, teachers, administration, information about selection and admission, learning outcomes, results of evaluation of knowledge and skills. Included is information about its own material, technical and clinical bases (83 in total), contractual obligations with partners (universities, associations, bases), financial information, plans for development and improvement, etc.

The report is presented to ECAQA in a complete form, written in literate language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, tables and figures (diagrams, photographs) contain references in the text and are continuously numbered.

3. Description of external expert evaluation

External expert work as part of the institutional evaluation of the NJSC “AMU” was organized in accordance with the Guidelines for Conducting External Evaluation of Educational Organizations and Educational Programs of the ECAQA. Dates of visit to the university: March 27-29, 2024

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

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

- interviews with management and administrative employees – 45 people;
- interviews with students – 137 students
- study of the university website - <https://amu.edu.kz/>
- interviewing 18 employees, 216 teachers, 22 mentors;
- survey of teachers and students - 539 Academic staff, 923 students;
- view of resources in the context of implementing accreditation standards: 7 practice/clinical engagement sites visited. This is the Department of Paediatric Anaesthesiology, Intensive Care and Emergency Care; Department of Surgical Diseases with courses in angioplasty and plastic surgery; Department of Obstetrics and Gynaecology No. 1; City Multidisciplinary Hospital No. 2; “Green Clinic”; multidisciplinary city children's hospital No. 1; “Alanda” clinic.

- study of educational and methodological documents in the amount of 64 units both before the visit to the organization and during the visit to the departments (the list of documents studied is in **Annex 2**).

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

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

№	Position	Quantity
1	Vice-Rector	4
2	Directors	3
3	Managers, specialists	18
4	Chairmen	12
5	Deans	8
6	Employers	22
7	Teachers	216
8	Graduates	19
9	Students (bachelors, residents, interns, master's students, doctoral students)	94
10	Student's asset	43

On the last day of the visit to the organization, a meeting of EEC members was held based on the results of the external evaluation. Members of the EEC began drafting the final report of the EEC. Generalizations of the results of the external evaluation are made. The experts individually completed the “Institutional Quality Profile and the criteria for external evaluation of the NJSC “AMU” for compliance with the ECAQA Accreditation Standards.” No comments were made by the EEC members. Recommendations for improving the organization of education were discussed by the chairman Kuzgibekova A.B., who held final open vote on recommendations for the ECAQA Accreditation Council for the accreditation period.

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

According to the survey results, 74.21% of students rated the work of the External Expert Commission as positive and believe that it is necessary to accredit the university or educational programs. 9.46% of respondents were personally involved in preparing for the self-assessment report. 22.82% believe that accreditation should be combined with other mechanisms (certification, audit, independent assessment of students' knowledge.

According to 63.8% of teachers, the survey conducted by ECAQA is useful for developing recommendations for improving key areas of activity of an accredited university.

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

4. Analysis of compliance with accreditation standards based on the results of an external evaluation of NJSC “Astana Medical University”

Standard 1: MISSION AND OUTCOMES

1.1 Mission definition

The mission of the university has been defined, including the main purpose of the AMU: 1) training competitive specialists capable of responding to existing and new challenges to public health; 2) generation of new knowledge and innovations; 3) promoting scientific and technological development of national and global health care.

The University has defined its vision as achieving the level of a world-class research university, included in the TOP 700 in QS WUR and/or in the TOP 150 QS EECA, continuously developing on the principles of the trinity of science, education and practice, which unites the efforts of professionals inspired by a single mission.

The strategic goal is formulated on the basis of a comprehensive, integrative approach in accordance with the established mission. Strategic goals are formulated in 5 main areas of strategic development of the NJSC “AMU”. It should be noted that the formulated strategic goals for each area largely correspond to the SMART goal-setting filter.

All information about the AMU mission and strategic directions of development is brought to the attention of interested parties, including internal and external stakeholders, through publications on the official website of NJSC “Astana Medical University”, <https://amu.edu.kz/ru/about-university/>. Informing the workforce is ensured through discussion at meetings of the Academic Council of the NJSC “AMU” and further notification. The results of monitoring the university’s activities in implementing the strategic plan are also posted on the official website of NJSC “AMU” and on the platform “Integrated information and educational environment of NJSC “AMU” - “SMART AMU” in the “Digital University” section (<https://smart.amu.kz/kk>).

The mission was developed at strategic sessions in small groups and approved by the decision of the Board of Directors of NJSC "Astana Medical University" dated May 30, 2022 No. 17. This is the 2nd version of the mission, in which the emphasis is on training competitive specialists capable of meeting existing and new challenges public health.

The key theme of the mission is the generation of new knowledge and innovation, which makes it possible to prepare a competent specialist at all levels of education and with a commitment to lifelong learning. This skill is developed in students through the creation of an effective educational environment.

While developing the mission, we took into account such problems of public health as critical changes in the structure and level of morbidity of the population, as well as the needs of the practical healthcare system, which include: the shortage and imbalance of highly qualified personnel in the labour market; insufficient level of quality of training and low motivation of medical personnel.

The University demonstrates its social responsibility by promoting the scientific and technological development of national and global healthcare, which is confirmed by activities in the strategic direction “Expanding the range of educational programs taking into account the needs of the industry and related industries” and is reflected in the Operational Plans of NJSC “Astana Medical University” for 2022 and for 2023.

The mission statement includes the statement “generating new knowledge and innovation, as well as promoting scientific and technological development of national and global health”, which implies a commitment to research and aspects of global health.

The experts were familiarized with the strategic development plan for the period 2022–2026, which includes five areas of strategic development of the NJSC “AMU”. The document was approved at a meeting of the AMU Board of Directors on May 30, 2022 No. 17. On its basis, an annual (operational) plan is drawn up annually. The experts got acquainted with the AMU’s operational plans for 2022 and 2023. It was noted that the operational plans were developed in full accordance with the directions of strategic development set out in the strategic plan.

The University systematically collects and analyses information about the main areas of its activities and formalizes the results in the form of monitoring reports. Responsibility for this lies with the Educational Processes Quality Audit Group. Identified challenges in strategic planning include: The SWOT analysis in strategy sessions did not utilize the full range of strategic analysis and planning tools. All the strengths and weaknesses of the company are not taken into account, all external environmental factors are not updated, and all key stakeholders are not identified in terms of level of support, balance of power and interest.

The mission and strategic goal takes into account national priorities and the development of higher and postgraduate education, science and continuous professional development. Regionalism is

not visible in the AMU mission. Part of the university's mission is to promote scientific and technological development of national and global health.

It should be noted that the mission, strategic goals and strategic vision did not fully reflect the objectives in the field of quality management and strategic development of the organization

The strategic development plan is accompanied by financial support in the form of budget development plans. Experts are familiar with the relevant sections of the strategic and operational plan, which reflect key financial indicators. Thus, the financing indicators for key areas of the university's activities in 2022 increased compared to the previous year: Return on sales (ROS) by 30%; Return on assets (ROA) by 50%; the decrease in the share of non-core assets (buildings and structures) decreased by 2 times. The increase in funding is associated with the successful implementation of Priority Direction of Strategy 4.3 "Improving University financing mechanisms."

The mission and vision are available to all participants in the educational process and external stakeholders by publishing on the official website of the NJSC "Astana Medical University", <https://amu.edu.kz/ru/about-university/>, on the platform "Unified information and educational environment of NJSC "AMU" - "SMART AMU"" in the "Digital University" section of the information stands.

1.2 Institutional Autonomy and Academic Freedom

The University demonstrates institutional autonomy through the development and implementation of the Academic Policy of NJSC "Astana Medical University", including the Quality Assurance Policy, which was developed with the participation of employees, students and other stakeholders. The autonomy of the university lies in strategic planning, the formation of human resources, the development of educational programs, the distribution of resources, and methods of assessing students. This is confirmed by documents:

Strategic plan for the development of NJSC "AMU" for the period 2022 - 2026; operational plans of NJSC "AMU" for 2022 and 2023; Standard University SU-AMU-81-21 "Internal Quality Assurance System"; Academic policy of NJSC "AMU"; Code of Corporate Culture and Ethics of NJSC "AMU".

While conducting interviews with administrative staff, experts found that in order to prepare graduates who are in demand on the labour market, the university systematically analyses the implementation of the educational program and updates it taking into account the recommendations of teachers, requests from employers and the wishes of students and other stakeholders; the ability to choose a discipline (module) presented in the catalogue of elective disciplines, ensuring flexibility and openness of the learning trajectory: student-centred learning, oriented to practice and research. The university has determined the balance between the compulsory and elective parts of the educational program; the university component is 70% and 30% the elective component. The interviewed teachers said that the academic freedom of NJSC "AMU" teachers involves independent determination by teachers (hereinafter in the text - Academic staff) of the ratio of lectures and seminars; freedom in determining rational teaching methods and methods for evaluating knowledge, skills, and abilities; participation in the revision of qualification requirements for managers and Academic staff, etc.

Members of the Academic Council, Chairmen of the Quality Assurance Committees (QAC) confirmed that the Academic staff is involved in the implementation of academic policy and making proposals for consideration by the Board of Directors, the Academic Council; while updating educational programs, Academic staff takes into account the results of new scientific research, including those conducted at the university; to improve mechanisms for stimulating and motivating Academic staff for scientific activities (intra-university funding)

1.3 Final learning outcomes

For each educational program, the *final results of student learning* are determined and formulated, which are based on the key competencies of the Educational programs <https://amu.edu.kz/ru/postupayushchim/abiturientam/obrazovatelnye-programmy/>: K1 Medical knowledge; K2 Providing medical care; K3 Communication; K4 Professionalism; K5 Clinical skills; K6 Scientific and practical basis of public health; K7 Regulatory acts and accounting and reporting

documentation; K8 Systematic practice; K9 Continuous learning and development; K10 Assessment and analysis. Achieving the formulated learning outcomes allows EP graduates to develop the necessary competencies necessary to continue their studies at the postgraduate level and future effective professional activities.

The career development of graduates is supported by regulatory documentation and for this purpose the University has established a Centre for Practice and Employment. As part of the work of the EEC, experts familiarized themselves with the documentation and had a conversation with the head of the Centre and the chief specialist.

The experts familiarized themselves with the Code of Ethics for NJSC “AMU” students, approved by the decision of the University Board of December 26, 2019, protocol No. 28. The students surveyed confirmed that on the first day of training, instruction is provided on familiarization with the Code of Ethics for NJSC “AMU” students.

The experts are also familiar with the University’s Code of Corporate Culture and Ethics, approved by the Board of Directors on September 28, 2012. The Code is aimed at developing the academic culture of the University, creating an atmosphere of mutual respect and trust among members of the academic community, promoting effective educational activities and the long-term development of the University. Each member of the academic community, upon entering work or study, becomes familiar with this Code. The Code of Corporate Ethics is also publicly available on the official website of the University

While attending a practical lesson in group 308 in the specialty of Paediatrics, the topic of the lesson is “Introduction to the discipline. Asepsis. Antiseptics” in the discipline "Surgery", experts made sure that students fulfil their obligations towards doctors, teachers, patients in accordance with ethics and deontology.

A wide range of Academic staff stakeholders, students, employers, heads of structural units, etc., take part in the development of the final learning outcomes of students at all levels of education. The experts familiarized themselves with the minutes of the meeting of the Academic Council dated January 6, 2022 No. 1, on the inclusion of chief doctors of healthcare organizations in the composition : multidisciplinary city hospital No. 1; No. 2; No. 3; city clinic No. 5; No. 9; Acting Director of LLP “Medical Centre NJSC “AMU”; students: 4th year student of “General Medicine” and 3rd year student of the specialty “Dentistry”; 7th year intern, Internship “General Medicine”; 3rd year resident, Residency “Obstetrics and Gynaecology, including Children’s”; 1st year master's student, Master's degree in “Medicine”; 1st year doctoral student, Doctoral studies “Medicine”; Based on the results of the survey, it was found that the question that “Program leaders and teachers involve students in the work of advisory bodies (methodological council, academic council, educational program committees) was answered positively by more than half of the respondents (59.26%).” 63.27% of respondents were completely satisfied with their studies in this educational organization; 4th part of students (23.4%) was partially satisfied; 13.32% were doubtful.

The vast majority of students - 90.79% believe that the management of the educational organization is accessible to students and only less than a 10th part (9.2%) believes that the management is not accessible to students.

1.4 Participation in mission statement

115 employees took part in the development of the university’s mission, which is confirmed in the protocol by the list of participants in the Strategic session “Strategic guidelines for the development of NJSC “Astana Medical University.”” This mission is the 2nd version in 5 years and significant changes have affected one of the main purposes of the university - promoting the scientific and technological development of national and global healthcare. Proposals to improve the mission were formulated by participants in the strategic session and recorded in the minutes of November 7-8, 2022. Representatives of authorized bodies have been informed about the mission. Thus, the university’s passport was sent to the Department of Science and Human Resources of the Ministry of Health of the Republic of Kazakhstan in 2022. It should be noted that the participants in the strategic session did not include representatives of the university’s key external stakeholders.

This was confirmed in a conversation with employers, during which experts did not receive a clear answer to the question “Are you involved in formulating the mission and goals of the university?”. While conducting a survey, 923 students (7.7% of the total number of students), it was found that bachelors accounted for - 63.06%; 1st year residents - 11.7%; 2nd year residents - 5.85%; residents 3-4 years of study - 3.67%; master's students - 7.01%; doctoral students - 4.77%; graduates - 3.56%. The survey was carried out on the resource <https://webanketa.com/>. Of the 39 questions, a number were devoted to the quality of the educational process and educational programs.

It was found that 58.07% of respondents would recommend studying at the university to their acquaintances, friends, and relatives. 55.8% of respondents believe that educational program leaders and teachers are aware of students' problems related to learning. To the question “Do you think the university allows you to acquire the necessary knowledge and skills in your chosen specialty?”, 66.96% of respondents answered positively, 33.04% were not sure about this or could not yet answer this question.

As part of the accreditation, 539 employees were surveyed (29.2% of the total number of teaching staff). The teaching staff survey included 23 questions on the resource <https://webanketa.com/>. Among those participating in the survey, the majority of teachers had teaching experience of over 10 years (58.44%), from 5 to 10 years - 17.7%, and almost every 4th (24.49%) had less than 5 years of experience. The teaching staff of clinical departments amounted to 91.65%, theoretical disciplines – 8.35%. Most of the teaching staff was full-time employees of the AMU - 91.1%, part-time employees - 4.64% and other categories - 4.26%.

