

To the Accreditation Council of  
the Eurasian Centre for Accreditation and  
Quality Assurance in Education and Health Care  
June 20, 2024

**REPORT**  
**OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE**  
**EVALUATION OF THE BACHELOR'S DEGREE EDUCATIONAL PROGRAM**  
**6B10123 "MEDICINE" OF THE NJSC "ASTANA MEDICAL UNIVERSITY"**  
**FOR COMPLIANCE WITH THE ACCREDITATION STANDARDS FOR THE**  
**EDUCATIONAL PROGRAM OF BASIC MEDICAL EDUCATION**  
**(BACHELOR'S DEGREE) OF THE ECAQA**

**Period of external expert evaluation: 03.06-05.06.2024**

**Astana, 2024**

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## LIST OF DESIGNATIONS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Education and Health Care
EEC	External Expert Commission
WFME	World Federation for Medical Education
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
NJSC	Non-profit Joint-Stock Company
AMU	Astana Medical University
CIME	Continuous Integrated Medical Education
QAC	Quality Assurance Committee
LSI	Laws and Statutory Instruments
Academic Staff	Academic Staff
EP	Educational Program
GED	General Education Disciplines
BD	Basic Disciplines
MD	Major Disciplines
CIS	Control and Measuring Tools
CED	Catalog of Elective Disciplines
RWS	Students' Research Work
FSC	Final State Certification
SC	Simulation Center
RW	Research Work
EMCD	Educational and Methodological Complex of the Discipline

## 1. Composition of the External Expert Commission

In accordance with the order of the ECAQA No. 19 dated 21.05.2024, the External Expert Commission was formed to conduct an external evaluation in the period from 03 to 05 June 2024 within the framework of accreditation of the educational program 6B10123 "Medicine" of the NJSC "Astana Medical University" in the following composition:

No.	Status in the EEC	Full name	Regalia, position, place of work/place of study, year, specialty
1	Chairman	Bozhbanbaeva Nishangul Seitbekovna	Doctor of Medical Sciences, Head of the Department of Neonatology of the Not-Profit Joint-Stock Company "Kazakh National Medical University named after S.D. Asfendiyarov"
2	International expert	Trchunyan Karen Armenovich	PhD, DSc, Director of the Research Institute of Biology, Professor of the Department of Biochemistry, Microbiology and Biotechnology of Yerevan State University. "Academy" Prize (holistic) in the field of biology for young scientists.
3	Kazakhstani academic expert	Tukbekova Bibigul Toleubaevna	Doctor of Medical Sciences, Professor, Head of the Department of Paediatrics and Neonatology, NJSC "Medical University of Karaganda"
4	Kazakhstani academic expert	Sultanova Gulnar Dostanovna	Candidate of Medical Sciences, Dean of the Faculties of Dentistry, Pharmacy, Public Health and Nursing, NJSC "West Kazakhstan Medical University named after Marat Ospanov"
5	Kazakhstani academic expert	Trynkin Alexey Viktorovich	Candidate of Medical Sciences, Senior Lecturer of the Department of Surgical Diseases with a Course in Anaesthesiology and Resuscitation, NEI "Kazakh-Russian Medical University"
6	Kazakhstani academic expert	Ramazanova Manshuk Anerovna	Senior Lecturer of the Department of Public Health and Healthcare of NJSC "Kazakh National Medical University named after S.D. Asfendiyarov"
7	Expert-employer	Kulmaganbetov Serik Aueskhanovich	Director of the MSE "Polyclinics 4 of Karaganda" Healthcare Department of the Karaganda Region
8	Expert-student	Tauekelova Medina Korganbekovna	Intern in the specialty "General Medicine" NJSC "Medical University of Karaganda"

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

The EEC report includes a description of the results and the conclusion of the external evaluation of the educational program 6B10123 "Medicine" for compliance with the Accreditation Standards of the educational program of basic medical education (bachelor's degree) for medical educational organizations and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improvement of approaches and conditions for the implementation of the above-mentioned educational program and recommendations for the ECAQA Accreditation Council for accreditation.

## 2. General part of the final report

### 2.1 Presentation of the educational program 6B10123 "Medicine" of the NJSC "Astana

#### Medical University"

Name of the organization, legal form of ownership, BIN	"Astana Medicine University" is a commercial and shareholder company
Management body	Ministry of Health of the Republic of Kazakhstan
Full name of the first director	Nadyrov Kamalzhan Talgatovich
Date of establishment	06/30/2023
Location and contact details	Republic of Kazakhstan, 010000, Astana, Beibitshilik St., 49A Phone: +7(7172)539424 E-mail: <a href="mailto:rektorat@amu.kz">rektorat@amu.kz</a> Official website: <a href="https://amu.edu.kz/">https://amu.edu.kz/</a>
State license for educational activities in the bachelor's degree (date, number)	01/31/2009 No. 0064050, series AB
Year of commencement of the accredited educational program	2023
Duration of study	6 years
Total number of graduates since the beginning of the EP	The continuous integrated medical education (CIME) program was implemented in 2024 in accordance with the Code on Health and Healthcare of the People of the Republic of Kazakhstan. Admission of students is scheduled for August 2024.
Number of students in the EP since the beginning of the current year	Bachelors - 1st year - 853, 2nd year - 993 Interns - no
Employment	There were no graduations
Full-time teachers/ Part-time workers involved in the	Total teachers 640, including 585 full-time, 55 part-time. Sedateness is 42.3%.

implementation of the EP, incl. % of sedateness	
Website	<a href="https://amu.edu.kz/">https://amu.edu.kz/</a>
Instagram	<a href="https://www.instagram.com/amu_mua_official/?igsh=MWR4NTNuY2NqdTg1Zg%3D%3D">https://www.instagram.com/amu_mua_official/?igsh=MWR4NTNuY2NqdTg1Zg%3D%3D</a>
Facebook with active pages	<a href="https://www.facebook.com/photo.php?fbid=362692869190861&amp;set=a.362692829190865&amp;type=3">https://www.facebook.com/photo.php?fbid=362692869190861&amp;set=a.362692829190865&amp;type=3</a>

## 2.2 Information on previous accreditation

Until now, accreditation of the educational program 6B10123 "Medicine" of continuous integrated medical education has not been carried out.

## 2.3 Brief characteristics of the self-assessment report of the educational program 6B10123 "Medicine" of the NJSC "Astana Medical University" and conclusions on completion

The self-assessment report of the educational program 6B10123 "Medicine" (hereinafter referred to as the report) is presented on 263 pages of the main text, annexes on 69 pages, copies or electronic versions of 200 documents located at the link <https://drive.google.com/drive/folders/1L4zk6LDYG4iEzZFwwkHSRFB66-2y1A0J?hl=ru>.

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 conducting self-assessment of the educational program, which were provided to the educational organization by the accreditation centre - ECAQA, as well as internal unity of information. The report is accompanied by a cover letter signed by the head - Koikov Vitaly Viktorovich, Doctor of Medical Sciences, Vice-Rector for Research at NJSC "AMU", which confirms the reliability of the quantitative information and data included in the self-assessment report.

The report contains a list of 115 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting self-assessment of the educational program - Sariyeva Ainur Anuarovna, Dean of the School of Medicine. Self-assessment of the educational program 6B10123 "Medicine" of the NJSC "Astana Medical University" was carried out on the basis of order No. 389-n/k dated 04/23/2024 "On the self-assessment of the educational program of continuous integrated medical education 6B10123 Medicine".

All sections of the report present the real practice of NJSC "Astana Medical University" in training bachelors in the specialty 6B10123 "Medicine" taking into account the start of admission of students in 2023, substantiated data, examples of the implementation of the objectives of the educational program, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is quite complete and updated in terms of the number of students, teachers, administration, information on selection and admission, training results, knowledge and skills assessment results, the material and technical base of the university and clinical sites, contractual obligations with partners (universities, associations, bases), financial information, development and improvement plans, etc.

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

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

## 3. Description of the external expert evaluation

The external expert work within the framework of the evaluation of the educational program 6B10123 "Medicine" was organized in accordance with the Guidelines for the external evaluation of educational organizations and educational programs of the ECAQA and according to the program approved in 2024 by the General Director of the ECAQA Sarsenbaeva S.S. and agreed with the Vice-Rector of the NJSC "AMU" Koikov V.V. Date of the visit to the organization: June 03-05, 2024.

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

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

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

- interviews with management and administrative staff - 19 people in total;
- interviews with students, 95 people in total, including 32 students of the educational program 6B10123 "Medicine", there were no foreign students during the interviews - <https://amu.edu.kz/>
- interviews with 80 employees, including 61 teachers, including 10 people - teachers of the School of Medicine;
- questionnaires of 200 teachers and 200 students;
- observation of student learning process: there were no students studying at the time of the visit;
- review of resources in the context of fulfilling accreditation standards: 1 clinical engagement base was visited, including the Central Hospital with a polyclinic of the Ministry of Internal Affairs of the Republic of Kazakhstan, where training is conducted under the 8th educational program with the participation of 15 full-time teachers and 6 part-time employees of the Department of Internal Medicine with a geriatrics course;
- study of educational and methodological documents in the amount of 60 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 staff of the accredited organization ensured the presence of all persons specified in the visit program and in the lists of interview sites and conversations (Table 1).

**Table 1 - Information on the number and category of participants in meetings, interviews, conversations with members of the EEC (the full list is in Annex 4)**

<b>№</b>	<b>Full name</b>	<b>Position</b>
1.	Koikov Vitaly Viktorovich	Vice-Rector for Research
2.	Zhunusova Aigul Bitimbaevna	Vice-Rector for Academic Affairs
3.	Gazalieva Meruert Arystanovna	Vice-Rector for Clinical Affairs
4.	Maradzhapov Bakhtier Irkinovich	Financial Director
5.	Ties Ardak Siezbekovich	Managing Director
6.	Kulzhanova Sholpan Adylgazyevna	Chairman of the Quality Assurance Committee of the EP "6B10123 Medicine"
7.	Dosanova Asem Kalelovna	Head of the Centre for Planning and Development of Academic Affairs
8.	Sarieva Ainur Anuarovna	Dean of the School of Medicine
9.	Zhilkibaeva Karlygash Tulegenovna	Head of the Admissions Committee
10.	Makhanbaeva Nurgul Nurlanovna	Executive Director
11.	Bekova Maral Zhanatovna	Head of the HR Department
12.	Mukhamedyarova Aigerim Bauyrzhanovna	Head of the Centre for Transfer of Educational Technologies
13.	Saurbaeva Gauhar Kayratovna	Head of the Simulation Centre
14.	Tleshova Nurgul Serikovna	Head of the Office Registrar
15.	Yesirkepova Gulmira Zharylkapkyzy	Director of the Library
16.	Khusainova Sholpan Kabykenovna	Head of the Museum
17.	Smagulova Aliya Kurmanbekovna	Head of the Department of Internal Medicine

		with a Course in Geriatrics
18.	Kikimbaeva Aisulu Atykenovna	Head of the Department of Histology and Cytology
19.	Saydangazin Dias Dauletbekovich	Vice-Rector for Social and Educational Affairs
20.	Karshalova Zarina Baurzhanovna	Student and Staff Service Centre
21.	Shaimerdenova Zauresh Nakypovna	Dormitory Employee
22.	Nazhimov Shakhrukh Makhammadovich	Acting Head of the Educational Process Quality Audit Group
23.	Mukashev Aslan Dauletkhanovich	Head of the IT Infrastructure and Information Systems Administration Department
24.	Zhenis Asyगत Amankeldiuly	Acting Head of the Information and Analytical Centre
25.	Asylaeva Kadisha Kuspekovna	Employee of the Quality Assurance Centre
26.	Kasenova Saltanat Sapargeldievna	Employee of the International Cooperation Centre
27.	Students of "General Medicine"	32
28.	Employers - representatives of practical health care	15

On the last day of the visit to the organization, a meeting of the EEC members was held on the results of the external evaluation. A final discussion of the results of the external evaluation of the educational program, examination of documents, interview results, and questionnaires was held. The EEC members began drafting the final report of the EEC. Generalizations of the external evaluation results were made. The experts individually filled out the "Quality Profile and Criteria for External Evaluation of the Educational Program 6B10123 "Medicine" for compliance with the ECAQA Accreditation Standards. The EEC members did not make any comments. Recommendations for improving the educational program were discussed and the chairperson of the ECAQA Accreditation Council, Bozhbanbaeva N.S., held a final open vote on the recommendations for the ECAQA Accreditation Council.