Based on the results of the survey, it was found that 74.77% of Academic staff are satisfied with the organization of labour and workplace at the university, and 19.85% partially agree with this statement. The majority of Academic staff were completely (70.87%) and partially satisfied (24.30%) with the organization of work and the workplace; those who disagreed and were undecided were an extreme minority - 4.82%. In matters of career growth and development of competencies, 74.95% completely agree with this statement, 21.15% partially agree, 3.9% disagree and others.

As for satisfaction with the organization of the educational process, more than 2/3 of respondents (74.77%) expressed their complete satisfaction (agree), every 5th (19.85%) partially agreed, 4.64 completely and partially disagreed %. 74.95% completely agree with the issue of opportunities for career growth and development of competencies, 21.15% partially agree, 3.9% disagree and others.

Thus, during the visit to the AMU, the strengths according to standard 1 “Mission and Outcomes” were: the leadership position of the management in the field of innovative and continuous development of the university; strategic systematic approach to changes in the structure and activities of the university; a clear understanding of the university's market position; a clear vision of the strategic future of the university; the mission of the university largely corresponds to the needs of stakeholders; high commitment and high level of corporate culture among the university management, teaching staff, students, employees of structural divisions; understanding by university management of the strengths of their university; strategic approach to the university's activities in meeting the interests of the national healthcare system; effective interaction of clinical departments with employers and clinical sites on issues of graduate training. During the visit to the EEC, the Department of Paediatric Anaesthesiology, Intensive Care and Emergency Care demonstrated a pronounced practice-oriented approach, ensuring personal participation of students in the development of clinical skills and abilities. Another advantage is the large number of memorandums with practical medical organizations, including advanced national medical research centres.

At the same time, it should be noted that there is insufficient awareness of Academic staff, students, and employers about the mission of the university, their involvement in its development, as well as the mission, strategic vision and values of the university do not establish guidelines in the field of quality management and continuous development of the university.

EEC conclusions based on the criteria. Out of 17 standards they comply: fully - 15, partially - 4, do not comply - 0.

Recommendations for improvement:

1) To raise awareness of a wide range of stakeholders and include representatives of practical healthcare and other external key stakeholders in the composition of participants in strategic sessions on developing and adjusting the mission, strategic vision and strategy of the university;

2) The content of the mission of NJSC “Astana Medical University” is recommended to reflect global goals in the field of ensuring the quality of educational activities and the continuous development of the organization;

Standard 2: EDUCATIONAL PROGRAMME

2.1 Model of educational programs

Educational programs at all levels are implemented on the basis of the order of the Ministry of Education and Science of the Republic of Kazakhstan dated July 20, 2022 No. 2 “On approval of state compulsory standards of higher and postgraduate education.”. <https://adilet.zan.kz/rus/docs/V2200028916>. At the moment, the university must comply with the requirements of several standards.

The general curriculum is determined in accordance with the Order of the Minister of Health of the Republic of Kazakhstan dated July 4, 2022 No RK MOH-63 for 1st and 2nd courses and the Order of the Minister of Health of the Republic of Kazakhstan dated 02.21.2020 No RK MOH-12/2020. The leading internal regulatory document of the university is: SU-AMU 15-22 University Standard “Educational programs: development and updating.”

The draft EP is discussed at the EP QAC and approved by the Academic Council. The composition of the QAC and AC, along with representatives of departments, heads of structural divisions involved in the educational process, representatives of practical healthcare, also includes students, representatives of all levels of education. Students are periodically surveyed to determine their satisfaction with the educational program. The results of the survey are discussed at the QAC EP. Thus, in January 2024, at a meeting of the QAC of the EP “General Medicine”, the “Analysis of the results of a survey on satisfaction of students studying with the quality of the educational program “General Medicine”” was heard, conducted by the Quality Audit Group of the educational process. (Minutes of the meeting of QAC EM dated January 16, 2024).

Experts familiarized themselves with the general curriculum for 2024. We compared the document with the staffing schedule for 2024 and came to the conclusion that the teaching load was comparable and consistent with the curriculum. The maximum educational load for students is no more than 54 hours per week, including a mandatory educational load of at least 36 hours per week. One academic hour of classroom work is equal to one contact hour and 50 minutes. The full academic load of one academic year corresponds to at least 60 academic credits or 1800 academic hours. One credit is equal to 1 ECTS credit.

Total educational programs of NJSC “AMU” in the following trajectories: bachelor's degree + internship (General Medicine, Paediatrics, Dentistry - 5+1 years), residency (37 specialties 2-4 years);

Training of other specialists is carried out along the following path: Bachelor's degree. Pharmacy – 5 years; Public health - 5 years; Nursing – 4 year; Kinesiotherapy, Occupational therapy – 4 years, 2.6 years, 10 months;

Master's degree (Medicine, Pharmacy, Nursing, Public Health, Healthcare Management, Healthcare Management MBA, Biology, MBA Hospital Management and many others. Total 25 EP) – 2 years;

Doctoral studies (Medicine, Pharmacy, Biology, Nursing Science, Public Health) - 3 years;

Residency (37 educational programs) is from 2 to 4 years.

Currently, the register of educational programs of higher and postgraduate education includes 75 educational programs of NJSC “AMU”, including 13 undergraduate programs, 20 master’s programs, 5 doctoral programs, 37 residency programs, and also implements additional and non-

formal education programs in 59 specialties. The total number of teachers is 1299, including full-time teachers - 914, part-time teachers - 385. The number of teachers in non-medical disciplines is 89 people. The number of teachers of medical disciplines is 825 employees. Degree of full-time teachers - 43.2%

Teaching and learning methods are based on modern teaching principles, and their definition and implementation in the educational process is carried out under the guidance of a quality assurance committee for specialties.

NJSC "AMU" maintains equal treatment of students regardless of gender, nationality, religion, socio-economic status, which is regulated by the "Academic Policy" of the university. This was confirmed during conversations with students at the departments, at a meeting with members of the EEC and the student activists of the university.

The following active learning and teaching methods have been introduced at the university. At a meeting with Academic staff, members of the QAC and university students, the use of PBL, CBL, and TBL in the study of disciplines was pointed out. Also given are examples of interdisciplinary training, the use of a project-oriented method, simulation training, including the "Standardized Patient" technique; interactive teaching methods; e-learning technologies, including teaching and assessment methods using digital, information and communication and other distance educational technologies. Examples of innovative teaching methods in undergraduate educational programs are the following methods: methods of analysing specific situations (case method, problem solving method), problem-based learning methods (the "6 hats" method, the "round table" technique), game forms and teaching methods (role-playing games, business games and others), a method of developing critical thinking (brainstorming, essay writing), confirmed by minutes of department meetings, QAC.

Visiting the Department of Paediatric Anaesthesiology, Intensive Care and Emergency Care, the Department of Surgical Diseases with courses in angiosurgery and plastic surgery, the Department of Obstetrics and Gynaecology No. 1, the experts met with full-time teachers of the department, mentors, who spoke about the methods they use, including supervision patients, CBL, clinical analysis, pathological conferences, consultations, clubs, situation analysis (CS - case study), TBL, PBL, clinical symposium, etc. The minutes of the meeting of the departments and the QAC contain minutes of discussion.

The results of the student survey indicate that the content of the educational program (list of disciplines) in the chosen specialty fully meets the expectations of students - 65.76%, partially - 24.05%, does not satisfy in 10.2% of cases. 56.55% of students, according to the survey, note that teachers in the classroom use active and interactive teaching methods regularly, periodically - 36.51%, cannot decide and do not know - 6.93%. 53.2% of students noted that there is sufficient time for practical training (supervision of patients, clinical rounds, clinical reviews, assisting in operations, work in laboratories and pharmaceutical production), 21.34% partially agreed with this. Almost 2/3 of students (69.66%) are satisfied with the schedule of classes; every 3rd (30.34%) completely, partially disagree or doubt it. 67.5% of respondents are completely satisfied with the methods of assessing knowledge and skills, partially 5 - part of the students (19.28%), completely, partially disagree or doubt 13.2%. To the question: "Do teachers provide students with methodological and didactic materials, additional literature to prepare for classes?" - 60.67% of students responded that they completely agreed; a quarter of students (24.59%) partially agree with this statement. According to respondents, feedback after completing classes (listening to your opinion, conducting a mini-questionnaire, working on mistakes) is provided on an ongoing basis - 58.94% of teaching staff, sometimes in 4 cases (25.35%), rarely and not knows - 13.2%.

During the visit to the university, experts did not find any violation of the principles of equality in treatment of students and teachers. Activities of Academic staff, employees of departments, structural divisions by the Code of Corporate Culture and Ethics of the University.

Students are aware that the qualifications obtained as a result of completing the educational program correspond to a certain level of the National Qualification Framework in Medical Education and the Qualifications Framework in the European Higher Education Area. (ESG 1.2).

The interviewed students and residents know that the university provides training according to a three-level system in accordance with the principles of the Bologna process, and they know what diploma they will receive upon graduation.

2.2 Scientific method

The principles of scientific methodology, including methods of analytical and critical thinking, scientific methods of research in healthcare, are provided for in the process of studying at the university. A syllabus on the discipline “Fundamentals of Evidence-Based Medicine” has been developed for 3rd year students of the EP “General Medicine”. This program includes 3 credits, which is 90 hours. It was developed on the basis of the curriculum of the educational program “General Medicine”. The goal of the program is to develop in students’ knowledge of the fundamentals of evidence-based medicine, the formation of skills and abilities that will allow them to critically evaluate medical information for rational use in further practical activities. In the course of studying this discipline, 3rd year students receive the basics of evidence-based medicine, which they apply in the further learning process, since from the 4th year the trajectory of educational programs changes from basic disciplines (preclinical) to clinical ones.

As part of the elective component in the 7th year, students can expand and deepen their knowledge by choosing the discipline “Science-oriented approach in medical practice.” This program includes 5 credits, which is 150 hours. The goal of the program is to develop students' critical thinking and the ability to solve clinical problems based on analysis.

Since 2018, trained trainers have been training Academic staff in the discipline “Methodology of Scientific Research” as part of the mandatory component “Teacher-Researcher/Scientist”. This program focuses on young and newly hired teachers. The goal of the program is to deepen knowledge of the basics of scientific research methodology and the formation of research competence in a young teacher with the possibility of further using it in the educational process when preparing students, interns, cadets, undergraduates and doctoral students at the NJSC “AMU”.

Since 2022, a seminar “Introduction of RBL methodology into the educational process” has been developed, lasting 2 credits (60 hours). The goal of this program is to train teachers in the innovative RBL methodology with the further active implementation of this methodology in the educational process and the development of innovative educational technologies; e-learning technologies, including teaching and evaluation methods using digital, information and communication and other distance educational technologies. All new learning technologies (NLT) are registered on the platform <https://cert.amu.kz/>. In accordance with the University Standard “Introduction of new educational technologies”, NOTES were introduced into the educational process over five academic years: 2018-2019 academic year – 32 NOTES; 2019-2020 academic year - 53 NOTES, 2020-2021 academic year - 46 NOTES, 2021-2022 academic year - 37 NOTES, 2022-2023 academic year - 58 NOTES, 2023-2024 academic year (1 semester) - 38 NOTES .

On an ongoing basis, the university also conducts seminars as part of the development of the research competence of Academic staff: “How to write and publish an article in a peer-reviewed journal”, “Methodology of scientific research”, “Preparation and review of scientific articles”, “Experience in implementing online sessions of the Journal Club neonatologists of Kazakhstan” and Confidential audit of perinatal mortality in the Republic of Kazakhstan” and others.

For the most active students, the Student Scientific Society (SSS) was created at the university. The SSS includes 179 community activists and more than 1,200 students who are members of scientific clubs and communities of departments. In 2023, in order to improve operational efficiency, a functional and structural reorganization of the SSS was carried out, and the following events were held: seminars on bibliographic and bibliometric data analytics in the Web of Science and Scopus databases; workshops on publication standards for conducting systematic reviews, meta-analyses and observational analytical studies (PRISMA, MOOSE, etc.); course on applied biostatistics in SPSS Statistics and Jamovi software; workshops on publication and research ethics. It is important to note the active participation of SSS members in international scientific conferences, congresses and symposia.

2.3 Structure, content and duration of programs

The experts selectively familiarized themselves with educational programs (EP) in the specialty “General Medicine”. The content and scope of EP in the specialty “General Medicine” is reflected in the register of EP. The sequence of disciplines studied is presented in the curriculum and work plans of each course. The university has determined a list of pre- and post-requisites to ensure the interconnection and holistic development of learning outcomes. EPs are compiled in such a way that theoretical disciplines are integrated with clinical disciplines vertically and horizontally, starting from the first year, which is reflected in the syllabuses by indicating pre- and post-requisites. So, starting from the junior years, they master practical skills in the simulation centre and at the patient’s bedside. To implement the principles of integration, innovative methods are used, including work in small groups, discussions, etc. (Minutes of the Academic Council No. 3 dated November 24, 2023).

The volume of disciplines depends on the results of training, as a rule, it is 3 or more credits, the total number of credits per year is 60 for all levels of study, except for residency, where students must complete 70 credits.

The content of the University’s current educational programs fully complies with the State Compulsory Educational Standards of the Republic of Kazakhstan. In undergraduate educational programs, disciplines are presented in three cycles: general education disciplines (GED), basic disciplines (BD), and major disciplines (MD). The volume of the GED cycle is 56 academic credits. Of these, 51 academic credits are allocated to disciplines of the compulsory component. The GED cycle contains a university component and is represented by 5 credits aimed at developing key competencies. Disciplines and modules are interdisciplinary in nature.

The integrated model for the implementation of the EP “General Medicine” is expressed in the vertical and horizontal integration of disciplines, the creation of modules, and the introduction of innovative teaching methods. For example, in the EP “General Medicine” in the discipline “Introduction to the Clinic”, 1st (2nd) year students gain knowledge and practical skills at the level of a nurse. In-depth clinical training is subsequently carried out in the disciplines “Propaedeutic of Internal Diseases” and “Propaedeutic of Childhood Diseases”. In the 3rd year, vertical integration is implemented in clinical disciplines. Moreover, at the beginning of each module on organs and systems, the norm is first studied (integration of anatomy, physiology, histology), and only then the pathology of the same organs and systems (integration of pathological anatomy, pathological physiology, pharmacology, propaedeutic of internal and childhood diseases, radiology). From the 3rd-4th year, students begin clinical rotations in the specialized disciplines “Fundamentals of Internal Diseases”, “Fundamentals of Childhood Diseases”, “Fundamentals of Obstetrics and Gynaecology”, “Fundamentals of Surgical Diseases”, in the 5th year “Fundamentals of General Medical Practice”, etc. Vertical integration is also carried out through professional practice by students. So, if in the 1st year students completed the educational practice “Safe Care”, in the 2nd year students completed the educational practice “Nurse Assistant”. In senior years, students already have practical training: “Assistant Resident Doctor”, “Assistant General Practitioner”.