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

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

*According to 55.5% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of the accredited educational organization.*

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

#### **4. Analysis of compliance with accreditation standards based on the results of the external evaluation of the educational program 6B10123 "Medicine".**

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

#### **1.1 Mission statement**

During the implementation of the events of the visit program, following the interviews with the members of the Board of Directors of NJSC "Astana Medical University", interviews with students and teachers, compliance with the criteria of **Standard 1** was established. Participants in the educational process are familiar with the mission of the educational program and took part in formulating the mission. At the same time, the mission was communicated to potential students through the website, social networks; information letters were sent to medical organizations. The strategic plan of the organization for the period 2022-2026 was reviewed, including such areas as training competitive and professionally



competent healthcare specialists in sought-after specialties and specializations, transformation into a research university and its development as a leading centre for translating new knowledge and innovations into practice and healthcare policy, development of the university as an integrated medical centre operating on the basis of the trinity of education, science and practice, which confirms the fulfilment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with students it was established that before classes teachers inform them about the mission of the educational program, plans of work of NJSC "AMU", and also indicate sources for obtaining the necessary information about the educational program, teachers, training bases.

During the visit to the departments, the experts noted the strengths of NJSC "AMU" in relation to the accredited educational program, including: developed partnerships with practical healthcare organizations demonstrate the integration of theoretical training with practical training and joint responsibility in the training of medical personnel; participation of the university in international scientific projects, exchange programs and internships of employees indicate the desire to achieve its mission and goal; the system of support for students and the development of creative learning abilities is one of the important strategic directions of the university development.

In NJSC "AMU" there are departments that are directly related to the educational program 6B10123 "Medicine", which can be noted as the best practice in education, namely, the School of Medicine, the Committee for Quality Assurance of the EP, the centre for the transfer of educational technologies. This conclusion was made because these units demonstrated the conditions for starting the implementation of the EP in achieving the final results.

The results of the documentation study allowed us to conclude that the mission of NJSC "AMU" and the mission of the educational program 6B10123 "Medicine" reflect the activities of the university aimed at training sought-after and professionally trained specialists in the field of medicine, including the scientific aspect of training, and the educational process is built in accordance with the State Compulsory Educational Standard and current LSI in healthcare. At the same time, during meetings with students and faculty, experts identified a number of problems, including the current situation related to the implementation of the CIME programs and the lack of clarity in understanding the mission of the program in terms of the scientific component. The experts also identified the need to compile a list of relevant areas for providing students with master's project topics by teachers participating in the implementation of EP 6B10123 "Medicine".

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

During the visit, the University Standard "Educational Programs: Development and Updates", SU-AMU-15-22 dated August 25, 2023, was studied, which defines the relationship between goals and learning outcomes. During interviews with the participation of teachers and administrative staff, an understanding of the mission of the EP was demonstrated, and students noted the importance of forming the values and relationships necessary for a future doctor. During a meeting with the Dean of the School of Medicine, the Vice-Rector for Academic Affairs, and employees of the Centre for the Development of Academic Affairs, information was received about joint participation in defining the mission of EP 6B10123 "Medicine".

At the same time, while talking with students and employers, experts, no clear answer was received to the question "Do you participate in formulating the mission and goals of the organization, educational program?", "What is the personal contribution of students to improving the educational program?" Students answered these questions by saying that they have the opportunity to make suggestions for improving the educational program, and, as it is implemented, they provide them at the stage of studying specialized disciplines and employers responded as follows: "Interaction with department teachers contributes to an optimal environment for forming proposals in the EP. Students began to study the program in 2023, its mission and goals were discussed with us, practicing doctors."

### **1.2 Institutional autonomy and academic freedom**

During the external evaluation, the autonomy of the choice of mission 6B10123 "Medicine" was demonstrated, which is reflected in the university standard "Development of educational programs" (SU-AMU-15-22). This document contains requirements for the organization, development, formulation and approval of educational programs. At the same time, the needs of the regional labour market and the demand for specialists in the therapeutic profile are taken into account. One of the mechanisms for formulating the mission is to receive feedback from employers, Academic staff, which was confirmed

during the interview. This was also confirmed during a visit to clinical sites, the choice of which was made independently by the specialized departments, agreed with the Centre for Practice and Clinical Activities of the NJSC "AMU" as multidisciplinary clinics, allowing for clinical training in various specialty profiles. Academic counselling of students in the choice of teachers and tutors is carried out by specialists of the School of Medicine, which contributes to the formation of a training trajectory in the specialty, and subsequently, the choice of elective disciplines in the specialty profile.

To verify **Standard 1**, a meeting was held with members of the Board of the NJSC "AMU". During the conversation, the experts asked the following questions: what is the vision of the implementation of the EP in the context of the scientific component, what is the resource provision of the EP, does the mission of the university and EP 6B10123 "Medicine" meet the needs of practical healthcare in the regional aspect. During the answers, confirmation was received that the NJSC "AMU" has created the necessary conditions for the implementation of the 6B10123 "Medicine" program.

*While conducting a survey of 139 students (on the resource <https://webanketa.com/>), out of 22 questions, a number were devoted to the quality of the educational process and the educational program. It was found that 52% of students would recommend studying in this educational organization to their acquaintances, friends, relatives. And 44.5% of respondents believe that the heads of the educational program and teachers are aware of the problems of students related to training. To the question "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?", 65% of students answered positively, 4.5% are not sure about this, 17.5% could not yet answer this question and 10% would like to believe it.*

*The 200 teachers surveyed (21 questions in the questionnaire) also responded that 60.5% are satisfied with the organization of work and the workplace in this educational organization, and 29% partially agree with this statement. The experts determined that the organization has a healthy microclimate, since the manager is quite accessible to students and employees, responds promptly to requests and questions regarding the educational process. In the questionnaire, 74% of teachers are satisfied with the microclimate of the organization, and 19.5% are partially satisfied. According to 65% of the surveyed teachers, in the educational organization, a teacher has the opportunity to realize himself as a professional in his specialty. For your information, a total of 200 people responded, while teaching experience is up to 5 years - 21.5%, up to 10 years - 17.5%, over 10 years - 61%.*

**Conclusions of the EEC by criteria.** Compliant with 8 standards: fully - 7, partially -1, do not comply - 0.

**Recommendations for improvement:**

1) The head of the educational program should increase the level of awareness of teachers about the mission, goals and final learning outcomes of the program 6B10123 "Medicine".

## **Standard 2: EDUCATIONAL PROGRAMME**

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

The final learning outcomes of the EP CIME 6B10123 "Medicine" were developed on the basis of the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan "On approval of state compulsory standards of higher and postgraduate education" dated July 20, 2022 No. 2 and the Order of the Minister of Health of the Republic of Kazakhstan "On approval of state compulsory standards for levels of education in the field of health care" dated July 4, 2022 No RK MOH-63. The learning outcomes (as well as the EP itself) were discussed at the QAC and the Academic Council, approved by the Academic Council on June 30, 2023.

The graduate's competencies and final learning outcomes are presented in the educational program 6B10123 "Medicine" and the syllabi of disciplines/modules. The most common diseases and conditions subject to diagnosis and treatment are reflected in the competencies and learning outcomes.

The learning outcomes include knowledge, skills and competencies and are defined both for the educational program as a whole and for its individual modules, disciplines or assignments. For example, section 2.2 of EP 6B10123 "Medicine" reflects the learning outcomes that are reflected in the syllabi of the disciplines.

During a visit to the Department of Histology and Cytology, the Department of Internal Medicine with a course in geriatrics, experts studied the syllabi of the disciplines, which present the final learning

outcomes of the discipline. While interviewing students, they stated that they were familiar with the final outcomes of the specialty training, which are reflected in the educational program posted on the website of NJSC "AMU" in the section "Educational programs", and the learning outcomes for the disciplines are defined in syllabuses. The syllabuses are freely available in the information system, with which students are familiarized before the beginning of the discipline, and teachers also inform students about the final learning outcomes before the beginning of the discipline.

Experts have established a clear continuity between the final outcomes of students' previous training (prerequisites) and bachelor's degree training, and subsequent continuous professional development programs. Thus, students are fully informed about the educational program.

*During the survey of teachers, 40% of teachers answered that they are fully satisfied with the level of students' previous training, and 42.5% are partially satisfied.*

*58% of the respondent teachers believe that students of this educational organization have a high level of knowledge and practical skills after completing the training program, and 34% partially agree with this statement.*

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

To implement the educational program in the specialty 6B10123 "Medicine", the organization's documents contain teaching and methodological documents that define the goal, take into account the integration of practical and theoretical components, and independent work. Compliance with the State Compulsory Educational Standard and standard requirements has been established. During the visit, there were no departments studying in the disciplines of the EP. The organization ensures compliance with ethical aspects in the implementation of the educational program, since the experts have studied the Ethical Code of Students of NJSC "AMU", approved by the decision of the University Board dated December 26, 2019, Protocol No. 28, the Code of Academic Integrity, approved on October 8, 2020, and during the interview, students responded that they were informed about the content of this document.

The analysis of educational activities showed that the scientific basis and all scientific achievements in the relevant disciplines are taken into account, additions are made to the bibliography of the teaching and methodological complex and syllabuses, and teachers use them in the classroom.

The procedure for informing students about their rights and responsibilities is reflected in the Academic Policy of NJSC "AMU" (08.12.2023).

This indicates compliance with standard 2 in terms of adapting training to the needs of students. The organization also has an anti-plagiarism system, which reflects the principles of quality and academic integrity, which are described in the document "Regulations on the use of an automated system for detecting plagiarism and checking tests for borrowing" (22.08.2023).

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

There are documents containing requirements for the structure and content of educational programs, including the University Standard "Educational program: development and update" dated 31.08.2023. The Centre for Transfer of Educational Technologies is responsible for the selection and implementation of innovations in the educational process.

The content of the work programs and the catalogue of elective disciplines reflect the needs of the healthcare system, including infection prevention and control, communication skills in the professional activities of a doctor, immunology and issues of vaccination in the amount of 5 credits, as well as the specifics of R&D and scientific achievements of teachers. These include the following: "artificial intelligence in medicine", "machine learning in medicine".

For the successful implementation of the educational program in the specialty 6B10123 "Medicine", the organization has resources to organize the assessment of students' practical skills in the Simulation Centre. However, there are difficulties in planning, developing and approving educational programs in terms of the scientific component.