Students are given the opportunity to choose electives. The approved list of elective disciplines of the EP is formed by the office registrar centre in the Catalogue of elective disciplines (Academic policy of NJSC “Astana Medical University” “Regulations on the catalogue of elective disciplines”). The number of hours allocated for electives by specialty is different, but corresponds to the State Compulsory Educational Standard. For the 2023-2024 academic year in the general practitioner (GP) internship, elective disciplines were revised and disciplines/modules were added: “Coloproctology”, “Issues of rehabilitation and palliative care in oncology”, “Clinical-diagnostic and age-related features of addictive disorders”, “Medicines used in the work of a general practitioner”, “Diabetology in the practice of a general practitioner”.

Syllabus is presented at the Department of Obstetrics and Gynaecology No. 1 Module “Surgical diseases in GP practice; the discipline of obstetrics and gynaecology in the work of GPs” Specialty 6B10107 “General medicine”. Internship is in the field of emergency medicine. Practical classes are 20 hours. IWST is 10 hours. IWS is 30 hours. Total credits are 2/60 hours. Syllabus approved by the head

of the educational program dated 08/29/2023, protocol No. 1. Thematic plan of practical training in the discipline of obstetrics and gynaecology in the work of GPs, approved on August 29, 2023, protocol No. 1. Presented: control and measuring equipment, minutes of discussion at the department on August 29, 2023, minutes No. 1; Evaluation sheet of the OSCE station “Collecting anamnesis and counselling a pregnant woman”; checklists “Evaluation criteria for drawing up a Treatment Plan”, “Assessment of communication skills”, “Criteria for evaluation of abstracts”. Group 682 is represented in Platonus. Student Baytenova M., midterm control No. 1 - 90; midterm control No. 2 - 90. There are no current assessments. They were familiarized with the schedule of classes for the 2nd semester in the department from 01/29/2024 -05/10/2024. Syllabus of the discipline “Molecular biology and medical genetics” 6B10123 “Medicine”, approved at the department meeting on March 28, 2023, protocol 3. Practical classes are 50 hours, IWST is 25 hours, and IWS is 75 hours. Total credits are 5/150 hours. No comments or recommendations from the EEC.

2.4 Program management

The collegial body for managing the educational and methodological work of the NJSC “AMU”, which carries out planning and coordination of educational and methodological activities, as well as monitoring the implementation of educational programs at all levels of education, is the Academic Council (AC), headed by the vice-rector for academic affairs.

The Schools of the University are responsible for the development and implementation of EP; each school has a Quality Assurance Committee (QAC) for educational programs (EP). The work of the QAC is regulated by the “Regulations on the QAC” and the University Standard SU-AMU-15-22 “Educational programs: development, evaluation and updating”, approved by the decision of the Board No. 14 dated 06/08/22 and amendments and additions to its dated 08/31/2023. His powers include management of the educational process, undergraduate educational programs, and internships.

The AC and QAC include all parties interested in the educational process: direct participants in the educational process - students, teachers, university administration, as well as representatives of practical healthcare. Educational programs are discussed and approved at meetings of the committee to ensure the quality of educational programs and approved by the Academic Council (if the EP is approved for the first time) or the Academic Council (if the EP is revised / updated).

To improve the EP, it is periodically evaluated, aimed at the context of the educational process (organization, resources, learning environment, and university culture), EP components (disciplines, teaching methods, clinical rotations, and evaluation methods), learning outcomes (FSC results, employer reviews). The evaluation of EP components is carried out by the EP Quality Assurance Committees based on the results of interim and end-of-course assessment, and the results of a survey. Schools conduct evaluations of learning outcomes. To obtain feedback, a student survey is carried out, which is carried out by the educational process quality audit group.

The experts reviewed the documents reflecting the process of development, coordination and approval of educational programs (ESG G1.2). In conversations with Academic staff, students, employers, members of the QAC and AC, experts received information about the development of the EP.

2.5 Relationship to medical and pharmaceutical practice and the health care system

The university is constantly developing mechanisms for the connection between educational programs and professional training, for example, curriculum plans that include mandatory stages of practice and dual training at practical (clinical) bases. Dual training involves theoretical training on the basis of an educational organization, and practical training in the workplace. For example, training in the disciplines “Organization of Pharmaceutical Business” EP 6B10104 “Pharmacy” is carried out on the basis of “Afiyat” LLP of the “AlfaMED” pharmacy chain (Agreement No. 19-D-78 dated February 27, 2023). This allows students to do internships at the enterprise without interrupting their studies. The University also ensures the consistency of the content of training courses with the requirements of the following stages of professional training. In September 2023, NJSC “AMU” began admitting students under the program of continuous integrated medical education (CIME), in accordance with

the order of the Minister of Health of the Republic of Kazakhstan dated July 4, 2022 No RK MOH-63 “On approval of state mandatory standards for levels of education in the field of health care”

The University systematically updates educational programs with the participation of teachers, employers, representatives of the professional community/associations to ensure their relevance and compliance with modern requirements and standards. These steps allow the university to ensure the relevance and compliance of its educational programs with the requirements of society and the labour market.

Bachelor's practice is carried out on the basis of 83 medical organizations. Students can participate in the provision of medical care, since the university has entered into agreements with the specified clinical and pharmaceutical organizations. This year, 385 part-time representatives of practical healthcare are taking part in bachelor's training.

While attending a practical lesson at the Department of Surgical Diseases with courses in angiosurgery and plastic surgery in group 308 in the specialty “Paediatrics” on the topic “Introduction to the discipline. Asepsis and antiseptics”, in a conversation with students, experts saw that the university promotes the development of practical competencies of students, including using simulation equipment. At the same time, students deepen their theoretical knowledge and develop communication skills.

While surveying students, it was found that the organization of clinical (practical) training is rated “excellent” by just under half of the students – 45.5%, “good” by every 4th student (24.7%), and “satisfactory” by 8.342%. and “unsatisfactory” – 6.2%. The university has access to student participation in research work and 67.93% of people are completely satisfied with this, 20.59% are partially satisfied, 11.51% are not satisfied. More than half of the students (53.2%), partially agree with the fact that there is sufficient time for practical training (supervision of patients, clinical rounds, clinical discussions, assisting in operations, work in laboratories and pharmaceutical production). (21.34%), completely, partially disagree or doubt – every 4th (25%). Regarding the sufficient number of patients to supervise or assist in operations, half of the students fully agree (51.35%), partially agree -13.65% of students; A third of students (34.9%) completely, partially disagree or doubt.

Thus, the advantage of the university according to standard 2 “Educational program” is that the theoretical and clinical departments of the university provide complete methodological support for the implementation of educational programs, including educational programs, teaching and learning methods based on modern teaching principles. The university has included elements of fundamental or applied research in its educational programs, thereby promoting student participation in scientific research in the field of medicine and pharmacy in quality. The university is committed to ensuring that EP students' ability to learn throughout life; forms academic knowledge, necessary skills and abilities. The EP includes horizontal integration of related sciences and disciplines and provides the opportunity to choose one's own development trajectory by choosing electives.

There is high contribution of Academic staff to the development of professional standards in the undergraduate specialty.

EEC conclusions based on the criteria. Complies with 14 standards: fully – 14.

Standard 3: ASSESSMENT OF STUDENTS

3.1 Assessment methods

At the university, the educational achievements of students are evaluated in accordance with the Regulations “On the rating system for evaluating the educational achievements of students” P-AMU-17-20 (08.10.20 No. 29). The department develops evaluation methods taking into account the specifics of the discipline and prescribes them in the syllabus and, accordingly, is responsible for the formation and implementation of the student assessment policy. Syllabuses are approved at the cathedral meeting and at the QAC meeting. Evaluation methods are aimed at achieving the final learning outcomes and are prescribed in syllabuses. Methods for evaluating all types of controls are published before the start of training in syllabuses and teaching materials, which are posted on the

educational portal. Evaluation criteria are prescribed in the syllabus of each academic discipline and published on the Platonus AIS in order to ensure their objectivity and transparency.

In terms of maintaining a balance between written and oral exams, preference is given to the written one in connection with the University's entry into the League of Academic Integrity.

Using the example of "General Medicine," the form for conducting intermediate and end-of-course assessment is presented, which includes the name of the department, the name of the module/discipline, course, certification forms and forms and stages of end-of-course assessment. At clinical departments, stage 1 includes written work, tickets, stage 2 assessment of practical skills in the form of OSCE, solving situational problems, mini-clinical exam, assessment of practical skills at the patient's bedside, solving a clinical case, assessment of practical skills using the standardized patient method, etc.

At the University, to improve the fairness of grading, the quality and transparency of the examination process, independent examiners are invited, and at the end of the examinations, the examination process and the objectivity of the evaluation are discussed. External stakeholders are necessarily involved as chairmen of the state certification commission (hereinafter referred to as the State Attestation Commission) and examiners.

At the University, the transparency of the knowledge evaluation system is ensured by the introduction of an electronic journal and document flow through the AIS "Platonus", each student has his own login and password and can see his exam grades through the Platonus system.

In accordance with the order of the rector to conduct the exam by video recording, in specially equipped computer classes equipped with video surveillance systems (No. 684-н/к dated November 24, 2023) help ensure the reliability and validity of assessment methods.

The ability to view video recordings in appeal cases is very important for an objective assessment. If you disagree with the assessment given in Platonus, you can file an appeal within 24 hours. The composition of the appeal commission is approved by order of the rector and includes administrative and managerial staff (dean or deputy dean of the corresponding school) and teachers - subject specialists of specialized departments. The appeal procedure is reflected in the University Academic Policy.

The study of control and measurement tools showed that the university has implemented an appropriate assessment policy, which allows for a comprehensive assessment of the educational achievements of students. During the interviews, students talked about assessment forms.

After each examination session, learning results are reviewed at meetings of departments and dean's offices, which are subsequently submitted for discussion to the Academic Council and the Academic Council of the university, based on the results of which corrective actions and decisions are made.

Based on the survey results, it was found that when asked "About feedback after completing classes (listens to your opinion, conducts a mini-questionnaire, works on mistakes), students note that this is done on an ongoing basis - 58.94%, sometimes in 4 cases (25.35%), rarely and do not know - 13.2%. 67.5% were completely satisfied with the methods of assessing knowledge and skills, 5th of the students (19.28%) were partially satisfied, 13.2% were completely, partially disagree or doubt.

3.2 Relationship between assessment and learning

– The principles, methods and practice of evaluating students in undergraduate programs are reflected in the document "Academic Policy". Experts, having studied this document, came to the conclusion that when conducting an evaluation, students' educational achievements are taken into account, knowledge, skills, professional values, and abilities are evaluated. The university provides a balance between formative and summative assessment to guide learning and evaluate student academic progress.

The assessment of current and midterm control (formative assessment) of academic performance is 60% of the end-of-course assessment of knowledge in the discipline, the assessment of the final exam is 40% of the end-of-course assessment of the discipline. The format for conducting formative assessment is prescribed in the syllabuses of the discipline.

The final grade for the discipline is calculated only if the student has positive grades in both the midterm and final tests.

The end-of-course assessment of the discipline/module is carried out, as a rule, by teacher-examiners with the necessary qualifications from among persons who have not taught classes in this discipline to the students being examined. The form of end-of-course assessment (summative assessment) is approved annually at meetings of the Academic Council.

The Syllabus “Module “Surgical diseases in the practice of GPs” was presented to the EEC experts at the Department of Obstetrics and Gynaecology No. 1. The discipline is “Obstetrics and gynaecology in the work of GPs.” Specialty is 6B10107 “General medicine”. Internship is in the field of GP. Practical classes are 20h. IWST is 10 hours; IWS is 30 hours. Total credits are 2/60 hours. Syllabus approved by the head of the educational program dated 08/29/2023, protocol No. 1 Thematic plan of practical classes in the discipline of obstetrics and gynaecology in the work of GPs, approved 08/29/2023, protocol No. 1 . Group 682 is represented in Platonus. Student Baytenova M., midterm control No. 1 - 90; midterm control No. 2 - 90. There are no current assessments. There is no work log.

Members of the EEC at the Department of Histology and Cytology are familiar with the schedule of classes for the 2nd semester in the department from 01/29/2024 -05/10/2024, the syllabus of the discipline “Molecular biology and medical genetics” 6B10123 “Medicine”, approved at the department meeting on 03/28/2023, protocol 3. Practical classes are 50h, IWST is 25h, and IWS is 75h. Total credits are 5/150 hours. Platonus presents an electronic journal for 124 groups in the specialty of general medicine. All students have grades for 2 midterm tests dated 02/14/2024 and 03/06/2024, respectively. No current ratings are available.

Monitoring of missed classes was carried out. A journal for monitoring student visits for 2023-2024 has been presented. Student Bakytbek A, serial number No. 61. Group is 139 in the specialty “General Medicine”. There is admission to classes No. 530 dated 12/26/2023 (typo, correct: 02/26/2024) for a good reason. Not all columns of the work log have been identified. There is no rating in the electronic journal in Platonus. Student Abai A, group 159, specialty General Medicine. There is admission to classes for good reason for 03/05/2024, 03/12/2024, payment receipts 407506484703. Not all columns of the detention log are identified. There is no rating in the electronic journal in Platonus. The department and the registrar's office do not monitor missed classes by students for good or bad reasons.

Based on the results of the survey, the teaching staff asked the question: “What teaching methods are most often used in the learning process?” in terms of importance, the following picture emerges: oral analysis of the lesson topic - 85.16%, analysis of situational problems - 84.04%, work in small groups - 75.88%, oral questioning of students - 75.14%, problem-based learning - 66.98%, solving tests - 60.85%, written assignments - 60.48%, interactive training - 57.51%, compiling and solving cases - 53.62%, practical classes on clinical skills in the educational and clinical centre - 49.72%, lectures - 39.15%, completing abstracts - 30.61%, completing projects, coursework - 16.70%, rewriting thematic information from monographs - 8.35%.

Based on the student survey data, it was revealed that 67.5% were completely satisfied with the methods of assessing knowledge and skills, 5th of the students (19.28%) were partially satisfied, 13.2% were completely, partially disagree or doubt.