*Teachers provide students with methodological and didactic materials, additional literature to prepare for classes, in which 59% of students are completely satisfied, 28.5% are partially satisfied, 5% are not satisfied.*

*The organization does not have its own clinical base, in this regard; the University has concluded 85 contracts with medical organizations.*

*To the question of the questionnaire "Is there sufficient time for practical training (patient supervision, etc.)", 46.5% of students answered with full agreement, 17.5% - partially agree, 11% -*

*disagree. At the same time, 54.5% of students claim that after the end of classes, the teacher provides feedback (listens to your opinion, conducts a mini-questionnaire, works on mistakes).*

*At the same time, to the question "Do student representatives participate in the development of educational programs?", the experts received the following answer: 46% of students answered that program managers and teachers constantly involve students in the composition of advisory bodies.*

Program 6B10123 "Medicine" is a program of continuous integrated medical education, where the bachelor's degree, internship and specialized master's degree are integrated. To develop the educational program, a working group was created by order of the rector (order No. 231-n / k dated 02.05.2023), at the meetings of which problematic issues of development were discussed. Educational program 6B10123 "Medicine" was approved by the Academic Council of NJSC "AMU" (minutes No. 7 dated 30.06.2023). Disciplines and modules are interdisciplinary. The content of the educational program fully complies with the State Compulsory Educational Standard of the Republic of Kazakhstan. Disciplines are presented in three cycles: general education disciplines, basic disciplines, and specialized disciplines. The volume of the educational program cycle is 56 academic credits. Of these, 51 academic credits are allocated for the disciplines of the compulsory component. The educational program cycle contains a university component represented by 5 credits aimed at the formation of key competencies. Disciplines of the cycle of general education disciplines of the compulsory component ("Modern History of Kazakhstan", "Philosophy", "Kazakh (Russian) Language", "Foreign Language", "Information and Communication Technologies (in English)", "Physical Education", "Module of Social and Political Knowledge (Political Science, Sociology, Cultural Studies, Psychology)" and an optional component.

The BD cycle includes the study of biomedical academic disciplines of the university component and the optional component, as well as completing educational practice. However, the volume of educational practice in the 1st year is only 1 credit, which is insufficient to master the learning outcomes.

The MD cycle includes academic disciplines (university component and elective component) and professional practice. MDs are aimed at developing professional competencies. However, the volume of industrial practice also needs to be increased to 2 credits.

To update the EP, the rector's order was issued to create focus programs (order No. 15-n / k dated 04/11/2024). The catalogue of elective disciplines is being developed in addition to the working curriculum of the EP. For the 2024-2025 academic year, a catalogue of elective disciplines has been formed, new disciplines have appeared that are focused on market needs, are professionally attractive and meet the requirements of employers ("Artificial Intelligence in Medicine", "Machine Learning in Medicine", "Immunology and Vaccine Prevention").

62.5% of the surveyed students are completely satisfied with the schedule of classes (they are completely satisfied with the schedule of classes in the disciplines of the educational program).

However, interviews with students and the schedule revealed that there are no lectures on basic disciplines. According to students, they need lectures to better master the learning outcomes.

## **2.4 Basic Biomedical Sciences**

According to the specifics of the specialty and the Working Curricula compiled on its basis, the educational program includes biomedical sciences: anatomy, physiology, pathological anatomy, pathological physiology, pharmacology, which are integrated with clinical disciplines at various stages of the educational program.

As a result of studying the disciplines of the BD cycle, the graduate must know the main sections of anatomy, physiology, general pathology, the basics of pharmacology, and also have the basic knowledge necessary for studying professional disciplines.

Upon completion of the BD disciplines, the graduate must have basic knowledge of natural science disciplines that contribute to the formation of a highly educated individual with a broad outlook and culture of thinking, be able to formulate and practically solve clinical problems, use information technology in the field of professional activity, teach in educational institutions, successfully carry out research and production activities, possess the skills to acquire new knowledge necessary for everyday professional activity.

## **2.5 Clinical Sciences**

This area of study includes the knowledge and professional skills necessary for diagnostics, treatment and care of patients. Disciplines that form and develop clinical skills in students are a

mandatory component of basic disciplines. Students acquire skills in working in a clinic, directly delving into the patient's problems, the essence of the work of doctors at all levels of the health care system. At NJSC "AMU", the clinical skills and abilities that a graduate must master are standardized, distributed across courses in accordance with the principle from simple to complex, and consolidated between disciplines, which allow avoiding duplication and achieving progress in mastering clinical skills.

The principle of early acquaintance of students with the clinic is implemented during training, practical classes on this subject are held in medical institutions, students master approaches to patients, undergo educational and industrial practice outside of school hours.

During the following courses, universal clinical skills are mastered for examining patients of therapeutic and surgical directions, taking into account age characteristics. Mastering these skills occurs at the level of knowledge and understanding by students of the place of clinical work, clinical thinking in the organization of medical care. This task is solved in the course of training in the disciplines of "propaedeutic of internal diseases" by considering issues of clinical practice in the context of professional ethics.

## **2.6 Scientific Method**

The scientific method is achieved by introducing mandatory elements of scientific research into the educational process, such as term papers and theses, projects, dissertations, scientific seminars and conferences. The use of modern information and communication technologies allows for the unification of educational and scientific processes at the university, where scientific activity becomes an integral part of each student's education. This leads to an increase in the quality of education. The connection between scientific and educational activities of the university is reflected in educational programs and corresponds to the mission and goals of the university. Graduates must use scientific achievements and modern technologies in their professional activities for continuous professional development.

The integration of the results of the university's research work into educational programs ensures a modern level of education with an emphasis on scientific and methodological aspects, students' interest in the educational process and their readiness to apply knowledge in their future careers. It also allows young people to get acquainted with forms of scientific activity, such as project-research work, participation in scientific conferences, competitions and publications. Students are actively involved in scientific and technical projects and research, and also participate in student scientific circles, which provide them with additional opportunities for learning and developing their scientific interests.

However, due to the fact that 6B10123 "Medicine" is a continuous integrated medical education program that integrates bachelor's degree, internship and specialized master's degree, it is necessary to begin work on the formation of a bank of master's project topics.

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

This area includes the study of the influence of the local context, cultural characteristics and social interactions on health and medical practice. Students gain knowledge of the social and psychological aspects of health and illness, and are trained in ethics, professional practice, and intercultural interaction. Behavioural and social sciences help students understand the broad context of medical practice and develop skills in working with diverse patients and communities.

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

While conducting academic classes, teachers introduce various innovative teaching methods and technologies, such as: cases, online lectures, business games, trainings, seminars-discussions, problem conferences, debates, round tables, work in small search groups, solving problem tasks, critical thinking methods, the basics of psych diagnostics, "immersion in the problem", etc. The use of active methods by teachers in the university learning process helps to overcome stereotypes in learning, develop new approaches to professional situations, and develop students' creative abilities. The following active teaching and learning methods have been implemented at the university: PBL (problem-based learning), CBL (case-based learning), TBL (team-based learning), inter-professional/interdisciplinary learning, project-based method, integrated learning, simulation learning. All teaching and learning methods are aimed at increasing the independent role of students in acquiring knowledge and skills, as well as developing their objective self-assessment.

Examples of innovative teaching methods in the educational programs of NJSC "AMU" are the following methods: methods of analysing specific situations (case method, problem solving method),

problem-based learning methods (round table technique), game forms and teaching methods (role-playing games, business games and others), critical thinking development method (brainstorming, essay writing). From the first year, students participate in classes using the PBL, TBL, RBL, etc. methods. Classes using the problem-based learning method - PBL, when students, under the guidance of a tutor, independently analyse a case describing a specific patient, actively solve problems associated with this case, help them develop active learning skills that contribute to continuous self-education in the future, the ability to effectively solve problems, and teamwork skills. In order to implement the PBL method in the educational process, the Academic staff of the departments of fundamental disciplines develops cases in accordance with the content of the disciplines, with subsequent execution of implementation acts. The research-based teaching method - RBL for junior students helps them develop researcher skills, the ability to work with scientific literature, critically analyse information and the results of their own research, the ability to clearly and distinctly formulate hypotheses and conclusions, and academic writing skills. Practical and laboratory classes, bedside teaching, clinical teaching with a real patient, clinical skills training in a simulation centre, training in primary health care settings, and teaching using web technologies are conducted.

*However, when visiting departments and talking to students within the modules, integrated cases have not been developed and there is no documentary support in the syllabi.*

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

The management of the educational process, reflected in the self-assessment report (**Standard 2**) and general approaches to management were confirmed during a visit to the Department of the Centre for Planning and Development of Academic Affairs, a conversation with the head and employees.

The experts got acquainted with the work of the departments, including the office registrar, a total of 4 meetings were held and during a cross-interview it was established that the management of the EP meets the requirements of the standard. At the same time, the office registrar employees noted the risks of untimely filling out of journals during the session.

During a conversation with students, the experts saw that the organization promotes the development of practical competencies of students, including on simulation equipment. At the same time, students deepen their theoretical knowledge, develop communication skills.

To develop the EP, a working group was created by order of the rector (order No. 231-n / k dated 02.05.2023), at the meetings of which problematic issues of development were discussed. The educational program 6B10123 "Medicine" was approved by the Academic Council of NJSC "AMU" (minutes No. 7 dated 30.06.2023). To update the EP, the rector's order was issued to create focus programs (order No. 15-n / k dated 11.04.2024). The catalogue of elective disciplines is being developed in addition to the working curriculum of the EP. For the 2024-2025 academic year, a catalogue of elective disciplines has been formed, new disciplines have appeared that are focused on market needs, are professionally attractive and meet the requirements of employers ("Artificial Intelligence in Medicine", "Machine Learning in Medicine", "Immunology and Vaccine Prevention"). During the visit, the experts got acquainted directly with the developed and approved CED for EP 6B10123 "Medicine" for the 2024-2025 academic year, with the minutes of the meetings of the QAC EP 6B10123 "Medicine", where a round table was held with employers, with the participation of the Academic staff of basic and specialized disciplines and other interested parties.

*However, we believe that a collegial advisory body should be organized to develop and implement the educational program "Medicine" with the participation of all interested parties.*

## **2.10 Relationship with medical practice and the healthcare system**

The training of students in the specialty 6B10123 "Medicine" is aimed at meeting the needs of practical healthcare, since the analysis revealed a shortage of internal medicine specialists. Therefore, this organization is specialized in the field of internal medicine, and provides a lot of opportunities and conditions for qualified training of specialists in this area. Thus, during a conversation with the management of the organization, experts received information about the existence of contracts with clinics in the training profile, including with industrial practice bases, and teachers confirmed that students are trained directly in the clinical departments of the therapeutic profile. Students of this specialty can supervise patients with diseases such as cardiac arrhythmia, diabetes, gastric ulcer and others.

*Of the 200 students surveyed, 47% answered that teachers use active and interactive teaching methods in classes quite often, 25.5% believe that rarely or sometimes.*

During a visit to the educational organization, the experts were presented with acts of implementation of new teaching methods.

**Conclusions of the EEC by criteria.** Out of 36 standards, 31 are fully compliant, 5 are partially compliant, 0 are not compliant.

**Recommendations for improvement:**

1) The university management should ensure that the working curricula correspond to the students' class schedule (for conducting lectures).

2) The university management should provide for the creation of a collegial advisory body for the development and implementation of the educational program with the participation of all interested parties.

3) The head of the educational program 6B10123 "Medicine" should begin work on the formation of a bank of topics for master's projects.

4) The head of the educational program 6B10123 "Medicine" and the Centre for Planning and Development of Academic Affairs should increase the number of credits for industrial practice by at least 2 credits.

5) The head of the educational program 6B10123 "Medicine" should ensure the development of integrated cases within the modules and documentary support in syllabuses.

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

#### **3.1 Assessment policy and system**

The academic policy of the University reflects the assessment policy, assessment methods, procedures for conducting midterm and end-of-course assessment, criteria for passing exams, appeal procedure, number of retakes and conditions for retaking exams (Academic Policy of NJSC "AMU" P-AMU-17-23; No. 35 dated 08.12.2023). The methods of monitoring and assessing students' knowledge are set out in the document "Regulations on the current monitoring of academic performance, midterm and end-of-course assessment of students" PL-AMU-13-21, approved by the decision of the Board of NJSC "AMU" No. 1 dated 20.01.2021, the forms for conducting final control are updated annually.

Assessment is carried out for all key learning outcomes through midterm, intermediate and end-of-course assessment in relation to the modules of the curriculum of the educational program. The study of control and measuring tools (test questions, situational tasks) showed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of students' academic achievements. During the conversation, the students talked about the forms of assessment, for example, formative and summative assessment, and that they are satisfied with everything. Students also receive regular feedback from teachers.

The system of appealing the assessment results is reflected in the document "Academic Policy of NJSC "AMU" P-AMU-17-23; No. 35 dated 08.12.2023".

To verify the **Standard 3** data, the experts asked questions to the Vice-Rector for Academic Affairs. The Vice-Rector noted that the university's academic policy is regularly reviewed, and it is planned to be updated in September 2025. The point of improvement is ensuring the validity of the tests.

During a visit to the Department of Internal Medicine with a geriatrics course, documents and methods for assessing students were checked. There are test assignments for 2nd year students of the educational program - 6B10123 "Medicine" for the module "Fundamentals of Pathology of the Genitourinary System" for the discipline "Propaedeutic of Internal Diseases - 6" in the amount of 120 questions, of which: questions of level 1 - 60 (50%), level 2 - 48 (40%), level 3 - 12 (10%), which are compiled in accordance with the requirements and approved at a meeting of the Department of Internal Diseases with a course in geriatrics (minutes No. 5 dated December 6, 2023). The control and measuring tools are reviewed by the assistant of the Department of Internal Diseases with courses in gastroenterology, endocrinology and pulmonology, PhD Biktashev D.B., who is a testologist. During a visit to the Department of Histology and the Department of Internal Medicine with a course in geriatrics and an interview with the Dean of the School of Medicine Sarieva A.A. and the faculty of the departments, Chairman of the QAC EP 6B10123 "Medicine" Kulzhanova Sh.A., the commission was

convinced that there is a documentation system that is transparent and accessible to all teachers, and includes such documents as annual operational plans, annual reports, department regulations, agreements with teachers and students, and educational and methodological documentation (work program, working curricula, syllabi, journals), assessment tools (checklists, statements), certificates, evidences, acts of implementation of new educational technologies. The students are informed about the criteria used for their assessment in various ways: the website of the university, departments, the AIS "Platonus", through the School, information stands, etc. A review of the website showed that its pages contain the documents necessary for students on the assessment criteria, such as the "Academic Policy of NJSC "AMU", "Regulations on the current monitoring of academic performance, midterm and end-of-course assessment of students" and other regulatory documents, as well as syllabuses, and there is information on the schedule of classes and exams, which is regularly updated. This information was obtained during an interview with the Head of the Centre for Planning and Development of Academic Affairs Dosanova A.K. She noted that additions and updates to the AIS are planned to be made annually.

While interviewing teachers and students, the information was confirmed that teachers in the departments support students and provide consultations for underachieving students after school hours. As a feedback, surveys of students are systematically conducted to determine the quality of teaching of teachers. The results of the surveys are analysed by the quality audit group of the educational process and are presented to the Dean of the School, discussed at the Academic and Scientific Councils.

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

The teacher posts grades for the student's midterm and end-of-course assessments in the electronic journal in accordance with the working instructions "On maintaining an electronic journal of academic performance" WI-AMU-59-22, approved by the Vice-Rector for Academic Affairs on March 31, 2022. After completing the exam in each discipline, the student is given a final grade. The examination report, summary report is generated in the AIS "Platonus" in the "Progress Journal" module, which is controlled by the office registrar. During a visit to the office registrar and a conversation with the head of the Office Registrar Tleshova N.S. and employees, information was received that the general policy for assessing a student, including the timing of the assessment, assessment criteria, methods and forms of implementation are reflected in the Academic Policy, syllabi of each discipline. *She also noted that current control is approved at a department meeting and is not the same for all students.* The Registrar's Office is responsible for recording and accumulating the number of credits for all students throughout the entire period of study. The results of student assessment are documented in an electronic journal.

The reliability and validity of the methods for assessing students' knowledge is assessed by studying and analysing the control and measurement fund (tickets, test questions, situational tasks, etc.). In this regard, the University has developed instructions for the design of all types of test tasks SU-AMU-17-15 "Organization of an exam by testing".

A preliminary analysis of the tests is carried out according to the following criteria: compliance of test questions with the content, conducting a technical specification, methodology for compiling test tasks in accordance with international standards with a gradual complication of tasks as the course of study progresses.

All examination measurement materials undergo an examination, are reviewed and approved at department meetings.

Every year, the Academic staff, trained in the basics of testing and compiling test tasks, develops new test tasks for the disciplines studied. The bank of test tasks for each discipline is reviewed and updated annually. While visiting the Department of Histology and Cytology, the experts were convinced that the testologists are trained teachers Azhken B.T., Shonykbaeva S.S.

The assessment process is open and accessible for examination by external experts, since leading specialists in practical healthcare, representatives of the Ministry of Health of the Republic of Kazakhstan and leading teachers of other medical universities are involved in the Final State Attestation Commission as independent examiners. This approach ensures the validity, transparency and independence of the assessment. To avoid conflicts of interest and to maintain validity, the university has an appeal system in accordance with the Academic Policy of NJSC "AMU" P-AMU-17-23.

External stakeholders are required to be involved as chairmen of the state attestation commission and independent examiners.



In addition to the university's faculty, chief physicians of medical organizations, their deputies for medical care, and heads of departments take an active part in organizing practices, as well as in the FSC. In order to objectify and ensure transparency of the first stage of the exam (testing), video cameras are installed in computer labs.

During interviews with 50 teachers regarding assessment methods, experts received convincing information that the developed control and measuring tools are assessed through analysis by reviewers. Students also shared their opinions on the timeliness of providing tests, conducting consultations before exams, the clarity of the entire assessment procedure and its fairness. For example, first-year students of the Medicine program said that integrated test questions on exams are taken on computers at the university with mandatory proctoring. In the first year, the number of test questions is 90 on the subjects of physiology and histology. As for current control, students also noted that the university does not have a single format for current control.

During a visit to the organization, the management was asked the question: "Are external examiners involved in order to improve the fairness, quality and transparency of the assessment process?" And the answer was received that employers are constantly involved in examining students.

Skills assessment is carried out at the University or assessment organization using material and technical resources. The experts inspected the resources for organizing the assessment of knowledge and practical skills, namely, the Simulation Centre. While passing the assessment of graduates' skills, audio and video recording of the assessment is provided. The exam is taken in the Simulation Centre of NJSC "AMU" by using robot mannequins, mannequins, models, dummies, simulators, automated virtual models, etc.

According to the Rector's order on conducting exams with video recording No. 684-n/k dated 11/24/2023, exams are conducted under continuous video surveillance. Conducting exams in specially equipped computerized laboratories with video surveillance systems makes it possible to monitor the exam process in real time. This is important to ensure continuity of observation and minimize potentially erroneous situations, which increases the reliability of the assessment results. Skills are assessed using an assessment sheet in the assessment information system. The interviewed employer representatives also indicated that the mission, goal, and final results of EP 6B10123 "Medicine" are aimed at ensuring that graduates' training meets the modern development of medical practice and science. Employers said that they themselves participate in the assessment of students, as they are included in the examination committee, the Final State Attestation Commission, and in the advisory bodies. Systematic feedback is provided to them. Employers believe that such skills as practical skills, communication skills and knowledge are the ones they would like to see the strongest in graduates.

*At the same time, teachers noted that there are difficulties in developing control and measuring tools, including test tasks. There are difficulties with the system of reliability and validity of student assessment methods, which require improvement.*

### **3.3 Assessment that facilitates decision-making (summative assessment)**

Summative assessment is an exam in an academic discipline, where there is a ratio of the theoretical and practical parts. The format of the examination is discussed at the quality assurance committee (QAC) of the educational program 6B10123 "Medicine" and approved by the Academic Council. The summative oral/written exam is conducted during the midterm assessment in the form approved at a meeting of the Academic Council.

### **3.4 Quality control**

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

The academic policy is updated annually in accordance with changes in regulations and proposals from stakeholders.

The methods and forms of assessing the final learning outcomes are reflected in the educational program, which is updated in accordance with the university standard "Model for assessing educational programs", approved by the decision of the Board of Directors dated 12.01.2024.

The principles of anti-plagiarism and academic honesty are reflected in the Academic Policy, the Code of Academic Integrity, and the Anti-Plagiarism Regulation. The university joined the League of Academic Integrity in April 2023, and the principles of the League are reflected in the discipline syllabus.

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

***Recommendations for improvement:***

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

## **Standard 4: STUDENTS**

### **4.1 Student selection and admission policy**

NJSC "AMU" has a student admission policy "Rules for the admission of applicants to study at NJSC "AMU", approved by the decision of the Board dated 07/05/2023, protocol No. 17.

The head of the admissions committee, Abdikadir Zh.N., spoke about the student admission policy. It was noted that approaches to student admission are based on the requirements of the country and internal regulations: "Charter of the NJSC "Astana Medical University", "Process Map "Management of the process of selection and admission of applicants to the bachelor's degree", approved by the decision of the Board of Directors dated 5.07.23, protocol No. 17.

In the period 2022-2023, 993 students were admitted to the educational program in the specialty EP 6B10123 "Medicine". The information on the university website, in the "Applicants" tab, was studied. At the same time, the admission process is presented, where the stages of admission on the basis of an educational grant are indicated: registration and passing the UNT, passing the psychometric exam, participation in the competition for the award of an educational grant, and the conditions for enrolment in the university. The improvement of the student admission process is demonstrated in the form of certain steps, including the development of a student admission process map, an increase in the staff of the admissions committee, and work to ensure the digitalization of admission procedures. These activities were carried out in 2023, which is reflected in the process map "Management of the process of selection and admission of applicants", Figure 3 "Steps to improve the selection and admission process". Among the activities aimed at attracting a high-quality composition of applicants, the following were noted: trips to the regions to conduct career guidance work in schools, medical colleges and medical organizations.

Thus, the experts validated the data according to **standard 4**. In general, all criteria meet the requirements. The experts familiarized themselves with the documentation on student admission, including the "Rules for the admission of applicants to study at the NJSC "Astana Medical University". The main documents are quite well drawn up and meaningful, and include procedures aimed at improving the process of selection and admission of students.

Regarding the practice of academic counselling, personal support for students and the development of professional skills, the experts interviewed the head of the centre for social and educational work, the dean of the School of Medicine. During the conversation with students, they noted that they have the opportunity to receive detailed information and advice on issues related to the availability of services by contacting representatives of the psychological support centre or the university administration.