Students note that teachers in the classroom use active and interactive teaching methods regularly - 56.55%, sometimes and rarely - 36.51%, cannot decide and do not know - 6.93%.

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

In summary, the strengths of Standard 3 “Student Assessment” are that the institution has identified, approved and published in its Academic Policy the principles, methods and practices used to evaluate students, the number of examinations, the balance between written and oral examinations, the use of evaluation methods criteria-based and reasoning-based examinations (OSCE or Mini-Clinical Examination), and also defined criteria for establishing passing scores, grades, and the number

of retakes allowed. The university ensures that student assessment covers knowledge, skills and abilities, engages employers/external examiners to objectify student assessment, improve fairness, quality and transparency of the assessment process. Based on the results of examination sessions, a high percentage of graduates' employment, and positive feedback from employers about graduates, the university demonstrates that students achieve the final learning outcomes;

At the same time, it is necessary to continue work on documenting and evaluating the reliability and validity of formative assessment methods, improve monitoring and quality of documentation of students' missed classes

- In accordance with the guidelines of the “Academic Policy” of the university in terms of the “Regulations on the rating system for evaluating the educational achievements of students,” namely points: 9.1.2; 9.2.3; 9.2.5 (“The teacher issues an evaluation of current control, midterm control in the electronic journal”, “The frequency of current control is determined by the decision of the department”) it is necessary to carry out work on issuing formative assessments (assessments of current control) in the electronic journal and use these assessments in the rating system for evaluating educational student achievements.
- In accordance with the guidelines of the “Academic Policy” of the university, the departments do not monitor and manage records of missed classes for valid and unexcused reasons in accordance with the “Regulations on the rating system for evaluating the educational achievements of students”, paragraphs 9.2.17; 9.2.21.

EEC conclusions based on the criteria: Comply with 4 standards: fully -2, partially - 2, do not comply - 0.

Recommendations for improvement:

1) To bring into compliance and ensure transparency the procedure for the current progress of students based on the requirements of the Academic Policy of the university, in terms of the “Regulations on the rating system for evaluating the educational achievements of students,” with regular informing of students about formative assessment.

2) To bring attendance monitoring into line with the requirements of the university’s Academic Policy and monitor absences for valid and unexcused reasons at the level of university departments and the registrar’s office. To improve the quality of management of student attendance records based on the “Regulations on the rating system for evaluating students’ educational achievements.”

Standard 4: STUDENTS

4.1 Admissions policy and selection

NJSC “Astana Medical University” has established an admission policy in accordance with the requirements of the legislation of the Republic of Kazakhstan, with the provision of equal educational opportunities on the basis of an educational grant for higher/postgraduate education at the expense of the republican budget or local budget, as well as payment of tuition at the expense of the student’s own funds and other sources. The number of students enrolled in the university under the state educational order was in the 2018-2019 academic year - 859; in 2019-2020 academic year -800; in 2020-21 academic year -654; in 2021-2022 academic year -998; in 2022-2023 academic year -1068 students. At the same time, the passing grade was in 2018-2019 academic year -125; in 2019-2020-123; in 2020-2021- 113; in 2021-2022 -117; in 2022-2023 -112 points. 388 were admitted in paid training in 2018-2019; 2019-2020-595; in 2020-2021 - 769; in 2021-2022-659; in 2022-2023 -661 students.

In 2023-2024, the students in CIME were 592 with a passing score of 117 points. Admitted in residency over time; in 2018-2019 academic year -233, in 2019-2020 academic year -242; in 2020-2021 academic year -548; in 2021-2022-407; in 2022-2023 – 427 students with a passing score for all specified years – 75 points. Admitted in the master's program in the 2018-2019 academic year-39; in 2019-2020-50; in 2020-2021-18; in 2021-2022-69; in 2022-2023 – 69 students with a passing score for all specified years – 75 points. Admitted in doctoral studies 2018-2019 academic year -24; in 2019-

2020-22; in 2020-2021-27; in 2021-2022-32; in 2022-2023 – 26 students with a passing score for all specified years – 75 points.

NJSC “Astana Medical University”, in accordance with the current laws and regulatory documents of the Republic of Kazakhstan, has the practice of admitting students with disabilities, under an educational grant and on a paid basis, namely: in 2018-2019 academic year -7; in 2019-2020-9; in 2020-2021-5; in 2021-2022-12; in 2022-2023 – 17 students.

According to the Academic Policy and Regulations PL-AMU-172-23 “On the Commission for Transfer and Reinstatement to Study in the NJSC”, the university has a policy for transferring students subject to completion of the first academic period. The main criteria for transfer also include the presence of an UNT certificate with a result not lower than the established one threshold score; average grade point average – GPA – from 2.8 and above; academic difference up to 15 credits. In order to organize the procedure for transferring students and complying with the criteria, commissions on educational levels are created annually, the composition of which is approved by orders of the Chairman of the Board-Rector. In 2018-2019 academic year it was 7; in 2019-2020-9; in 2020-2021-5; in 2021-2022-12; in 2022-2023 – 17 students. The total number of students transferred to study at NJSC “AMU” was: in 2018-2019 academic year -228; in 2019-2020-165; in 2020-2021-272; in 2021-2022-280; in 2022-2023 – 255 students.

The application for appeal is submitted to the Chairman of the Appeal Commission personally by the applicant and is considered by the Appeal Commission within one day in accordance with the paragraph of the Rules for Admission of Applicants to Study. The decision of the appeal commission is considered valid if at least two thirds of its members are present at the meeting. The decision on an appeal of disagreement with the exam results is made by a majority vote of the members of the commission present. In case of equality of votes among members of the appeal commission, the Chairman's vote is decisive. The work of the appeal commission is documented in a protocol signed by the chairman and all members of the commission present. There were no precedents for appeal.

4.2 Student recruitment

The relationship between the number of admitted students (including foreign students) and the existing material, technical and human resources at all stages of study is determined by the developed admission model for a 5-year period.

The admissions policy and procedure are clear, consistent with the mission and goals of the university, and are periodically reviewed to improve selection criteria. The revision of the policy of admission and recruitment of students at the University is carried out in accordance with the orders of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan on the allocation of state educational grants, as well as taking into account the capacity of the University and the planned contingent. While entering the University, a quota is provided for admission: persons of Kazakh nationality who are not citizens of the Republic of Kazakhstan, orphans and children left without parental care, disabled people of groups I and II, disabled people from childhood, disabled children, large families, single-parent families, citizens of the Republic of Kazakhstan from among the youth who have lost or were left without parental care until adulthood, veterans of military operations on the territory of other states, veterans equal in benefits to veterans of the Great Patriotic War, persons from among rural youth for training in educational programs that determine the socio-economic rural development, children from families raising children with disabilities since childhood, persons with disabilities of the first or second group.

The input data for calculating planned admission are the regulatory legal acts of the Republic of Kazakhstan, as well as the expected contingent at the beginning of the planned academic year; expected student graduation; the average number of students expelled for various reasons; the average number of those transferred to the university from other universities, restored; university auditorium fund.

At the beginning of the current academic year, 7175 bachelors were studying at the university, of which in “General Medicine (Medicine)” - 4725; “Nursing” - 159; “Pharmacy” -285; “Dentistry” - 1213; “Paediatrics” – 589; “Public health (health care)” – 171; “Medical and preventive care” – 33

students. The number of undergraduate graduates entering internship in 2023 in the specialty 6B10108 “Dentistry” were 134, 6B10107 “General Medicine” - 893 students. The number of master's students for the current academic year is 163

The University has a policy of balanced admission of students, taking into account their gender, ethnic origin and other social requirements. All of the above allows us to meet social obligations and public health needs.

Upon admission to study, a quota is provided for the admission of: persons of Kazakh nationality who are not citizens of the Republic of Kazakhstan, orphans and children left without parental care, as well as citizens of the Republic of Kazakhstan from among young people who have lost or were left without parental care until adulthood, disabled people I and II groups, disabled people since childhood, disabled children, persons equal in benefits and guarantees to participants and disabled people of the Great Patriotic War.

4.3 Student counselling and support

Starting from the stage of admission to a medical university, the student forms his individual learning path (individual curriculum) based on the standard curriculum of the specialty and the catalogue of elective disciplines. Registration for elective disciplines is carried out by the office registrar. At the same time, advisors are involved to carry out organizational, methodological and consulting work. Registration for elective disciplines is carried out electronically on the website www.edu.amu.kz/student.

The NJSC “AMU” has developed a Regulation on the provision of social assistance to certain categories of students, providing financial assistance to orphan students, children without parental care, and graduates of orphanages, support during the period of their education. According to government documents “On approval of the amounts, sources, types and Rules for the provision of social assistance to citizens who receive social assistance”, Resolution of the Government of the Republic of Kazakhstan dated March 12, 2012 No. 320, socially vulnerable groups are given money for food, money for uniforms (clothing) , shoes, bedding), one-time free meals in the university canteens (set meals), organization and issuance of monthly travel tickets; provision of free places in the hostel.

In 2019, social assistance provided to students (from January to August - 74 students; July-August - 66) amounted to 49,788,091 tenge. In 2020, social assistance provided to students (from January to August - 75 students; July-August - 63) amounted to 48,564,689 tenge, which is 1,223,402 tenge less than in 2019. This decrease in the amount of social assistance provided is due to the fact that the number of students in need of help decreased from 66 to 63 (July-August). In 2021, social assistance provided to students (from January to August - 72 students; July-August -61) amounted to 43,323,590 tenge. Compared to 2020, the amount of assistance decreased by 5241099 tenge, compared to 2019 - the decrease occurred by 6464501 tenge, which is associated with a decrease in the number of students in need of help. In 2022, social assistance provided to students (from January to August - 72 students; July-August -64) amounted to 46,875,998 tenge. Compared to 2021, the amount of assistance increased by 3,552,408 tenge (the contingent increased); compared to 2020, social assistance decreased by 1,688,691, which correlates with a decrease in the number of students who need of help. In 2023, social assistance provided to students (from January to August 77 students; July-August -63) amounted to 44,554,202 tenge. Compared to previous years, the amount of assistance provided decreased, compared to 2021 when assistance increased. Both trends are directly related to the number of students in need.

At the University, conditions have been created for students to achieve personal self-realization in various fields of activity, in particular in studies, scientific and social work; there are such student organizations as: the University Student Council, the Dormitory Student Council. There are 10 student organizations at the University, which are headed by students. Student representatives participate in the discussion; problems associated with placing students in a dormitory, affordability of food prices in canteens and buffets, etc.

The Center for Social and Educational Work, together with the CHESSTAR Chess School,

holds chess tournaments among university students and chess club champions; 75 students are participants in various sports sections. Students elected their student rector by voting.

NJSC “AMU” awards students, participants and organizers of events at the university, city, regional, and republican levels dedicated to promoting a healthy lifestyle among young people, who have made a significant contribution to the popularization of a healthy lifestyle.

At the level of structural divisions, the graduate employment department provides consultations to graduates of undergraduate and internship programs on the choice of residency programs so that students can choose their professional career by studying in residency in a particular specialty.

The research school provides consultations to undergraduate, internship and residency students on admission to master's programs, telling them which master's and doctoral programs are offered at the university, and the necessary conditions for admission.

At all stages of training, students receive advice and support on their future career from all structural units, including departments, schools and relevant departments, since the university has adopted a student-centered approach.

The high level of employment of university graduates is proof of the competitiveness of university graduates. Thus, over the past 5 years, the employment of university graduates who studied under the state educational order averaged 97.4% (2019 – 96.6%, 2020 – 96.6%, 2021 – 96.2%, 2022 – 98.7 %, 2023 - 98.9%), including by level of education: bachelor's degree - 96.3%, internship - 97.0%, residency - 98.4%, master's degree - 98.1%, doctoral degree - 100%.

Every year, the centre carries out work to organize online/offline meetings of graduates with employers, representatives of regional health departments, a financial centre, etc.

4.4 Student representation

NJSC “AMU” supports students in exercising their right to academic freedom, participation in all decisions that are made at the university, and ensures their representation in the management of the organization in accordance with the provisions of current laws and regulations.

In accordance with the mission of the NJSC “AMU”, all categories of students participate in the work of collegial bodies and commissions: Academic Council, Scientific Council, Quality Assurance Committees for educational programs of specialties, Disciplinary Council for reviewing the responsibility of students, Commission for settling students in a dormitory, Commission for the distribution of vacant state vacancies educational grants, etc. The election of student representatives, both at the School and University levels, is carried out in compliance with the provisions of collegial bodies, in accordance with the University Charter.

The main forms of student participation in the development, management and evaluation of educational programs are: participation in the discussion of educational programs. Example, 5th year student of the School of Pharmacy, member of the QAC of the EP “Pharmacy” Kerimbay N., at a meeting to discuss the Catalogue of elective disciplines for the 2023-2024 academic year, in connection with the increase in the pharmaceutical market of cosmetics, proposed including electives in the EP “Pharmacy” Technology and standardization of perfumes and cosmetics" (for the 5th year) and "Cosmetics on the modern market" (for the 3rd year). The proposed disciplines were supported by the Academic staff - members of the QAC, approved at the meeting and included in the CED, while one of them was chosen by 5th year students and implemented in the educational process.

Students participate in decision-making regarding training and skills development. For students, interns, undergraduates, doctoral students, residents, there is motivation in the form of awards, participation in republican and international conferences, competitions, Olympiads, master classes and trainings, publication of joint scientific works, participation in scientific research conducted at departments and the University. The activity of students in the social and scientific life of the department, clinical base, at the University or beyond is encouraged when reviewing portfolio materials and upon admission to master's, doctoral, and residency programs.

Thus, the NJSC “AMU” has defined and implemented an admission policy, including the practice of admitting students with disabilities in accordance with the current laws and regulations of the Republic of Kazakhstan. Schools, when transferring students from other programs and medical educational

institutions, use the established transfer policy presented in the Academic Policy of the university. NJSC “AMU” has determined the number of accepted students at all stages of education and training in accordance with material and technical capabilities, national requirements for human resources for healthcare and regulates the student population in order to meet the health needs of the population and society as a whole. The university has an active system of academic counselling for students, including on the choice of electives, preparation for admission to residency and master's programs, appointment of tutors, academic mentors. Student support programs have been developed: social, financial, etc. Mechanisms for stimulating and rewarding students for scientific and creative success have been introduced.