The organization has a student development program, which includes activities for choosing a professional direction. Curators and tutors help students and applicants to better navigate the structure of the educational institution and study there in order to identify scientific potential, develop creative abilities. The university has such student organizations as the University Student Council, the Dormitory Student Council, headed by students. The university actively involves student representatives in the activities of collegial governing bodies. Thus, students are included in such advisory bodies as the School Council, the QAC EP 6B10123 "Medicine".

### **4.2 Student Counselling and Support**

Academic counselling of students is carried out at the level of departments participating in the implementation of EP 6B10123 "Medicine", schools, information on the availability and procedures for receiving assistance is published on the official website of the university, in academic buildings and in other accessible places. School specialists constantly consult not only students, but also their legal representatives on the educational process, conditions of nutrition, rest, and leisure. All information is

provided in compliance with the principles of confidentiality and respect for the personal data of students. Students have the opportunity to receive detailed information and advice on issues related to the availability of services by contacting representatives of the psychological support centre or the university administration. The Vice-Rector for Educational Affairs of NJSC "AMU" noted the importance of the adaptation week for first-year students, when psychological work is carried out with students both in a group format (trainings) and individually (psychological consultations). These trainings were held both within the walls of the university (in a co-working space) and in the reading room of the dormitory. In a conversation with the student body of the university, it was noted that in the event of an emergency psychological trauma or a critical situation, the university has a helpline. Students have the opportunity to get support and explanations from a psychologist, a lawyer on any issues that arise. All phone numbers are on the website. At the same time, confidentiality is ensured; the information is not subject to disclosure. The Emergency Psychological Assistance Service interacts with other structural divisions of the university, including the Centre for Monitoring and Registration of Students, to ensure timely identification of students in need of support and provision of the necessary assistance to them. In order to educate students about the possibility of receiving psychological assistance and support from a university psychologist, a website "Psychological Support Service" was created, where the psychologist's phone number is indicated, there is a section "Ask a psychologist a question".

*Conclusions of the EEC by criteria.* Out of 15 standards, fully meet: -15.

## **Standard 5: ACADEMIC STAFF**

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

Search, selection, recruitment, admission and adaptation of employees at NJSC "Astana Medical University" is carried out in accordance with the university's personnel policy for the selection of Academic staff, approved by the decision of the Board No. 21 dated 08.08.2023. The system of search, selection, recruitment, hiring and adaptation of employees is characterized by a comprehensive approach and includes a set of measures aimed at implementing personnel tasks and personnel management strategy, taking into account the personnel needs in each structural division and in the university as a whole.

Recruitment of teachers for the implementation of the educational program 6B10123 "Medicine" is carried out through a competition to fill vacancies. This procedure for holding a competition is strictly regulated by the internal Rules for the competitive replacement of positions of faculty and research staff of NJSC "AMU", which are available for review.

Recruitment of faculty for vacant positions is carried out on a competitive basis, in accordance with the developed Rules for the competitive replacement of positions of faculty and research staff of NJSC "AMU" PR-AMU-20-18. Information about the competition and the availability of a vacant position is posted on the official website of the university in the "Vacancies" tab and on the official portals of the Republic of Kazakhstan for hiring (Enbek.kz portal, recruiting portals), social networking pages Facebook and Instagram.

According to the personnel policy adopted at the university, events are held for professional development, advanced training, growth of pedagogical skills, scientific research of department employees by organizing courses, seminars, master classes, trainings, conferences, forums. Based on the Standard "On improving the pedagogical competence of the Academic staff and the introduction of new educational technologies", adopted on 15.04.2024, the university supports the participation of teachers in trainings, advanced training courses and other educational events.

The university provides the opportunity to participate in academic mobility programs for teachers within the framework of memorandums, agreements or cooperation agreements. The school annually plans academic mobility of the teaching staff to countries of the near and far abroad at its own expense (Regulations on academic mobility of students, teachers and employees of NJSC "AMU").

The university has introduced and is improving a system of rating assessment of the activities of Academic staff of departments, which is reflected in the "Regulation PL-AMU-63-19 on the rating of educational, scientific and clinical activities of the Academic staff", approved by the decision of the Board of NJSC "Astana Medical University" No. 26 dated "22" November 2019, and the "Regulation on

Awards" has also been developed, approved by the decision of the Board of NJSC "AMU" No. 12 dated May 17, 2022. The main objective of this system is to stimulate the growth of qualifications, professionalism, and productivity of pedagogical and scientific work, the development of creative initiative of teaching staff by differentiating their work.

Recognition of worthy academic activities of the Academic staff is carried out at the university, including through material rewards. The University has sufficient economic conditions for encouraging employees in accordance with the Regulation on the remuneration of employees. Incentive bonuses are established for employees taking into account criteria that allow assessing the effectiveness and quality of their work based on the establishment of quality indicators of their activities, as well as both as a percentage of the established employee salary and in absolute terms.

In accordance with current legislation and the requirements of the QMS, job descriptions have been developed that define the qualification requirements of the Academic staff, job responsibilities, rights and responsibilities.

To stimulate scientific activity of the Academic staff, incentive payments are established for the publication of articles in scientific journals indexed in the international citation databases Web of Science (WoS) and/or Scopus.

The University staff consists of 1425 people, including 842 full-time medical teachers, 83 non-medical teachers, and 510 part-time teachers. The experts are familiar with the personnel policy (Personnel Policy of the NJSC "AMU". P-AMU-03-23), the Regulation on mentors in clinical activities - PL-AMU-166-23, the standard "On improving the pedagogical competence of the Academic staff and the introduction of new educational technologies" SU-AMU-14-24, the Regulation on remuneration, bonuses and social security of employees of the NJSC "AMU" (PL-AMU-76-20), the rules for setting and evaluating key performance indicators (KPI), the Regulation on the certification of the Academic staff and employees whose activities are related to the organization of the educational process of the NJSC "AMU".

In order to verify the Standard 5 data, external experts obtained the opinion of teachers on the personnel policy, which includes 61 Academic staff. The conversation with Makhanbaeva N.N. - Executive Director, Bekova M.Zh. - Head of the HR Department, Zikenov I.I. - Deputy Head of HR, Mukhamedyarova A.B. - Head of the Centre for Transfer of Educational Technologies included such questions as "How is the recruitment of Academic staff planned for the specialty, what is the policy for hiring employees, mechanisms for stimulating and rewarding wages, how often is the university's personnel policy reviewed and updated, is an introductory briefing conducted when hiring Academic staff." During the conversation with the above employees, the experts learned about approaches to attracting employees of clinical sites for teaching, about the strategy and tactics of recruiting students, information support for the educational program, and also identified problems in the management and development of human resources.

*While questioning teachers, it was found that the majority (60.5%) of them are completely satisfied with the organization of work and the workplace in this educational organization, but 29% are partially satisfied. 58.5% of the teaching staff believe that in this educational organization teachers have the opportunity to engage in scientific work and publish the results of research, and 31% partially agree with this opinion. 26% of teachers are completely satisfied with their salaries, 20% - partially.*

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

The personnel policy in force at the university allows creating a learning environment for the formation of professional competence and comprehensive development of the personality of the faculty, ensuring the training of competitive specialists based on the achievements of medical education, science and practice, capable of continuing education throughout life and adapting to changing conditions in the healthcare system.

The Academic staff of the university adheres to the code of ethical conduct and copyright protection in their work. In accordance with this, teachers can express their opinions. In order to avoid plagiarism, all scientific papers, methodological recommendations, and dissertations are checked for originality, scientific novelty, and the presence of a professional information system.

The university is implementing the project "Development and implementation of a program for the development of medical ethics and communication skills of medical workers," where 616 faculty members (547 faculty members of clinical departments and 69 faculty members of theoretical

departments) were trained in the seminars “Development of communication skills of students in clinical disciplines” and “Development of communication skills of students in theoretical disciplines.”

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

The University provides equal opportunities for the faculty for professional career development in accordance with the order of the Minister of Health of the Republic of Kazakhstan dated 21.12.2020 No RK MOH-303/2020 "On approval of the rules for additional and informal education of specialists in the field of health care, qualification requirements for organizations implementing educational programs of additional and non-formal education in the field of health care, as well as the rules for recognizing the learning outcomes obtained by specialists in the field of health care through additional and non-formal education", the Plan for advanced training of employees of NJSC “AMU” for each calendar year, the Action Plan for training faculty in effective teaching technologies for each academic year.

To implement the policy for the development of the Academic staff, the following key competencies were identified: knowledge and skills in the specialty, effective teaching, assessment and examination, planning of educational programs, research and management, communication skills, information and communication technologies. In 2023, the Concept “Development of effective technologies and teaching methods at the Astana Medical University” (Protocol No. 2 dated January 24, 2023) and the University Standard “On improving the pedagogical competence of the Academic staff and the introduction of new educational technologies” SU-AMU-14-24 dated April 15, 2024 were approved.

In the 2023-2024 academic year, 14 training events were held, where 126 Academic staff were trained in the following competencies: “Researcher/scientist” - 36, “Clinical competencies” - 1, “Communication skills” - 43, “Leader/organizer” - 15, “Efficient teacher” - 31. Seminars were also organized on the topic: “Implementation of a comprehensive program of continuous integrated medical education”, “Teaching methods and assessment in integrated curricula” with the invitation of a foreign specialist Fazıl Serdar Gürel - MD, a specialist in family medicine, and an employee of the medical education centre of Bashkent University.

Based on the results of the advanced training cycles, the Academic staff received acts of introducing new teaching technologies into the educational process (50 acts were received for 2020-2024).

In order to verify the Standard 5 data, at a meeting with the head of the HR department and during interviews with teachers, experts obtained an opinion on approaches to the development of pedagogical competence of teachers, motivation to work with students, mentoring, which includes systematic planned training of teachers in pedagogical competencies, introducing acts of introducing learning outcomes into the educational process in the criteria of key performance indicators.

The experts received answers about the advanced training program for teachers, which is held annually and 126 teachers participating in the implementation of the educational program were trained in 2023-2024. These activities are funded by the university. The expert checked the teachers' certificates on the following topics: "Efficient Teacher", "Modern Technologies for Improving Pedagogical Competence", "Intermediate", "Advanced Optical Methods in Biology and Medicine", "Medical Ethics and Communication Skills in Clinical Disciplines", "The Role and Mission of the Codex", "Alimentarius in Ensuring Food Safety", "Organization of Medical Supervision and Pedagogical Activity of a Practically-Oriented Teacher in Physical Education and Sports", "Good Clinical Practice (GCP)", an advanced course, "Neuro-linguistic Programming in Successful Communication", "Advanced Optical Methods in Biology and Medicine". The experts found that the teachers initiate research topics for students stimulate the need for additional training and independent work with literature and medical documentation. During the interview with the university faculty, answers were received to the questions "For the implementation of the faculty competence, the 70-20-10 model is prescribed in the personnel policy, how is this model implemented in practice, is there incentive for scientific activity on the part of the university, do you have acts of implementation in the educational process, does everyone have the opportunity to improve their qualifications at the expense of the university, and others."

*67% of the surveyed teachers answered that the organization has an opportunity for career growth and development of teacher competencies, 27% partially agree with this statement. Studied in programs for improving professional qualifications - 57.5% during the current year, 34.5% - more than 3 years ago, 2% more than 5 years ago and 2.5% answered "I do not remember when it was."*

*The organization implements social support programs for teachers - 35% answered that "yes, such programs exist", 2% - "I have already used this", 8% of respondents answered that there are no such programs, and 45.5% of respondents do not know about this.*

**Conclusions of the EEC by criteria.** Compliance out of 8 standards: fully 8.

## **Standard 6: EDUCATIONAL RESOURCES**

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

During the visit to the clinical sites of the university and specialized departments, the experts of the EEC, during the work of the expert commission and the analysis of the submitted documentation, state the availability of the necessary material and technical base for the implementation of the educational program 6B10123 "Medicine". The university has a sufficient material and technical base to ensure the high-quality implementation of the declared EP 6B10123 "Medicine". It has 5 educational buildings with an area of 35,102.5 m<sup>2</sup> with lecture halls and classrooms, 2 dormitories with a total area of 13,313.5 m<sup>2</sup> for 1,477 beds. The university's educational buildings house 17 educational laboratories, 5 scientific laboratories, a Simulation Centre, a library (about 500,000 textbooks in 3 languages), a museum, 2 canteens, 2 sports halls and a gym, and a printing house. The total area of the premises is 52,186 m<sup>2</sup>. The laboratory park currently has 346 units of laboratory equipment and 2,251 units of medical equipment and measuring instruments. There are over 50 contracts with health care institutions of the city and region as clinical bases of the university.

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

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

The security system at the university is carried out in accordance with the Rules, "Ensuring Occupational Safety and Health" SU-AMU 13-12.

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

While visiting departments at clinical sites, experts conducted a survey of resources and identified compliance with training programs. The clinical base of EP 6B10123 "Medicine" has a developed material and technical base. A review of resources showed that they correspond to the goals and objectives of EP 6B10123 "Medicine". The main focus is "patient-oriented training", by providing them with wide access to patients in multidisciplinary clinics of the city. The University structure includes 44 clinical departments, which are located at 86 clinical bases - healthcare organizations, both state and private, and include 4 leading scientific centres located in the capital of the Republic, 11 multidisciplinary city hospitals, 13 city polyclinics, 35 private medical centres and 8 private clinical bases, 17 healthcare organizations subordinate to other state bodies. The share of accredited medical organizations of the city of Astana, which are clinical bases of the University, is less than 30%.

During a visit to the Central Hospital with a polyclinic of the Ministry of Internal Affairs of the Republic of Kazakhstan, located on Kabanbay Batyr Street, bld. 66, which is a clinical base of the Department of Internal Diseases with a geriatrics course in accordance with the agreement on joint activities, experts also conducted a survey of resources for compliance with the training program, accessibility for teachers and students, how modern this equipment is and meets the needs of students and practical health care. This clinic is an accredited medical organization. The bed fund for therapy is 40 beds, for cardiology - 40, for neurology - 40. Students have free access to patients and all the conditions for improving their practical skills. There are classrooms equipped with a multimedia installation and laptops for conducting the theoretical part of the lesson and a sufficient number of thematic patients. During a conversation with the head of the department Smagulova Aliya Kurmanbekovna, it was found out that before the beginning of the relevant discipline, the student receives a syllabus from the teacher and knows what skills he must acquire and develop during the training in the discipline.

Thus, a review of the resources for the implementation of EP 6B10123 "Medicine" showed that they correspond to the goals and objectives, and the staff of the School of Medicine ensure collegial and ethical relationships with the medical staff and the management of the clinical base to achieve the final results in accordance with the goals and objectives of the EP.

In order to validate the implementation of the self-assessment report data and obtain evidence of the quality of the programs, an interview was conducted with students in the specialty 6B10123 "Medicine". The experts asked questions about satisfaction with training, sufficiency of time to obtain practical skills, familiarity with medical documentation, satisfaction with teaching methods and the qualifications of teachers, social and moral support for students in need, participation in the social life of the university, availability of a dormitory, academic counselling, etc. In general, students are satisfied with training, assessment methods and purposefully entered this university, as they believe that the university has good resources, image and international connections. Students demonstrated their commitment to the university, were active in answering questions from external experts. Interviews with teachers showed that there are no problems with clinical bases in the management of the EP.

The experts studied the results of a survey of students and teachers on satisfaction with the material and technical base.

The results of the survey on the provision of material and technical base showed the following results:

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

*Students:* I am satisfied with the conditions and equipment of classrooms, auditoriums of this educational organization: completely satisfied - 76 (38%), partially - 70 (35%), dissatisfied - 28 (14%); This educational institution has created conditions for students to rest and eat (rest rooms, benches/gazebos on the premises, a buffet-canteen) during breaks between classes: 78 (39%) completely agree, 36 (18%) disagree; Office equipment (computers, laptops, printers) are available to students in classrooms and practice bases: 103 (51.5%) completely agree, 16 (8%) disagree; Library collection/resources: 128 (63%) satisfied, 9 (4.5%) dissatisfied; Access to electronic educational resources: 121 (60.5%) satisfied, 13 (6.5%) dissatisfied. Rate the organization of clinical (practical) training: excellent 79 - (40%), unsatisfactory - 12 (6%); sufficient number of patients for supervision or assistance during surgeries: satisfied - 89 (44.5%), dissatisfied - 11 (5.5%).

### **6.3 Research in the field of medicine and scientific achievements**

According to the State Compulsory Educational Standard of the Republic of Kazakhstan 2022 (CIME), in the EP of the specialty 6B10123 "Medicine", the skill of scientific research is one of the mandatory competencies of the graduate, since research is an obligatory component of training, and conducting scientific research meets the needs of the academic process, since upon completion of training, the graduate receives an academic degree of "master", he must complete and defend a master's project. To form the research competence, the EP provides 13 credits for EIR, as well as passing the disciplines of the scientific component, which is the integration of the specialized master's degree.

The experts reviewed the WC of the specialty, and also during interviews with the heads of the educational programs, deans and teaching staff of the departments, it was established that the relationship between scientific research and education is taken into account in the teaching of basic and major disciplines. According to the State Educational Standard, students participate in the scientific research conducted by specialized departments within the framework of research and development work, and also, if desired, in other scientific circles. At present, departments need to work on the formation of a bank of topics for master's projects in the profile.

According to the EP Development Plan, the scientific research being developed is aimed at solving the problems of improving the quality of life and health of all segments of the population, such as prevention

and treatment of major diseases, development of new methods of diagnosis and treatment of diseases of both adults and children. The management of scientific research activities is carried out by the teaching staff of the departments. Students participating in research use the equipment, devices and tools of educational and scientific laboratories, departments and other divisions of the university free of charge. Students, taking part in the work of scientific circles, can publish articles and abstracts in scientific journals and conference proceedings and make reports. While carrying out any scientific developments, clinical bases provide all possible assistance to the best of their ability. For example, when carrying out a scientific project of the Department of Internal Medicine with a geriatrics course on the study of arrhythmias, patients were recruited at the clinical bases of the School of Medicine.

#### 6.4 Information resources

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

- Web of Science (Clarivate Analytics) - <https://www.webofscience.com/wos/woscc/basic-search>;
  - ScienceDirect (Elsevier)- <https://www.sciencedirect.com/>;
  - Scopus(Elsevier)<https://www.scopus.com><https://www.elsevier.com>;
  - Springer<https://www.springer.com>;
  - EBSCOhostCinal-<https://www.ebsco.com/products/ebscohost-research-platform>;
  - CochraneLibrary<https://www.cochranelibrary.com/>;
  - Wiley Online library - [www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com);
- Jaypeedigital- <https://www.jaypeedigital.com/home>;
- «Aknurpress»- <https://aknurpress.kz/>;
  - «IPRSmart» - <https://www.iprbookshop.ru/5858>;
  - LECTURIO - <https://www.lecturio.com/medical>.

Also, during the 2023-2024 academic year, test access to the following databases was provided: Electronic Library System "Student Consultant" from the publishing group "GEOTAR-Media"; Electronic Library System "University Library Online"; online journals from Cambridge University Press; to the databases of the international publishing house Primal Pictures, Access Medicine, The BMJ Group, etc.

The library website <https://elib.amu.kz/> provides a single point of access to electronic information resources, a distributed electronic catalogue <https://elib.amu.kz/lib/>, a portal of multimedia textbooks (<https://mbook.kz/>), and an electronic library catalogue (<https://elib.kz/>). Thus, electronic resources with personal access are actively used in educational programs: automated information system "Platonus" (<https://pl.amu.kz/>), library (<http://www.bibl.amu.kz>), distance learning platform (<https://dl.amu.kz/>), open labyrinths (<http://olab.amu.kz:5181/>). Technical support for educational and scientific processes at the university is provided by providing computer equipment, by equipping classrooms with multimedia equipment, technical support. The ratio of the number of educational computers to the contingent of students is 1:8.

Visual inspection, interview and questionnaire results indicate sufficient provision of access to electronic information resources, health information systems in compliance with ethical standards and safety of the Academic staff and students. The used information educational environment of the university has shown high efficiency.

#### 6.5 Expertise in the field of education

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

- "Internal Quality Assurance System of NJSC "Astana Medical University" (SU-AMU-81-21);



- "Planning the Educational Process" (SU-AMU-25-21);
- Working Instructions for the Development of an Educational and Methodological Complex of Disciplines (WI-AMU-68);
- Working Instructions for the Preparation of Educational and Methodological Literature (WI-AMU-06-21);
- "Educational Programs: Development, Assessment and Update" (SU-AMU-15-22).

According to internal regulations and procedures, all stakeholders, including students and employers, are involved in the process of developing the EP and monitoring educational activities. The Quality Assurance Committee (QAC) takes part in the examination in the field of planning medical education and improving teaching methods. The QAC includes teachers with extensive experience, heads of departments, representatives of professional associations, students, and employers. During a conversation with deans and heads of departments and the QAC, it was established that the educational program (EP) was developed by the dean of the school jointly with the heads of specialized departments in accordance with the National Qualifications Framework, professional standards, Dublin descriptors and the European Qualifications Framework. The EP undergoes internal examination in the QAC at the School of Medicine and is approved by the Board. Then the EP is included in the EAHE Register upon approval by external expert reviewers.

Internal examination of the conformity of the methodology of training in the university during the implementation of the educational program is carried out and will be carried out systematically both at the intra-departmental level and by the university's internal audit system. During meetings and conversations with the heads of structural divisions, the experts noted that the university has the following structures: the Committee for Quality Assurance of Educational Programs, the Educational Process Quality Audit Group, the Quality Assurance Centre and an academic auditor under the internal audit service. When reviewing the functions of these structures, they are monitoring, quality of training, etc. *In general, there is identity and duplication, but at the same time there is no structure or group that develops the educational program and monitors its implementation.* There is an order for the university, where 3 people are appointed as heads of the educational program - the dean and 2 heads of specialized departments.

In order to control and improve the quality of the educational program, according to internal regulations, not only internal quality evaluation procedures (internal audit) will be carried out, but also external quality assessment procedures such as institutional and specialized accreditation and other external inspections. It is planned to conduct regular assessment by receiving feedback from students, faculty and employers, as well as analysing the academic achievements of students. The survey of students is used as feedback for events and plans for corrective actions in order to improve the EP.

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

### **6.6 Exchange in the field of education**

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

The development plan for EP 6B10123 "Medicine" provides for incoming and outgoing academic mobility of students and visiting professors. The academic mobility plan is annually reviewed and discussed at a meeting of the School, the International Cooperation Department, agreed upon by the Vice-Rector for Academic Affairs and approved by the Chairman of the Board - Rector of the University.

The structural unit that coordinates and organizes the mobility of academic staff, researchers, students and the international activities of the University is the International Cooperation Department (ICD). ICD is guided by current laws and regulations in the field of international cooperation, education and the Regulation on the unit, which was established during a conversation with the head of the International Cooperation Centre, S.S. Kassenova.