Student representation in all collegial and advisory bodies is represented by students of different specialties and courses of study. There is a high level of student activity. Students are actively involved in the implementation of scientific projects and in the activities of student scientific clubs. Active cooperation of university youth with the Kazakhstan Organization of Medical Youth, including with the Standing Committee for the Protection of Human Rights, UNICEF, and volunteer organizations. At the same time, attention is drawn to the lack of identification of students in practical and lecture classes, including in clinical departments. Insufficient internal academic mobility of students was revealed.

EEC conclusions based on the criteria. Compliant out of 14 standards: fully - 12, partially - 2, do not comply - 0

Recommendations for improvement:

- 1) It is necessary to ensure the identification of students in order to maintain the image of the university (badge indicating the name, specialty, course of study, group number, as well as the university logo at presentations, etc.)
- 2) To increase the level of internal academic mobility of students

Standard 5: ACADEMIC STAFF/TEACHERS

5.1 Selection and admission policy

The total number of teachers (Academic staff) in the 2023-2024 academic year is 1,425 employees. The staffing level of the Academic staff is 100%. Currently, the departments employ 91 doctors of science, 206 candidates of science, 67 PhD doctors, 46 teachers with the academic title of professor, 80 associate professor, and 20 associate professor. The share of teachers with academic degrees is 43.2%.

Medical faculty is 842, non-medical 83. Full-time teachers are 925, part-time are 510.

The university has developed a personnel policy dated 08/08/2023, Minutes No. 21 of the university board. The main criteria for personnel selection are the scientific, pedagogical and clinical merits of applicants. The faculty has established research schools in surgery, therapy, pharmacology, radiation diagnostics, anatomy and other disciplines. At the Faculty of Medicine, the educational process in the state and Russian languages is carried out at the proper level, 90% of teachers conduct classes in the state language. There is an increase in the number of teachers who speak a foreign (English) language at the level necessary for teaching.

In recent years, close attention has been paid to ensuring an increase in the number of publications, including in ranking journals with an impact factor and participation in scientific and technical projects

While surveying teachers, it was found that the majority (70.87%) are completely satisfied with the organization of work and workplace at the university, but 24.30% are partially satisfied. At the university, teachers have the opportunity to engage in scientific work and publish the results of research work - 70.13% completely agree, 23.01% partially agree. 70.32% are completely satisfied with the work of the dean's office, every 4th (24.68%) are partially satisfied, and 5.01% are not satisfied to one degree or another. Satisfied with wages are 40.07%, those who disagree - 13.73%, undecided and did not answer one third - 30.43%.

5.2 Development policy and employee activities

The university has established time standards for calculating the amount of academic work performed by Academic staff for each academic year. Thus, for the 2023-2024 academic year, the average teaching load for 1 position is determined on the basis of 44 working weeks per year, which is 700 hours - the volume of classroom hours and 560 hours - the volume of methodological and scientific work (approved at a meeting of the Academic Council, minutes No. 7 dated June 30, 2023).

The development policy at the university is carried out in accordance with the Individual Educational Plan of the teacher, the Plan for CDP of employees of NJSC "Astana Medical University" for each calendar year; Action plan for Academic staff on effective teaching technologies for each academic year.

Increasing pedagogical competence is carried out according to requests from department heads to the educational technology transfer centre, and also, based on available data, the educational technology transfer centre, in coordination with department heads, independently generates lists of course participants. In 2023, the Concept "Development of effective technologies and teaching methods at Astana Medical University" was approved. For the 2023-2024 academic year (as of December 29, 2023), the centre organized 5 training events and trained 129 Academic staff, according to competencies: Researcher/scientist - 60, Clinical competencies - 1, Effective teacher - 68 (of which SMP - 54), Language competence - 31.

In 2023, 35 courses were conducted, of which 22 courses were for administrative and management personnel and 13 courses were for Academic staff. Training events are held both within the university and with invited lecturers. To increase the level of pedagogical competence, personal potential and readiness to solve non-standard problems, the educational technology transfer centre organized 13 training events with the invitation of external specialists from 2018 to 2023.

At the Department of Obstetrics and Gynaecology No. 1, the Syllabus, control and measuring tools, minutes of discussion at the department 08/29/2023, protocol No. 1 were presented; Evaluation sheet of the OSCE "Collecting anamnesis and counselling a pregnant woman"; checklists "Evaluation criteria for drawing up a Treatment Plan", "Assessment of communication skills", "Criteria for evaluation of abstracts". Group 682 is represented in Platonus. Student Baytenova M., midterm control No. 1 - 90; midterm control No. 2 - 90. There are no current assessments. There is no work log.

Presented certificate No. 008467 dated March 18, 2024 Innovative technologies in medical education." Platonus presents the electronic journal of 124 groups in the specialty of general medicine. All students have grades for 2 midterm tests dated 02/14/2024 and 03/06/2024, respectively. No current ratings available.

*Monitoring of missed classes at the Department of Histology and Cytology was carried out. A journal for monitoring student visits for 2023-2024 has been presented. Student Bakytbek A, serial number No. 61. 139 group in the specialty "General Medicine". There is admission to classes No. 530 dated 12/26/2023 (typo, correct: 02/26/2024) for a good reason. Not all columns of the work log have been identified. There is no rating in the electronic journal in Platonus. Student Abai A, group 159, specialty "General Medicine". There is admission to classes for good reason for 03/05/2024, 03/12/2024, payment receipts 407506484703. **Not all columns of the detention log are identified. There is no rating in the electronic journal in Platonus. The department and the registrar's office do not monitor missed classes by students for good or bad reasons.***

At the university there is an opportunity for career growth and development of teacher competencies - 74.9% of surveyed teachers responded, and 21.15% partially agreed with this. The university implements social support programs for teachers - 55.84% answered that "yes, there are such programs", 55.8% "I have already taken advantage of it", 1.11% of respondents answered that there are no such programs, and 43.04 % of respondents do not know about this.

Thus, the NJSC "AMU" has defined and implemented a selection and admission policy in accordance with the laws of the country, which contains criteria for scientific, pedagogical and professional merit and ensures monitoring of the responsibilities of academic staff/teachers in all disciplines. The university is distinguished by the high practical experience of the university Academic

staff in the professional field; Comprehensive assistance to practical healthcare, including the Akmola region, North Kazakhstan region; Increasing the level of scientific activity of Academic staff in the form of an increase in publications in journals with a high citation index (SCOPUS). Academic mobility programs for Academic staff are being implemented taking into account the needs of the university. To improve the quality of the educational process, a motivation system for Academic staff has been developed. Also it was developed mentoring system. The University has created an electronic platform “Massive Open Online Courses” with 18 online courses for the university Academic staff in a free mode.

At the same time, the Academic staff is insufficiently aware of the guiding principles of the university’s Academic Policy in terms of the “Regulations on the rating system for evaluating the educational achievements of students,” namely points: 9.1.2; 9.2.3; 9.2.5 (“The teacher issues an assessment of the current control, Midterm control in the electronic journal”, “The frequency of current control is determined by the decision of the department”). Insufficient level of awareness about the guiding principles of the University’s Academic Policy in terms of the Regulations on the rating system for evaluating the educational achievements of students, namely points 9.2.17, 9.2.21 (student training, interaction between the registrar’s office and the department)

EEC conclusions based on the criteria. Comply out of 5 standards: fully - 4, partially - 1, do not comply - 0.

Recommendation for improvement:

- 1) To increase the awareness of teachers about the requirements of the University’s Academic Policy, in terms of the “Regulations on the rating system for evaluating the educational achievements of students,” in order to fulfil these requirements at the level of the university departments and the registrar’s office.

Standard 6: EDUCATIONAL RESOURCES

6.1 Material and technical base

NJSC “AMU” has several educational buildings on Beibitshilik 49a, Abaya 47 and Saryarka 33. Each building has a dining room, coffee shops, break areas, a gym and co-working areas for students to independently study the material.

The university has created conditions that ensure the safety of employees and students: information is provided and safety precautions are observed in the workplace, there are fire alarms in all buildings of the university, instruction is provided, there is an evacuation plan on each floor and there are shields with fire-fighting equipment.

In case of natural disasters and emergencies, an Evacuation Plan has been developed, described step by step in the standards and labour protection instructions, according to which the exercises are conducted.

The University has a Regulation on general requirements for the premises of the sanitary and hygienic laboratory PL-AMU-116-19, which describes the procedure for maintaining safety in the laboratory premises.

The simulation centre includes several blocks (A, B, C). Modern simulation technologies at the NJSC “AMU” Practice Centre include a variety of simulation tools, including phantoms, dummies, mannequins, training devices and simulators, with closed-loop simulators being particularly valuable. The training process uses a variety of techniques, including the standardized patient and problem-based learning (PBL).

In 2023, as part of the project to modernize the SC, new equipment was purchased, including 6th generation robotic mannequins. The total number of equipment exceeds 400 units, of which highly realistic and interactive increased by 8% (10% highly realistic and interactive).

All equipment is regularly checked by engineers, medical technicians from suppliers and manufacturers.

6.2 Resources for clinical training and practice

The quality of clinical sites is strictly observed, and each site meets state standards and criteria. The university has agreements with 83 medical organizations. Each clinical site has a state license from the Ministry of Education and Science of the Republic of Kazakhstan, which guarantees their compliance with state standards and criteria. The Centre for Practice and Development of Clinical Activities monitors the quality of clinical sites, providing adequate material and technical equipment and creating conditions for high-quality training for students. This centre collaborates with clinical sites and provides hands-on experience for trainees and residents that enhances the development of clinical skills. The shared responsibility of the University and clinical sites ensures access to quality teaching resources and equipment that facilitate learning.

EEC visited the Department of Paediatric Anaesthesiology, Intensive Care and Emergency Care; Department of Surgical Diseases with courses in angiosurgery and plastic surgery; Department of Obstetrics and Gynaecology No. 1. A review of resources showed that at the clinical sites where the specified departments are located, the material and technical equipment and profile of the clinics, access to patients correspond to the goals and objectives of the educational activities of the university, levels of education and the range of educational programs. While visiting departments, employees of the educational organization ensure collegial and ethical relations with medical staff and the management of the clinical base to achieve the final results of students. A sufficient number of thematic patients, modern equipment is provided and demonstrates accessibility to students, and employees who simultaneously perform the roles of teachers and curators (mentors) provide high-quality training in compliance with ethics and deontology.

Before starting the corresponding discipline of the educational program, the student receives a syllabus from the teacher, and knows what skills he must acquire and develop during his studies.

During a visit to clinical sites, where experts examined the resources, their compliance with training programs, and accessibility for teachers and students, how modern this equipment is and meets the needs of students and practical healthcare.

In order to validate the implementation of the self-assessment report data and obtain evidence about the quality of the programs, interviews were conducted with students in the specialty of Paediatrics, General Medicine, and residents in the specialty of Anaesthesiology and Resuscitation. The experts asked questions about satisfaction with training, sufficient time to supervise patients, work in DAMUMED with medical documentation, satisfaction with teaching methods and qualifications of teachers, social and moral support for those in need. In general, students are satisfied with the training, assessment methods, and purposefully entered this organization, because they believe that the educational organization has good resources, image and international connections, at the same time, residents would like more independence in managing patients and conducting international events.

The students showed their commitment to the organization of education, were active in answering questions from external experts, demonstrated their judgment on the organization of training, assessment of their skills, advisory support, the opportunity to participate in research work, and financing.

Students have free access to patients at clinical sites and all conditions for improving their practical skills - 51.65% of teachers completely agree with this, 13.6% partially agree, 34.9% found it difficult to answer.

An interview with 539 teachers showed that there are both successes and problems in education management, depending on the specific base (admission of undergraduates to equipment, a sufficient number of case patients, time to maintain medical records, independent work).

6.3 Information technology and library resources

A policy has been introduced that is aimed at the effective use and evaluation of information, communication and distance technologies in the training of students. The site <https://elib.amu.kz/> provides a single point of access to electronic information resources, a distributed electronic catalogue <https://elib.amu.kz/ru/lib/>, electronic database, remote access database resources

(<https://elib.amu.kz/elektronnye-resursy/podpisnye-bazy-dannyh/>), online services (online orders, EDD, online service, UDC, LBC), news feed and other services in two languages.

Business processes of library and information services to users are carried out using the automated integrated library system (AIBS) “IRBIS 64+”: Administrator, Acquisition, Cataloguer, Book lending, Book supply,

The university has been given access to the “Anti-Plagiarism program. University” manufactured by the Russian Federation (contract No. 080940008218/210298/00),

The IT department is functioning. The territory of the university is provided with the Internet and WI-FI.

For distance learning there is: the university’s own platform for implementing the MOOC “Massive Open Online Courses of NJSC “AMU” - <http://mook.amu.kz/>.

To conduct research, write a dissertation, self-study and access to the necessary information, access to international databases is organized, including: The Web of Science (Clarivate Analytics) - <https://www.webofscience.com/wos/woscc/basic-search;> ScienceDirect (Elsevier)- [https://www.sciencedirect.com/;](https://www.sciencedirect.com/) Scopus(Elsevier)-<https://www.scopus.com>- <https://www.elsevier.com>; Springer-<https://www.springer.com>; EBSCOhostCinal- <https://www.ebsco.com/products/ebscohost-research-platform>; Cochrane Library - [https://www.cochranelibrary.com/;](https://www.cochranelibrary.com/) Wiley Online library - [https://onlinelibrary.wiley.com/;](https://onlinelibrary.wiley.com/) Jaypee digital- <https://www.jaypeedigital.com/home>; «Aknurpress»- [https://aknurpress.kz/;](https://aknurpress.kz/) «IPRSmart» - <https://www.iprbookshop.ru/5858>. At the stage of prolongation of access to the Elsevier database Clinical Key - <https://www.clinicalkey.com/student>; Complete anatomy - <https://3d4medical.com/>

6.4 Medical research and scientific advances

The research base of Astana Medical University is based on three research institutes: 1. Research Institute of Radiobiology and Radiation Protection (including 3 laboratories - a testing laboratory of radiochemistry and radio spectrometry, a laboratory of radiation safety and hygiene, a laboratory of epidemiology and medical dosimetry register, as well as the National Training Centre and a reference laboratory on radiation safety issues when using radiological equipment in medicine). 2. Research Institute of Preventive Medicine named after Academician E.D. Dalenova (including a health diagnostic laboratory, a sanitary and hygienic laboratory and a Healthy Lifestyle Centre). 3. Research Institute of Radiology named after Academician Zh.Kh. Khamzabaev (including the GE Academy training centre, a reference centre for the evaluation of radiological images). The Research Institute for Genomic Research (including cytogenetic and genetic laboratories, a bioinformatics centre, etc.) is at the creation stage.

The university also has 59 educational laboratories: general pharmacology, pharmaceutical disciplines; microbiology and virology; human anatomy; general and biological chemistry; histology and cytology; medical genetics and molecular biology; pathological anatomy; sanitary and hygienic, etc.

As part of the implementation of scientific projects, methodological recommendations and copyright certificates were developed, the results of which were introduced into the educational process and practice. For example, methodological recommendations: “Prevalence of somatic diseases of the population living near uranium deposits of Southern Kazakhstan,” 2023. Author’s certificates: No. 37620 dated June 29, 2023 Kazymbet P.K., Bakhtin M.M., Dzhanabaev D.D., Kashkinbaev Ye. T., Saifulina Ye.A. Prevalence of somatic diseases of the population living near uranium deposits of Southern Kazakhstan (Methodological recommendations); No. 37709 dated July 30, 2023. Ganina A. M., Bakhtin M. M., Kazymbet P. K., Kashkinbaev Ye. T. Development of a radiation monitoring system for the territory of potential impact of nuclear power plants at the zero stage in a transboundary context, etc.

The university implements scientific and technical programs with the priority Science and Life project with the participation of international scientists 1) IRN AP14871503 “Assessment of dose load and epidemiological study of the population living near mothballed uranium mines and the development of measures to minimize negative technogenic factors” (customer SC MSHE RK,

implementation period 2022-2024); 2) IRN AR09261243 “Development of methods for levelling negative technogenic risk factors for the environment and health of the population of the Syrdarya uranium ore province” (customer SC MSHE RK, implementation period 2021-2023); 3) commercialization project AP15573662 “Radiation monitoring of the territory of oil production enterprises” (Customer JSC Science Foundation, implementation period 2022-2024); 4) post-doctoral program for the scientific project IRN AP13268875 “Assessment of radon safety of a secondary school in the village of Aksu, located near a radioactive waste storage facility and the development of measures to reduce the risk of exposure of students” (customer SC MSHE RK, implementation period 2022-2024). Master's and doctoral students from the EP "Biology" and EP "Medicine" participated in these projects.

6.5 Educational expertise

To implement expertise in the field of education, Quality Assurance Committees for Educational Programs (QAC EP) have been created for all EPs; the QAC includes experienced methodologists, Academic staff of the department, representatives of practical healthcare and students. Taking into account the opinions of employers and the needs of practical healthcare, educational programs at all levels of education are discussed at QACs and approved by the Academic Council. Verification of compliance with state compulsory education standards in the development of educational programs takes place at the development stage at the departmental meeting, at the QAC meeting, before approval at the AC by methodologists of the centre for planning and development of academic activities, and also periodically during monitoring of the EMCD audit.

The policy of examination and monitoring of educational programs provides for the evaluation of curricula, work curricula, syllabuses, control and measuring tool, attendance of classes, carrying out intra-departmental control, monitoring of teaching methods and evaluation of knowledge and skills is regulated by internal quality documents: University Standard “Internal Support System” quality of NJSC "Astana Medical University"; University Standard “Educational programs: development, evaluation and updating”; University Standard “Planning the educational process”; University Standard “Introduction of new educational technologies”; University Standard “Feedback Monitoring”, etc.

An example of internal expertise in the field of education is benchmarking at a university. In August-September 2023, the centre for planning and development of academic activities carried out benchmarking of educational programs “Medicine” and “Paediatrics” of medical universities of the Republic of Kazakhstan: Kazakh National Medical University named after S.D. Asfendiyarov, Semey Medical University, Karaganda Medical University, South Kazakhstan State Medical University, West Kazakhstan State Medical University, and Astana Medical University. The purpose of the study was to compare the volume of credits in basic and core disciplines in the educational programs of continuous integrated medical education (CIME) “Medicine” and “Paediatrics”. As a result of the analysis, it was decided to revise the volume of hours and credits in basic and major disciplines in the direction of increasing the volume of the cycle of basic disciplines.

6.6 Educational exchange

According to the Development Strategy of NJSC “Astana Medical University” and in order to integrate education into the international educational space, the university cooperates with leading foreign universities on the basis of concluded memorandums of understanding, contracts, and international cooperation agreements. The number of valid memorandums is 83.

University staff took CDP courses in leading clinics and scientific and practical centres in Russia, Israel, Austria, the USA, as well as in the following universities: Seoul National University, Vilnius University, Lithuanian University of Health Sciences, JAMK University of Applied Sciences, Hamk University of Applied Sciences, University of Ljubljana, University of Maribor, etc.

Information about international cooperation (partners) is posted on the university website.

Since 2018, the Academic staff has actively participated in the academic mobility program, given lectures, conducted master classes for partner universities such as Bukhara State Medical University (Uzbekistan), Kyrgyz State Medical Academy named after I.K. Akhunbaev (Kyrgyzstan),

Tashkent Medical Academy, Tashkent Pharmaceutical Institute (Uzbekistan), completed internships at the Open Medical Institute (Austria), Tbilisi State University (Georgia), Lithuanian University of Health Sciences (Lithuania), Abo Academy, Universities of Applied Sciences of Finland, etc., conducted online classes for students of Omsk State Medical University (Russia).

Over the past five years, more than 100 students and teachers have participated in the academic mobility program at medical universities in Kazakhstan.

Thus, the strengths of standard 6 “Educational Resources” are that the university has a good material and technical base, which allows for the implementation of the educational process and all key areas of activity, including appropriate conditions for recreation and food. NJSC “AMU” takes measures to improve the student learning environment through regular updating, expansion and strengthening of the material and technical base. NJSC “AMU” has a sufficient number (83) of clinical bases that allow for clinical training, rotation in the main clinical disciplines and supervision of student practice, including clinical practice. There is sufficient number of clinical sites for effective multi-level training.

The university effectively uses and monitors relevant library resources, information and communication technologies in the educational process, has provided access to web databases of professional and scientific literature and other electronic media for students and teachers, including persons with disabilities.

The Academic staff carries out research activities in the field of medicine and/or pharmacy, and introduces scientific achievements into the educational process. The strength of the university according to this standard is the automated integrated information platform SMART AMU, which includes profiles of all structural divisions according to the structure of the university; the presence of a stocked library in the hostel, providing an educational environment for students: conditions have been created for inclusive learning in the library; Availability of places to live in a dormitory for non-resident students. At the same time, attention should be paid to the outdated form of contracts with clinical sites.

EEC conclusions based on the criteria. Comply out of 20 standards: completely - 19, partially -1, do not correspond - 0

Recommendation for improvement:

- 1) To update and conclude agreements with clinical sites in the current form.

Standard 7: EVALUATION OF EDUCATIONAL PROGRAMS

7.1 Program monitoring and evaluation mechanisms

At the university, the evaluation of EP is based on the requirements of the Academic Policy, approved by decision of the Board No. 35 of December 8, 2023.

The system of monitoring and evaluation of EP by specialty covers all stages of the organization and implementation of EP: development, approval of EP, organization and conduct of the educational process, achievement of final learning outcomes by students, analysis of external and internal audit results, analysis of feedback data from all participants in the educational process and interested sides

The process of monitoring and evaluating educational programs involves such structures as the Centre for Planning and Development of Academic Affairs (CPDAA), collegial and advisory bodies: QAC, AC, committees on academic activities (CAA) and scientific activities (CSA) of the SC. To organize, implement, control and improve the functioning of the integrated management system and educational programs, a structural unit has been created at the University - the Quality Assurance Centre.

To improve the implementation of EP at the university, according to the order of the Ministry of Health of the Republic of Kazakhstan, the Internal Audit Service was introduced. Taking into account modern requirements, within the framework of project management, the University operates an Audit Group for the Quality of the Educational Process.

The model of EP specialties was developed by the university in accordance with the framework of the current state educational standards. Mechanisms for evaluating EP are regulated by the Academic Policy of the NJSC “AMU” and are presented at all levels of EP implementation. The content of compulsory disciplines and elective components is discussed at meetings of departments, QAC, AC and CAA SC. Mechanisms for evaluating EP in the NJSC “AMU” are also represented by internal commissions, involving employers in discussing and monitoring the implementation of EP, and studying the results of feedback from all participants in the educational process and other interested parties.

A catalogue of elective disciplines (CED) is developed for each educational program of the university, taking into account the level of study. The disciplines included in CED reflect current trends in the development of the field under study, taking into account promising scientific directions of graduating departments/courses, modern development of the region, and the needs of employers, and adaptation to the labour market. Thus, electives were added to the CED in the specialty “Pharmacy” for the 2023-2024 academic year, taking into account the requests of employers: in the 2nd year – “Fundamentals of drug technology”, in the 3rd year – “Pharmacopoeia analysis of aliphatic drugs”, “The concept of ensuring the quality of drugs”, in the 4th year – “Physico-chemical research methods in toxicological chemistry” in the 5th year – “Technology and standardization of perfumes and cosmetics”.

At the Department of Obstetrics and Gynaecology No. 1, the Syllabus, control and measuring tool, minutes of discussion at the department 08/29/2023, protocol No. 1 were presented; Evaluation sheet of the OSCE “Collecting anamnesis and counselling a pregnant woman”; checklists “Evaluation criteria for drawing up a Treatment Plan”, “Assessment of communication skills”, “Criteria for evaluation of abstracts”. Group 682 is represented in Platonus. Student Baytenova M., midterm control No. 1 - 90; midterm control No. 2 - 90. There are no current assessments. There is no work log.

There are no instructions for conducting safety briefings, a list of incidents is not provided, and no records of briefings with students are provided.

Submitted by Ye.M Zhumabaeva IPP, 1.5 rates are 981 hours; approved by the dean on September 1, 2020 are not included in the IPP public duties - responsible for the 4th year in the specialty “General Medicine”, responsible for the survey. Not all IPP columns have been identified.

Annual work plan for 2022-2023 was approved by the Vice-Rector for Academic and Clinical Research on September 29, 2022. The annual report of the department for 2022-2023 has not been presented. A Report on the implementation of key performance indicators of the department for 2023 has been presented; the corresponding Plan for the implementation of key performance indicators of the department for 2023 has not been presented. The department's operational plan for 2024 was presented, discussed at the department's meeting on August 29, 2024, protocol No. 1.

The Department of Histology and Cytology has not presented the Annual Work Plan of the Department of Histology and Cytology for 2023-2024. The Operational Work Plan for 2023-2024 was presented. IPP of Kalieva G.T. was not presented. Platonus presents the electronic journal of 124 groups in the specialty of “General Medicine”. All students have grades for 2 midterm tests dated 02/14/2024 and 03/06/2024, respectively. No current ratings available.

Monitoring of missed classes at the Department of Histology and Cytology was carried out. A journal for monitoring student visits for 2023-2024 has been presented. Student Bakytbek A, serial number No. 61. 139 group in the specialty “General Medicine”. There is admission to classes No. 530 dated 12/26/2023 (typo, correct: 02/26/2024) for a good reason. Not all columns of the work log have been identified. There is no rating in the electronic journal in Platonus. Student Abai A, group 159, specialty “General Medicine”. There is admission to classes for good reason for 03/05/2024, 03/12/2024, payment receipts 407506484703. Not all columns of the detention log are identified. There is no rating in the electronic journal in Platonus. The department and the registrar's office do not monitor missed classes by students for good or bad reasons.

7.2 Feedback from teacher and student

One of the mechanisms for implementing feedback is a survey of students, teachers and employers based on the University Standard “Feedback Monitoring” (Minutes No. 4, meeting of the Academic Council dated January 26, 2024).

The educational program evaluation system includes internal and external monitoring. Students, Academic staff, the Educational Process Quality Audit Group and other structural units are involved in internal monitoring. By analysing surveys, the weaknesses and strengths of the EP are identified and procedures are carried out to improve the EP.

The survey procedure is carried out systematically throughout the entire period of study and consists of questionnaires for Academic staff, students, graduates, parents of students, and employers. Questionnaires can be of different types, depending on the composition of the respondents; the questionnaires show that the university uses feedback to evaluate the analysis of the educational program with a view to its further improvement. For example, when surveying students, the University covers all aspects of education: satisfaction with the quality of teaching and learning; satisfaction with the expanded catalogue of elective disciplines in the specialty; How do you evaluate the organization of the advisory consulting service? Student’s satisfaction with the quality of textbooks and teaching aids; satisfaction with the schedule, etc. is mentioned.

Regular questioning, examination and evaluation of educational and methodological documentation, discussion of issues of the quality of organization of the educational process, introduction of new teaching methods at meetings of departments, QAC, AC and SC are mechanisms for analysing the content of courses and contribute to improving the quality of EP.

To improve educational programs and their periodic revision, feedback is provided from consumers, namely teaching staff, representatives of practical healthcare and students. Revised aspects of the program are promptly communicated to students. In the period from November 1, 2023 to the present, the University regularly conducts anonymous surveys of students on the quality of classes. The method of conducting surveys using QR was discussed at a staff meeting of the University.

There is a rector's blog, a dean's blog, and a call centre. To provide feedback, complaints and suggestions, signs with QR codes are placed on each floor of the NJSC “AMU” buildings and dormitories, which, when scanned, lead to a direct link to the Rector’s and Vice-Rector’s blog. There is a helpline with WhatsApp 87477735051, where there is a direct line for suggestions and complaints. The results of the feedback are analysed and discussed at Staff Meetings and taken into account when planning improvement work.

7.3 Academic achievements of students and graduates

The effectiveness of a university is determined by the demand for graduates in the labour market, the compliance of acquired competencies with the requirements of employers and their competitiveness. Over the past 5 years, the employment of university graduates who studied under the state educational order averaged 97.7% (2019 – 96.6%, 2020 – 98.2%, 2021 – 96.2%, 2022 – 98.7%, 2023 - 98.9%), including by level of education: bachelor's degree - 96.7%, internship - 96.6%, residency - 99.4%, master's degree - 100%, doctoral degree - 100%.

The university is assigned to 3 regions: Astana, North Kazakhstan and Akmola regions. Despite the 3 regions assigned to the University for the Provision of medical personnel, NJSC “AMU” graduates are in demand and are employed in all regions of the republic. Employment in Astana over the past 5 years has been more than 61.5%, in the northern regions - 13.3%, in the southern regions - 10.7%, in the western - 4.7%, in the eastern - 3.9%, in central - 1.6%, in Almaty - 2.2%, Shymkent - 1.2%.

In 2023, the university took part in the “QS Stars” university rating; according to the results, NJSC “Astana Medical University” was awarded 3 stars in the “QS Stars” university rating, of which 4 stars in terms of employment indicators.