Mutual offset of educational credits will be carried out in accordance with the grades received in the transcript. In case of differences in the name of the discipline or letter grades, a Transfer Protocol is carried out at the level of schools of NJSC "AMU".

## **Standard 7: QUALITY ASSURANCE**

### **7.1 Quality Assurance System**

The EEC experts note that within the framework of the Standard "Quality Assurance" during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard was revealed.

For the effective implementation of the EP, the university has an approved policy of an integrated quality management system and a guide to quality assurance of education, which focuses on two main aspects: the quality of the result and the quality of the processes. The quality of the result is evaluated through the level of knowledge, skills and abilities that graduates possess. The quality of the processes is determined by the compliance of the educational processes with the State Compulsory Educational Standard of the Republic of Kazakhstan.

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

### **7.2 Mechanisms for monitoring and evaluating the program**

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

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

All stakeholders (faculty, students, and employers) are involved in the program evaluation process through representation in the relevant structures. The work of all structures that ensure the implementation and evaluation of the EP is regulated by the University Charter, the Strategic Development Plan of the University, annual plans and reports of the University, as well as the relevant QMS procedures. According to internal documents, the results obtained will be analysed and discussed at meetings of collegial bodies, which helps to identify potential areas for improvement and develop effective measures to improve the quality of the educational process. Meetings with students and teachers demonstrated the presence of feedback through a questionnaire from all stakeholders. During a conversation with the Head of the QAC EP 6B10123 "Medicine" and the deans of the faculties, it was established that information was collected on the organization of the educational process through a questionnaire, but no analysis was made and it was discussed with the development of corrective measures. In this regard, it is difficult to judge the quality of the content and implementation of the EP in the first year. Therefore, it is necessary to conduct it in order to correct weak points for the new academic year.

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

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

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

According to the quality control plan, the University will systematically collect, analyse and use the received data on the process of implementing the educational program (EP) from stakeholders, in accordance with the approved internal Standard "Feedback Monitoring" (Minutes No. 4, meeting of the Academic Council dated January 26, 2024).

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

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

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

Evaluation implies not only the traditional verification of the knowledge and skills of students, but also the accumulation of statistical data, their analysis, identification of dynamics, trends, forecasting further developments. Dean of the School of Medicine Sarieva A.A. spoke in detail about what work is being done to improve the quality of students' academic performance. The Dean noted that the EP provides for the results of control as a basis for assessing and achieving learning outcomes. Both qualitative and quantitative indicators of students' work are taken into account. Quantitative indicators are recorded mainly in points (this is provided for by the University's unified point-letter grading system and assessment sheets); qualitative ones - in evaluative judgments, which are reflected in the teacher's comments in oral or written form.

Based on the results of the analysis of current and midterm control, departments identify failing and low-achieving students. They are worked with individually at the level of the department and the dean's office. Additional classes and consultations are assigned. Departments review the forms and methods of teaching and assessment with mandatory discussion at the department and make a decision on the advisability of one of them.

Analysis of academic performance assessment is carried out at the appropriate levels of structural divisions: department, School Council; QAC, AC. Statistical data on the academic achievements of students are analysed: academic performance scores, the number of students missing classes, professional practice assessments, the results of the summer and winter examination sessions, the results of the final assessment, the number of students who did not get the passing score, and a plan of corrective and preventive measures is drawn up.

The results of the academic achievements of students are posted in the educational electronic journal and in the transcript. In the AIS Platonus, students have access to monitor their academic achievements. Upon admission to the university, each student is assigned a personal identification code (ID), which allows access to the student's personal page based on a password. On the personal page, the student has access to: editing the personal profile, curriculum, schedule, current assessment results, certification results and admission to the end-of-course assessment, as well as messages sent by departments / deans' offices. Based on the information provided, the student can monitor their academic achievements and, if necessary, make the necessary decisions to improve the quality of knowledge. The student's personal page is available at all times.

### **7.5 Stakeholder Involvement**

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

An online interview with 4 employers in the specialty "Medicine" included questions such as: knowledge of the university's mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of students, participation in teaching students through mentoring, providing the department and students with the necessary resources for practical training and the formation of clinical thinking, problems of interaction with departments and universities in general, employment of graduates. From their answers, the experts concluded that there is a close relationship between the School of Medicine and practical healthcare. Employers are members of the collegial bodies of the university and school, participate in the State Attestation Commission, are clinical bases, participate in the Job Fair, and participate in motivational meetings with students. Participating in collegial bodies, they draw the attention of university staff to the weak points of knowledge and practical skills of students; propose to include popular issues in practice for in-depth study, etc. Thus, they proposed to include the discipline in the catalogue of elective disciplines (CED) for the 2024-2025 academic year "Immunology and Vaccination Prevention".

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

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

**Recommendations for improvement:**

- 1) The head of the educational program should ensure an analysis of the results of feedback from students and teachers involved in the implementation of the educational program to improve quality (7.3.1).

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

### **8.1 Management**

The management of NJSC "AMU" is carried out in accordance with the legislation of the Republic of Kazakhstan and the University Charter. The implementation of educational programs is carried out in accordance with the Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On Education", the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 "On approval of the Rules for organizing the educational process using credit technology of education", 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 Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569 "On approval of the Classifier of areas of training personnel with higher and postgraduate education".

There is an approved structure in NJSC "AMU". The academic management structure is represented by structural divisions that ensure the effective implementation of educational programs for all EPs: the Centre for Planning and Development of Academic Affairs, the Centre for Monitoring and Accounting of Students, the Registrar's Office, the Centre for Transfer of Educational Technologies, and the Library.

The Academic Council plays an important role in the management of educational and methodological activities. It develops the main areas of educational and methodological work, coordinates interaction between schools, departments, and structural divisions participating in the educational process, and promotes the introduction of innovative teaching methods and methodological support in order to improve the quality of training specialists.

The main administrative structural division participating in the implementation of the educational program, managing the educational, research, and medical-diagnostic activities of the departments and implementing the training of students in the EP under consideration are the Schools. The structure of NJSC "AMU" includes the following 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.

The Academic Council and the Committee for Quality Assurance of Educational Programs coordinate educational and methodological work within the framework of the educational program.

Coordination of implementation, control and monitoring of the implementation of the EP in all licensed specialties is carried out by schools/deans' offices under the supervision of vice-rectors and the Rector. Issues are also discussed at monthly meetings of the EP QAC, the Academic Council, commissions under the Academic Council and the University Board. Along with this, issues of ensuring the quality of educational programs are discussed at the committees for ensuring and controlling the quality of educational programs. The activities of each collegial body are regulated by the relevant Regulation, which specifies the powers and scope of issues under consideration and job descriptions.

NJSC “Astana Medical University” ensures transparency of decisions made (<https://amu.edu.kz/ru/korporativnoe-upravlenie/senat/>).

*In response to the expert commission's questionnaire question “Do the organization's managers listen to your opinion regarding issues related to the educational process, research, and clinical work?”, 43% of teachers responded that they do so systematically, 24% responded “sometimes,” 9.5% “quite rarely,” and 2.5% “never.”*

## **8.2 Representation of students and academic staff**

Students participate in many advisory bodies and are involved in the process of managing the educational program, which are confirmed by the Regulations on the Scientific Council, the Academic Council, the Committee for Quality Assurance of Educational Programs.

There are 18 student associations at the University, where students show their individuality in various areas of activity, such as study, scientific and social work, for example: the Student Council of the University, the Student Council of the Dormitory, Student Government (PL-AMU-118-24 dated 01/26/2024), and student representation (PL-AMU-118).

Student representatives participate in the development and discussion of the EP, make adjustments to the class schedule, problems related to the placement of students in dormitories, the availability of prices for food in canteens and buffets, etc.

One of the components of quality assurance of education is the involvement of students in the management of the School (Student Council, student representation at the EP QAC and other advisory bodies). All students actively participate in the procedure of internal quality assurance of education.

The School considers and makes decisions on the possibilities of student and faculty participation in the process of planning and implementing educational programs. EPs are discussed by the collegial bodies of the university (the Committee for Quality Assurance of Educational Programs, the Scientific Council, the Academic Council), which include representatives of medical workers and students.

The University ensures the existence of a system for considering student complaints at the level of the student representative office, the School, the Vice-Rector, the Chairman of the Board - Rector.

## **8.3 Administration**

The University has appropriate and sufficient administrative support to achieve its goals in teaching, learning and research. The University is financed both by budgetary financing of the state educational order (6,289,690 tenge in 2023) and by income from the provision of paid educational services (5,691,659 tenge), research and other work provided for by the Charter of the University and not contrary to the legislation of the Republic of Kazakhstan. The University budget is planned in accordance with the approved Strategic Development Plan of the University until 2026 and the long-term five-year development plan of the University.

The University Economic Council determines the feasibility of planning, project management, improving the efficiency of financial and economic activities in terms of increasing revenues and optimizing operating expenses, as well as investment.

The Planning and Economic Analysis Department monitors the movement of the student contingent, plans income from the provision of educational services, as well as expenses for the remuneration of teaching staff and ensuring the educational process.

The Financial Director and Managing Director noted that in order to ensure the quality of the implementation of educational programs, the University continuously allocates funds for educational, material, technical and information resources. For example, under the educational program "Medicine" the following were allocated in 2023: for the library fund - 46,914 thousand tenge, medical equipment -

152,852 thousand tenge, computer equipment - 152,852 thousand tenge, academic mobility - 38,537 thousand tenge.

#### **8.4 Budget for training and resource allocation**

For the continuous improvement of the material and technical base, NJSC "AMU" allocates the necessary funds from the university budget for: major and current repairs, increasing the provision of educational literature, improving the equipment of departments and courses implementing the educational program, increasing the equipment of computer equipment, updating licensed software, technical equipment of educational, scientific and information activities, purchasing furniture and educational equipment.

While analysing the annual reports of the departments, the sufficiency and adequacy of the material and technical base are determined. The update is carried out by fulfilling submitted applications from structural divisions, feedback is provided to teachers and department staff.

The main sources of formation of financial resources for the educational process at the University are: funds from the republican budget, funds from the provision of paid educational and other paid services, and other receipts.

The University has an Economic Council, the main task of which is to determine the feasibility of planning, project management, improving the efficiency of financial and economic activities in terms of increasing revenues and optimizing operating expenses, as well as investment.

The University distributes available resources for the effective implementation of educational programs, taking into account the achievements of various departments of the University.

The University allocates a budget for the purchase of educational and methodological literature, dummies and mannequins for the simulation centre, Internet resources, for advanced training of employees, for participation in scientific conferences.

Annually, a report on financial and economic achievements is presented to the Council.

#### **8.5 Interaction with the healthcare sector**

Joint activities of the University and medical organizations are to ensure the preparation, training and continuous professional development of personnel in the field of healthcare based on the integration of theory, practice and science.

The Academic staff of the departments performs methodological, expert and advisory work in healthcare organizations subject to the conclusion of an employment contract for part-time work, in particular, they participate in events held by medical organizations (meetings, round tables, scientific and practical and pathological-anatomical conferences, promotions).