The university annually takes part in the “Atameken” rating, one of the main evaluation criteria of which is the level of employment, median salary, and career prospects of graduates. In 2022, 1st place in educational programs “General Medicine”, “Dentistry”, “Public Health”;

To evaluate the achievement of final results after completion of training in each discipline, examinations are used, including testing, written and/or oral examination. Evaluation of educational achievements is carried out by determining the level of development of competencies in accordance with the final learning outcomes. The results of the qualitative and quantitative analysis of the session are discussed at the level of the department, QAC, AC and appropriate adjustments are made to the content of the syllabus.

Based on the results of each winter and summer session, the Office of the Registrar provides summary statements to Schools and the Educational Process Quality Audit Group. Based on the summary statements of the EP, an analysis of student performance is generated, which is reflected in the report of the Schools and the Educational Process Quality Audit Group.

Analytical reports on the results of the winter and summer sessions are discussed at meetings of the Schools and the Academic Council, the Staff Meeting twice during the academic year and are brought to the attention of the Academic staff.

At the beginning of each semester, Schools inform departments about students from a socially vulnerable category. During training, departments pay additional attention to this category and create conditions for mastering the discipline (individual consultations, provision of literature from department funds, etc.).

After receiving the results, feedback is provided to students, difficulties are identified and organizational aspects are considered. While low scores are identified among a large number of students on a particular topic, additional measures are taken, such as devoting more time to the topic or creating a clear explanation algorithm for teachers. The school, departments and structural divisions of the University, as the Quality Audit Group of the educational process, analyse the grades given. The results of this analysis make it possible to identify disciplines with insufficient or high efficiency, which makes it possible to identify problems and determine the best ways to solve them.

7.4 Stakeholder engagement

The process of evaluating educational programs involves stakeholders such as students, Academic staff, representatives of practical healthcare, medical associations and other third-party organizations. They have access to the results of evaluation of educational programs. Schools and educational process quality audit groups collect and study feedback from students, Academic staff, employers, graduates on practical training and clinical practice of graduates.

The interview with 22 employers was conducted online and included questions such as: knowledge of the university's mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of graduates, participation in the training of students and residents through mentoring, providing the department and students with the necessary resources for practical training and the formation of clinical thinking, about the problems of interaction with departments and universities in general.

Thus, the strength of the university according to standard 7 "Evaluation of educational programs" is that the university has implemented a system for evaluating educational programs, which guarantees the appropriate implementation of the educational process at all levels of education and ensures the identification of any areas requiring improvement. At all levels of education, NJSC "AMU" identifies and considers problems that include insufficient achievement of the expected final learning outcomes, through collecting information about them, using feedback to carry out activities and corrective action plans to improve educational programs. The NJSC "AMU" monitors the educational process on a regular and ongoing basis, including feedback from teachers and students. Feedback contains information about various aspects of the educational process, information about unfair practices or inappropriate behaviour of teachers or students with and/or legal consequences. At meetings of collegial and advisory bodies, the results of feedback are analysed with subsequent approval of a plan of corrective and preventive actions. The university analyses educational achievements and employment of graduates, linking them with the mission of the organization, the achievement of final learning outcomes and the level of provision with educational resources. As part

of the evaluation and monitoring of programs, the NJSC “AMU” involves stakeholders in the examination process, in advisory bodies, mentors, etc. It is important to note the active work of the Quality Assurance Committee at the university schools in the implementation and improvement of EP. Active work is implemented of Academic staff in the field of application of innovative teaching methods.

At the same time, attention should be paid to the insufficient management of the quality of documentation at the university level, for example, the EEC is presented by the University Standard “Management Analysis”, 2011 (not updated), Code of Corporate Culture and Ethics of NJSC “Astana Medical University”, 2012 (not updated), as well as at the level of theoretical and clinical departments. Based on this, improve the quality of documentation management and records management at the university level, including theoretical and clinical departments. Documentation forms for the educational, clinical, scientific process are not identified or standardized in structural divisions and departments. There is an insufficient continuity and consistency in the content of the IWP of the Academic staff and the annual work plan of the department. Creation of a system for identifying and recording unwanted events (incidents) is important. Disseminate everywhere the list of incidents approved by the Quality Assurance Committee of Residency Educational Programs dated October 13, 2023.

EEC conclusions based on the criteria. Compliant out of 12 standards: fully - 7, partially -5, do not comply - 0

Recommendations for improvement:

1) To improve the quality of documentation management and improve the quality of records management at the university. To unify the range of cases at the theoretical and clinical departments of the university, taking into account their specifics.

2) To implement and develop a documentation quality management system. To standardize and identify documentation forms for educational, therapeutic, diagnostic, and scientific processes in structural divisions and departments.

3) To bring into conformity, taking into account continuity and consistency, the content of individual work plans of teachers, the annual plan and the annual report of the department’s work.

4) To create a system for identifying and recording unwanted events (incidents). To disseminate everywhere the list of incidents approved by the Quality Assurance Committee of Residency Educational Programs dated October 13, 2023.

Standard 8: MANAGEMENT AND ADMINISTRATION

8.1 Management

The management of the University is a regulated vertical structure, with designated job responsibilities, performance indicators and the level of responsibility of individual employees and their managers, which is headed by the Board of Directors. The operational management of the university is carried out by the Board. The functions of management are determined by Regulations dated 07/08/2021 No. 403 and job descriptions.

The organizational structure was approved by the Board of Directors dated December 22, 2023 No. 12 and the changes affected medical schools, research institutes, and competence centres.

The Board, the Chairman of which is the Rector, includes 4 Vice-Rectors, a Financial Director and an Executive Director.

Each supervising vice-rector has his own structural units responsible for certain types of activities in accordance with the regulations on structural units. The changes are related to the need to optimize the structure to successfully achieve strategic goals. The structure of the university includes an office of vice-rectors, 8 schools, 3 research institutes, and 60 departments, economic and auxiliary departments.

The academic management structure is represented by structural units that ensure the effective implementation of educational programs in all specialties: Centre for Planning and Development of

Academic Affairs, Centre for Monitoring and Accounting for Students, Office of the Registrar, Centre for Transfer of Educational Technologies, Library. Each structural unit has developed and approved regulations and job descriptions for employees, provided for in the staffing table.

Several levels of collegial decision-making have been created: Academic Council, committees under the Academic Council, Scientific Council, University quality assurance committees, EP quality assurance committees; School Council, disciplinary councils, working commissions, document development working groups, student government council, student disciplinary council, elders, etc. The activities of each collegial body are regulated by the relevant Regulations, which indicate the powers and scope of issues under consideration and job descriptions.

The main administrative structural unit that implements the EP, as well as manages the educational, research, treatment and diagnostic activities of the departments and implements the training of students in the EP in question is the School. The University has 8 schools: School of Public Health and Management, School of Medicine, School of Dentistry, School of Paediatrics, School of Nursing, School of Pharmacy, School of Residency, Research School. Schools are united and supervised by departments; the assignment of departments to the School is carried out by order of the Chairman of the Board - the Rector of the NJSC "AMU". The Dean directly manages the School. The school, regarding the type of activity, is subordinate to the vice-rectors for academic and clinical activities, as well as the vice-rector for scientific work and strategic development. The School's academic management system consists of the Academic Council and the Committee for Quality Assurance of Educational Programs. At the Schools there is a Committee for Quality Assurance of Educational Programs, which coordinates educational and methodological work by ensuring a competency-based approach in preparing graduates within the framework of the specialty's educational program.

8.2 Academic leadership

Responsibility for academic leadership in relation to the development and management of the educational process in accordance with the requirements of the University's internal documents lies with the vice-rector for academic activities, the head of the centre for development and planning of academic affairs, the head of the registrar's office, deans of schools, and heads of departments.

The activities of academic management regarding the fulfilment of the mission and the solution of tasks assigned to the university are studied and evaluated on the basis of the analysis and generation of reports and plans, analysis of the implementation of the goals and objectives of the strategic plan, internal audit reports, the results of the work of internal and external commissions and collegial bodies.

The results of academic activities, the effectiveness of modern forms of management of the educational process, prospects for further improving management and improving the quality of education are considered and discussed in the final reports of the rector, vice-rectors and heads of key structural divisions at the annual meetings of the committees on the quality of educational programs, the Academic Council, the Scientific Council, traditional scientific -practical and educational conferences. To analyse the results and develop measures for improvement, internal commissions are formed (commission for competitive nominations, incentives, awards, expert commissions for competitions of scientific and technological progress of Academic staff and young scientists, etc.). The results of the commissions' work are heard at a meeting of the Academic Council and the Board and are the basis for measuring and improving the efficiency of the university as a whole.

8.3 Training budget and resource allocation

The university, as an independent economic structure, independently forms and implements its financial and investment policy. The sources of funding for the University are both budgetary funding of the state educational order and income from the provision of paid educational services, the performance of research and other work provided for by the Charter of the university and not contradicting the legislation of the Republic of Kazakhstan.

The annual budget planning of the University is carried out in accordance with the approved Strategic Development Plan of the University until 2026 and the long-term development plan of the University for 5 years and the Work Plan of the Economic Council of the University. The Economic

Council reviews and approves draft Development Plans, documents relating to the system of remuneration and bonuses for employees, costs of implementing budget programs, investments and monitors and analyses the effectiveness of the University's investment projects.

Structural divisions of the University annually form justified applications for the purchase of goods, works and services that are consistent with the goals and objectives of the University Strategy. The set of applications is submitted to the Department of Planning and Economic Analysis. At the next meeting of the Economic Council and the Board of Directors of the NJSC, the priority of certain costs is considered in accordance with the development strategy of the University and is approved at a meeting of the Board of Directors of the Company.

Bonuses based on the results of the year are paid based on the results of the financial year and after approval in the prescribed manner of the results of the financial and economic activities of the university on the basis of audited financial statements and a report on the implementation of the development plan, while the total annual amount of this bonus is up to 6 (six) official salaries.

Regulations on remuneration, bonuses and social security of employees of NJSC "Astana Medical University" dated March 17, 2022 additions were made on incentive payments to University employees for publishing articles in scientific publications indexed in the international citation databases Web of Science (WoS) and/or Scopus.

Payment of bonuses to employees is carried out in accordance with the order of the Chairman of the Board - Rector or the person performing his duties, prepared on the basis of the relevant decision of the Board of Directors. When carrying out additional workload, teachers may apply hourly wages.

8.4 Administrative staff and management

NJSC "Astana Medical University" has appropriate administrative and academic staff, including their number and composition in accordance with the required qualifications. The structure of the university has approved the administrative staff (Board of Directors), corporate board, divisions ensuring the implementation of main and auxiliary processes in NJSC "AMU". Divisions of the educational process - a centre for planning and development of academic activities, a centre for monitoring and recording students, a registrar's office, a centre for the transfer of educational technologies and a library; clinical process - centre for practice and development of clinical activities, career and employment centre, simulation centre, institute of continuing professional education, LLP "Medical Centre of NJSC "AMU"; scientific process - centre for the development of research activities, centre for strategic development, centre for accreditation and rating, centre for international cooperation; as well as administrative, logistical and economic.

The academic staff, under the leadership of the centre for planning and development of academic activities, oversees undergraduate educational programs - these are the school of medicine, the school of dentistry, the school of paediatrics, the school of nursing, the school of pharmacy, the school of public health and management. Separately for residency programs, there is a residency school, and a research school oversees masters and doctoral educational programs.

Also in the structure of the university, such units as the centre for monitoring and recording students, the registrar's office, and the centre for the transfer of educational technologies ensure the high-quality implementation of the educational process of all educational programs. For each structural unit there are Regulations, job descriptions, the academic composition is determined by qualified employees.

The academic staff is mainly the faculty of the department, the personnel base of the NJSC "AMU" is reflected in the documents: Personnel policy, approved by the decision of the Board of 08.08.2023 No. 21, "Rules for the formation of regulations on a structural unit", "Code of corporate culture and ethics", approved by the decision of the Council directors dated September 8, 2012, No. 8.

The quality assurance policy takes into account the clinical and practical direction of the university, namely, orientation to the current and future needs of the labour market. The policy applies to all clinical departments of the university. Information about the control of the Policy and its revision is not indicated in the document. (ESG G1.1) Experts also noted that the existing structure of the quality management service is not sufficiently developed. This may make it difficult to implement and

improve QMS processes in accordance with the ISO 9001-2015 standard.

8.5 Interaction with the health sector

The educational process, especially in the field of healthcare, is impossible without a clinical base, a university clinic, since it is necessary to create conditions for practice-oriented clinical training of medical personnel. The University attaches great importance to the quality of its clinical teaching facilities. Each clinical site with which the University cooperates has a state license from the Ministry of Education and Science of the Republic of Kazakhstan, guaranteeing their compliance with state standards and criteria. These bases also provide training programs that meet training standards, which ensures in-depth study of the specialty and practical training for students. The university cooperates with government agencies and applies strict quality standards to ensure a high level of training for students that meets the modern needs of medical practice.

Clinical activities are carried out at 46 clinical departments of the university, located at 83 clinical bases in Astana. Employees of clinical departments participate in clinic events. For example, when talking with teaching staff, experts are informed that department teachers conduct clinical discussions, clubs, and consultations.

NJSC “AMU” publishes and updates information on interaction with clinical sites on the official website of the University. Also on Instagram and Facebook, information about key interactions with clinical sites, including issues of training students, is periodically published.

Thus, according to standard 8 “Management and Administration”, the advantage of a university is that the university has defined management structures and functions, establishing the responsibilities of each of them; included in their composition academic departments teachers and students, as well as other interested parties: representatives of authorized bodies in the field of education and healthcare, the practical healthcare sector, and the medical community. The university has formed a management structure that has a high potential for effective development of the organization.

The NJSC “AMU” ensures transparency of the management system and decisions made which are published in bulletins, posted on the website, and included in protocols for review and execution. The university defines the responsibility of academic leadership in relation to the development and management of the educational process; the academic leadership is periodically evaluated regarding the achievement of its mission and the final results of training (speeches with the results of work at meetings of the advisory bodies of the university). The training budget is built in accordance with regulations. The allocation of resources necessary for the implementation of educational programs is carried out based on their needs with subsequent monitoring. The university financing system is based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets. NJSC “AMU” has constructive interaction with the healthcare sector, professional and public organizations and structures of authorized bodies in education and healthcare.

At the same time, it should be noted that the university needs to pay attention to the need for a modern budgeting system with distributed centres of financial responsibility based on project management, which will improve the economic efficiency of educational programs and schools. There is an insufficient level of functioning of the quality management system based on the ISO 9001-2015 standard and an insufficiently transparent labour protection management system of the NJSC “AMU”.

EEC conclusions based on the criteria. Comply with 21 standards: fully - 18, partially - 3, do not comply - 0

Recommendations for improvement:

1) To continue work on creating a modern budgeting system at the university with distributed centres of financial responsibility based on project management, which will improve the economic efficiency of educational programs and schools;

2) To create a structure and improve the processes of the quality management system based on the ISO 9001-2015 standard.

3) To bring the NJSC “AMU” labour safety management system into full compliance with regulatory requirements.

Standard 9: CONTINUOUS RENEWAL

The educational organization has demonstrated a regular review of all areas of its activities over the past 5 years, which was evidenced in the submitted documents of various management and regulatory bodies and structures. For example, there is increasing funding for the purchase of educational and methodological literature. Amount of funds allocated for the purchase of literature: in 2019. – 101.4 million tenge, in 2020 – 172.7 million tenge, in 2021 – 177.9 million tenge, in 2022. - 160.6, in 2023 books were purchased for 110, 404, 6191.17 million tenge.

The University conducts benchmarking, which made it possible to identify the University’s strategic partners. With more than 83 leading foreign universities and research centres, joint educational programs, joint scientific research, visiting professor programs and other events have been developed and launched.

Taking into account the new strategy and assigned tasks, changes were made to the organizational structure of the university and the staffing table of the university. Research institutes and competence centres have been created. Currently, management at the University is a regulated vertical structure, with designated job responsibilities, performance indicators and the level of responsibility of individual employees and their managers. To improve management efficiency and create a platform for a project-based and paperless university, structural units are combined into clusters.

The main indicators of financial and economic activity, monitoring of income receipts, distribution of the planned volume of receipts, execution of the planned budget are carried out in accordance with the University Development Plan, approved by the board of directors for a five-year period and the annual plan for public procurement of goods, works and services. The development plan is formed taking into account the requests of structural divisions and is considered at the Economic Council of the university.

The distribution of financial resources is carried out in accordance with approved plans, developed on the basis of a thorough analysis of areas of activity and structural divisions, as well as on the basis of limits, norms and standards, based on the need and availability of material resources in these areas.

The university's activities focus on integrating the results of scientific research and practical healthcare into the educational process, active implementation of clinical recommendations (protocols) in the teaching of clinical disciplines, and regular updating of the content of disciplines.

The formation and consistent continuous improvement of the University's policy is based on the analysis and identification of problems of previous experience, current activities and further development. Also, the university provides hours for elective components to adjust elements of the educational program, where the department implements electives taking into account the changing needs of students.

In accordance with the changing needs in medical education, the University is updating its equipment; a “Simulation Centre” has been opened, where practical skills of varying complexity are developed depending on the level of mastery.

Due to the University's entry into the League of Academic Integrity, exams are conducted transparently (proctored). In order to monitor previous experience, a targeted survey of teachers on the implementation of the educational program is carried out.

The NJSC “AMU” is actively implementing systematic work in such areas as monitoring the employment of university graduates, creating a database of vacancies, organizing job fairs, meetings, round tables and practical training at clinical sites in the supervised regions and other regions of Kazakhstan.

Thus, according to standard 9 “Continuous Renewal”, it should be noted that the university regularly initiates procedures for the regular review of all areas of its activities; revises the

organizational and staffing structure, updates the goals of the strategic plan, functions, taking into account changes in the needs of practical healthcare and pharmacy; new regulatory documents, changes in society; allocates resources for continuous renewal in all areas of its activities. The university applies modern methods and tools of project management to ensure the innovative development of the university.

Experts have found that the university's existing risk evaluation system is not effective enough. To date, a mechanism for identifying and recording adverse events (incidents) has not been introduced. The positive decision of the residency QAC dated 10/13/23 Protocol No. 3, which approved the list of adverse events and the procedure for their registration, was not disseminated at the university. Experts noted the insufficient level of the system for ensuring labour safety of department personnel and student training.

EEC conclusions based on the criteria. Comply out of 4 standards: completely - 3, partially - 1, do not comply - 0.

Recommendations for improvement:

1) To create a system for identifying and recording adverse events (incidents). To ensure that measures are taken to ensure the safety of personnel and the training of students in accordance with regulatory requirements.

Thus, during the external institutional evaluation, compliance with 95 accreditation standards was established, including 54 basic standards and 41 improvement standards. 16 improvement standards are partially met. No non-compliance with standards has been identified.

5.

Recommendations for improving the institutional activities of NJSC “Astana Medical University”:

Standard 1. Mission and outcomes

- 1) To raise awareness of a wide range of stakeholders and include representatives of practical healthcare and other external key stakeholders in the composition of participants in strategic sessions on developing and adjusting the mission, strategic vision and strategy of the university;
- 2) The content of the mission of NJSC “Astana Medical University” is recommended to reflect global goals in the field of ensuring the quality of educational activities and the continuous development of the organization, including the area of quality management;

Standard 3 Assessment of students.

- 3) To bring into compliance and ensure transparency the procedure for the current performance of students based on the requirements of the University's Academic Policy, in terms of the “Regulations on the rating system for evaluating the educational achievements of students,” with regular informing of students about formative assessment.
- 4) To bring attendance monitoring into line with the requirements of the university's Academic Policy and monitor absences for valid and unexcused reasons at the level of university departments and the registrar's office. To improve the quality of management of student attendance records based on the “Regulations on the rating system for evaluating students' educational achievements.”

Standard 4. Students

- 5) To ensure identification of students in order to maintain the image of the university (badge indicating full name, specialty, course of study, group number, as well as the university logo at presentations, etc.)
- 6) To increase the level of internal academic mobility of students

Standard 5. Academic Staff

- 7) To increase the awareness of teachers about the requirements of the University's Academic Policy, in terms of the "Regulations on the rating system for evaluating the educational achievements of students," in order to fulfil these requirements at the level of university departments and the registrar's office.

Standard 6. Educational resources

- 8) To update and conclude agreements with clinical sites in the current form.

Standard 7. Quality Assurance

- 9) To improve the quality of documentation management and improve the quality of records management at the university. To unify the range of cases at the theoretical and clinical departments of the university, taking into account their specifics.
- 10) To implement and develop a documentation quality management system. To standardize and identify documentation forms for educational, therapeutic, diagnostic, and scientific processes in structural divisions and departments.
- 11) To bring into conformity, taking into account continuity and consistency, the content of individual work plans of teachers, the annual plan and the annual report of the department.
- 12) To create a system for identifying and recording unwanted events (incidents). To disseminate everywhere the list of incidents approved by the Quality Assurance Committee of Residency Educational Programs dated October 13, 2023.

Standard 8. Management and Administration

- 13) To continue work on creating a modern budgeting system at the university with distributed centres of financial responsibility based on project management, which will improve the economic efficiency of educational programs and schools;
- 14) To create a structure and improve the processes of the quality management system based on the ISO 9001-2015 standard.
- 15) To bring the NJSC "AMU" labour safety management system into full compliance with regulatory requirements.

Standard 8. Continuous Renewal

- 16) To create a system for identifying and recording adverse events (incidents). To ensure that measures are taken to ensure the safety of personnel and the training of students in accordance with regulatory requirements.

6. Recommendation to the ECAQA Accreditation Council

Members of the EEC established compliance of NJSC "Astana Medical University" with the Standards of Institutional Accreditation of Medical Educational Organizations and came to a unanimous decision to recommend that the Accreditation Council to accredit the above-mentioned university for a period of 5 years.

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

Профиль качества и критерии внешней институциональной оценки
Медицинского университета Астана (обобщение)

Standard	Критерии оценки	Количество стандартов	Оценка			
			Базовые стандарты/ Стандарты улучшения	Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ	11/6	17	15	2	
2.	ОБРАЗОВАТЕЛЬНЫЕ ПРОГРАММЫ	6/8	14	14	-	
3.	ОЦЕНКА СТУДЕНТОВ	2/2	4	2	2	
4.	СТУДЕНТЫ	8/6	14	12	2	
5.	АКАДЕМИЧЕСКИЙ ШАТ/ПРЕПОДАВАТЕЛИ	2/3	5	4	1	
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	11/9	20	19	1	
7.	ОЦЕНКА ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ	6/6	12	8	4	
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	7/14	21	18	3	
9.	НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ	1/3	4	3	1	
	Итого:	54/57	111	95	16	
				111		

**Список документов, изученных членами ВЭЖ в рамках проведения внешней оценки
НАО «Медицинский университет Астана».**

№	Наименования документов	Количество
1.	Стратегия развития НАО «Медицинский университет Астана» на 2022-2026 годы	1
2.	Программа стратегической сессии «Стратегические ориентиры развития НАО «Медицинский университет Астана»	1
3.	Операционные планы НАО «Медицинский университет Астана» на 2022 год и на 2023 год	2
4.	Пакет проектных документов и презентаций по проведению стратегических сессий (список участников, разбивка участников стратегической сессии по малым группам, задания для работы малым группам, программа стратегической сессии)	9
5.	Политика в области интегрированной системы менеджмента НАО «Медицинский университет Астана»	1
6.	Структура управления вузом от 22.12.2023 протокол 12 заседания Совета Директоров	1
7.	Standard университета Анализ со стороны руководства,2011	1
8.	Кодекс корпоративной культуры и этики НАО «Медицинский университет Астана»,2012	1
9.	Положение «Этический кодекс обучающихся НАО «Медицинский университет Астана», 2019	1
10.	Академическая политика НАО «Медицинский университет Астана» от 08.10.2020 года	1
11.	Standard университета СУ-МУА-81-21 «Система внутреннего обеспечения качества»	1
12.	Информационная политика НАО «Медицинский университет Астана» от 29.12.2018 года	1
13.	Положение о Совете директоров некоммерческого акционерного общества «Медицинский университет Астаны от 08.07.2021 года	1
14.	Положение «Группа аудита качества образовательного процесса» от 22.12.2023 года	1
15.	Перечень образовательных программ НАО МУА	1
16.	Итоги государственных экзаменов выпускников	1
17.	Итоги государственной аттестации интернов	1
18.	Образовательные программы и контингент обучающихся	1
19.	Характеристика профессорско-преподавательского состава	1
20.	Научно-исследовательская и методическая деятельность	1
21.	Учебно-методическая продукция, утвержденная республиканским учебно-методическим объединением (РУМО) за 5 лет.	1
22.	Учебно-методическая продукция, утвержденная Комиссией по академической и научной работе сената (2019-2020гг), КОК Университета (2020-2022гг), Академическим советом (2022-2023гг), рекомендованная к утверждению Комитетом Ученого совета по академической деятельности за 5 лет.	5
23.	Характеристика материально-технической базы НАО МУА	1
24.	Сведения о студенческих общежитиях НАО МУА	1

25.	Отчет библиотеки	1
26.	Краткая характеристика информационных ресурсов	1
27.	Краткая характеристика социально-культурной базы	1
28.	Информация о сотрудничестве с зарубежными партнерами	1
29.	Сведения о трудоустройстве выпускников	1
30.	Сведения о финансировании и основных расходах на обучение	1
31.	Доходы по основным направлениям деятельности	1
32.	Результаты анкет обучающихся 1-7 курсы	1
33.	Льготы по оплате обучающимся	1
34.	Меморандумы о международном сотрудничестве	1
35.	Standard университета. Мониторинг обратной связи, 2024	1
36.	Standard университета. Образовательные программы: Разработка и обновление, 2021	1
37.	Standard университета. Планирование учебного процесса в НАО МУА.	1
38.	Положение о комитете по обеспечению качества образовательных программ.	1
39.	Положение «Методы оценки знаний в НАО МУА»	1
40.	Положение о проведении промежуточной и итоговой аттестации обучающихся в НАО МУА	1
41.	Анализ результатов анкеты по оценке работы преподавателя, 2023, доклад на Ученый совет.	1
42.	Каталог анкет, утвержден на заседании Академического совета, 2023	1
43.	Положение о предоставлении льгот по оплате за обучение в НАО МУА	1
44.	Приказ о назначении кураторов, за подписью проректора по академической работе от 28.11.2023	1
45.	О вступлении в ряды волонтеров РОО «Казахстанская Организация Медицинской Молодежи» студентов НАО МУА от 6 декабря 2023г.	1
46.	Выписка из заседания ученого совета НАО МУА от 30.06.2023 Об утверждении образовательных программ всех уровней на 2023-2024 учебный год	1
47.	Рабочая инструкция по разработке УМКД НАО МУА от 31.08.2023	1
48.	Силлабус по дисциплине акушерство и гинекология в работе ВОП от 29.08.2023, протокол №1. Специальность 6В10107 Общая медицина. Интернатура по направлению ОВП.	1
49.	Тематический план практических занятий по дисциплине акушерство и гинекология в работе ВОП, утвержденный 29.08.2023, протокол №1.	1
50.	Контрольно-измерительные средства по дисциплине акушерство и гинекология в работе ВОП, протокол обсуждения на кафедре 29.08.2023, протокол №1;	1
51.	Оценочный лист станции ОСКЭ «Сбор анамнеза и консультирование беременной»;	1
52.	Чек лист «Критерии оценки составления Плана лечения».	1
53.	Чек лист «Оценка коммуникативных навыков».	1
54.	Чек лист «Критерии оценки рефератов».	1
55.	В Платонусе представлена 682 группа по дисциплине акушерство и гинекология в работе ВОП.	1

56.	Силлабус дисциплины «Молекулярная биология и медицинская генетика» 6В10123 Медицина, утверждено на заседании кафедры 28.03.2023, протокол 3	1
57.	ИПП кафедры акушерства и гинекологии №1 Жумабаевой Э.М., утвержден деканом от 01.09.2020.	1
58.	Годовой план работы кафедры акушерства и гинекологии №1 на 2022-2023 г, утвержденный проректором по академической, клинической научной работе от 29.09.2022.	1
59.	Отчет об исполнении ключевых показателей деятельности кафедры за 2023г	1
60.	Операционный план работы кафедры на 2024 г., обсужден на заседании кафедры от 29.08.2024, протокол №1.	1
61.	Операционный план работы на 2023-2024 г. кафедры гистологии и цитологии	1
62.	В Платонусе электронный журнал 124 группы по специальности Общая медицина.	1
63.	Журнал контроля посещений студентами на 2023-2024 г на кафедре гистологии и цитологии.	1