The faculty of the University actively participates in the priority areas of the Ministry of Health of the Republic of Kazakhstan: coordinators for monitoring and methodological support of Roadmaps, developers of clinical protocols, review of mortality and examinations on behalf of the Ministry of Health of the Republic of Kazakhstan. The faculty of the departments also participate in examinations in agreement with non-medical organizations. Trips are carried out to the regions of the Republic of Kazakhstan as part of the provision of medical and methodological assistance in maternal and infant mortality, in other areas of examination and unscheduled inspections. The faculty of the departments also participate in the development of various standards related to public health and healthcare, and are also members of the Supervisory Board of multidisciplinary clinics in Astana. Agreements on joint activities with medical organizations of Astana have been concluded with 86 medical organizations

***Conclusions of the EEC by criteria.*** Comply out of 16 standards: fully - 14, partially - 2, do not comply - 0

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

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

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

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

Taking into account the new strategy and the tasks set at NJSC "AMU", in recent years, changes have been made to the organizational structure of the university and the staffing table of the university. Research institutes and competence centres have been created. The principle of motivation, incentives for teachers are carried out in accordance with the Regulation on remuneration, bonuses and social security of employees of NJSC "Astana Medical University". The University has introduced a labour participation coefficient that assesses the achievement of the strategic and operational goals of the University, based on the results of which remuneration is paid. In addition, remuneration is paid for the scientific activities of teachers, namely for the publication of articles in journals indexed in Web of Science, Scopus.

Particular emphasis is placed on the introduction of innovative teaching methods and direct interaction with current areas in medical science. Every year the university hosts an international scientific conference for young scientists and students, which has become an extensive platform for interaction between young scientists from regional and foreign universities. Students, along with teachers, take part in scientific projects carried out at our university. For quick access to world scientific sources, the university library website contains a list of databases with free access; there are subscriptions to leading databases, including Scopus. Many departments implementing educational programs of the CIME in the initial courses have scientific circles. Members of the RWS participate in inter-university student platforms for exchanging experience, concluding memorandums, and conducting joint research.

In order to improve the educational process and ensure the quality of educational services, a centre for the transfer of educational technologies was created at NJSC "AMU", which improves the quality of education by organizing the introduction of new educational technologies, interactive teaching methods, monitoring and analysing the effectiveness of their implementation in the educational process, promoting the improvement of the quality of education by introducing distance educational technologies and e-learning in the educational process.

In accordance with the changing needs of medical education, the University is updating its equipment; a "Simulation Centre" has been opened, where practical skills of varying complexity are practiced depending on the level of mastery. In connection with the University's entry into the League of Academic Integrity, exams are conducted transparently (proctoring), and students demonstrate their skills and abilities on phantoms and instruments in the Simulation Centre.

Constant analysis of the ratio of needs and volumes of literature purchases associated with an increase in the number of students, the introduction of new standard curricula, and an increase in the cost of educational and methodological literature has led to an increase in funding for the purchase of educational and methodological literature. The amount of funds allocated for the purchase of literature is growing from year to year: in 2021 - 177.9 million tenge, in 2022 - 160.6, in 2023, books were purchased for 110,404,6191.17 million tenge.

In NJSC "AMU" clinical activities are carried out at 46 clinical departments of the university, located at 92 clinical sites in Astana.

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

Thus, the above-mentioned activities to improve human resources, the material and technical base of the university contribute to the continuous improvement of the educational program 6B10123 "Medicine".

***Conclusions of the EEC by criteria.*** Compliant out of 3 standards: fully – 3.

Thus, during the external evaluation of the educational program, compliance with **119 accreditation standards** was established out of 129, including 96 basic standards and 23 improvement standards. 10 basic standards were partially met. Non-compliance with standards was not established.

**5. Recommendations for improvement of the educational program 6B10123 "Medicine" of the NJSC "Astana Medical University":**

- 1) The head of the educational program shall increase the level of awareness of the teachers about the mission, goals and final results of training under the program 6B10123 "Medicine" (1.1.2);
- 2) The university management shall ensure that the working curricula correspond to the students' class schedule (for conducting lectures) (2.2.2);
- 3) The university management shall provide for the creation of a collegial advisory body for the development and implementation of the educational program with the participation of all stakeholders (2.2.6);
- 4) The head of the educational program 6B10123 "Medicine" shall begin work on the formation of a bank of master's project topics (2.6);
- 5) The head of the educational program 6B10123 "Medicine" and the Centre for Planning and Development of Academic Activities shall increase the number of credits for industrial practice by at least 2 credits (2.8.1);
- 6) The head of the educational program 6B10123 "Medicine" shall ensure the development of integrated cases within the modules and documentary support in syllabuses (2.8.2);
- 7) In order to implement student-centred learning, the university management shall introduce a unified format of ongoing monitoring and describe it in internal regulatory documents (3.4.2);
- 8) The head of the educational program shall ensure the analysis of the results of feedback with students and teachers participating in the implementation of the educational program in order to improve quality (7.3.1);
- 9) The university management shall clearly define the functions and responsibilities of structural divisions in the internal quality assurance system (8.1.4);
- 10) To strengthen the composition of the quality assurance committee (QAC) of educational programs with experienced methodologists from among the teachers implementing the educational program, as well as students and representatives of practical healthcare (8.2.2).

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

The members of the EEC came to a unanimous opinion to recommend that the ECAQA Accreditation Council to accredit the educational program **6B10123 "Medicine" of the NJSC "Astana Medical University"** for a period of 5 years.

	Full name	Signature
Chairman	Bozhbanbaeva Nishangul Seitbekovna	
International Expert	Trchunyan Karen Armenovich	
Academic Expert	Tukbekova Bibigul Toleubaevna	
Academic Expert	Sultanova Gulnar Dostanovna	
Academic Expert	Trynkin Alexey Viktorovich	
Academic Expert	Ramazanovna Manshuk Anerovna	
Employer Expert	Kulmaganbetov Serik Aueskhanovich	
Student Expert	Tauekelova Medina Korganbekovna	



**Профиль качества и критерии внешней оценки образовательной программы (обобщение)**

Standard	Критерии оценки	Количество стандартов	БС/СУ*	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	<b>МИССИЯ И ЦЕННОСТИ</b>	8	8/ 0	7/0	1	0
2.	<b>ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА</b>	36	30/ 6	25/6	5	0
3.	<b>ОЦЕНКА СТУДЕНТОВ</b>	13	11/ 2	10/2	1	0
4.	<b>СТУДЕНТЫ</b>	15	11/ 4	11/ 4	0	0
5.	<b>АКАДЕМИЧЕСКИЙ ШТАТ</b>	8	7/ 1	7/ 1	0	0
6.	<b>ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ</b>	18	16/ 2	16/ 2	0	0
7.	<b>ОБЕСПЕЧЕНИЕ КАЧЕСТВА</b>	12	9/ 3	8/3	1	0
8.	<b>УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ</b>	16	14/ 2	12/2	2	0
9.	<b>НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ</b>	3	0/ 3	0/3	0	0
	<b>Итого:</b>	<b>129</b>	<b>106 / 23</b>	<b>96/23</b>	<b>10</b>	<b>0</b>
	*БС- базовые стандарты, СУ- стандарты улучшения			<b>129</b>		

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

№	Наименования документов	Количество	Дата утверждение
1.	Образовательная программа «Медицина»	1	30.06.2023
2.	Академическая политика НАО «МУА»	1	08.12.2023
3.	Приказ о создании рабочей группы по актуализации ОП «Медицина»	1	02.05.2023
4.	Приказ о создании фокусных групп для актуализации ОП	2	11.01.2024 02.02.2024
5.	Силлабусы дисциплин 1 курса ОП «Медицина» (каз.рус.англ.)	40	30.06.2023
6.	Силлабусы дисциплин 2 курса ОП «Медицина» (каз.рус.англ.)	37	30.06.2023
7.	Акты внедрения образовательных технологий	17	2019-2022
8.	Протокола апелляции комиссии	3	Февраль-март 2024
9.	Каталог анкет	1	23.03.2023
10.	Положение о предоставлении льгот на обучение в НАО «МУА»	1	22.12.2023
11.	Протокол круглого стола с работодателями по ОП «Медицина»	1	23.04.2024
12.	Расписание Симуляционного центра	1	2024
13.	Рецензии на ОП «Медицина»	3	2023
14.	Состав КОК ОП «Медицина»	1	04.10.2023
15.	Standard Университета «Образовательные программы: разработка и обновление»	1	31.08.2023
16.	Приказ кураторов на 2023-2024 учебный год	1	09.10.2023
17.	Приказ о создании конкурсной комиссии для распределения грантов	1	29.12.2023
18.	Меморандум о международном сотрудничестве	61	2017-2021
19.	Протокол Ученого Совета об утверждении ОП «Медицина»		30-06.2023
20.	Этический кодекс обучающихся	1	26.12.2019
21.	Устав НАО «МУА»	1	08.04.2019
22.	Выписка из протокола заседания Правления НАО «МУА» о внесении изменений и дополнений в Положение об оплате труда, премирования и социального обеспечения работников НАО «МУА»	1	26.05.2023
23.	Расписание кафедры гистологии и цитологии на 2023-2024 уч. год	2	2023
24.	Расписание занятий 1,2 курса ОП «Медицина» на весенний семестр 2023-2024 уч.г.	6	08.02.2024 03.01.2024
25.	Стратегия развития НАО «МУА» на 2022-2026г.	1	30.05.2022

## Список участников интервью

№	Ф.И.О.	Должность
1.	Койков Виталий Викторович	Проректор по научной работе
2.	Жунусова Айгуль Битимбаевна	Проректор по академическим вопросам
3.	Газалиева Меруерт Арыстановна	Проректор по клинической работе
4.	Мараджапов Бахтиер Иркинович	Финансовый директор
5.	Тиес Ардак Сиезбекович	Управляющий директор
6.	Кулжанова Шолпан Адылгазыевна	Председатель Комитета по обеспечению качества ОП «6В10123 Медицина»
7.	Досанова Асем Калеловна	Руководитель Центра планирования и развития академической деятельности
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10.	Маханбаева Нургуль Нурлановна	Исполнительный директор
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12.	Зикенов Игорь Ирсаинович	Зам. руководителя Управления HR
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15.	Тлешова Нургуль Сериковна	Руководитель офис-регистратора
16.	Есиркепова Гульмира Жарылкапкызы	Директор Библиотеки
17.	Хусаинова Шолпан Кабыкеновна	Руководитель Музея
18.	Смагулова Алия Курманбековна	Зав.кафедрой внутренних болезней с курсом гериатрии
19.	Кикимбаева Айсулу Атыкеновна	Зав.кафедрой гистологии и цитологии
20.	Сайдангазин Диас Даулетбекович	Проректор по социальной и воспитательной работе
21.	Шаймерденова Зауреш Накыповна	Руководитель Центра по социальной и воспитательной работе
22.	Каршалова Зарина Бауржановна	Центр обслуживания обучающихся и сотрудников
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90.	Мусенов Ерлан Тастымбекович	Директор, ГКП на ПХВ «Городская поликлиника №12» акимата города Астаны
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93.	Искенди́рова Кенжегуль Луптовна	Директор клиники (работодатель), Стомклиника «Интерстом»
94.	Утегенова Роза Баженовна	Зам. главного врача по лечебной работе (работодатель), ГКП на ПХВ «МГДБ 3»
95.	Танабаева Зайра Кабдешовна	Заведующий отделением (работодатель), ГКП на ПХВ «МГДБ 3»
96.	Оразалинов Азамат Жанабылович	Заведующий плановой хирургии (работодатель), ГКП на ПХВ «МГДБ 3»
97.	Китарова Зайния Булатовна	Менеджер по профессиональному образованию Департамента производственной деятельности (работодатель), РГП на ПХВ "Национальный центр экспертизы" Комитета санитарно-эпидемиологического контроля Министерства здравоохранения Республики Казахстан
98.	Умралин Тимур Болатович	Начальник Управления развития медицинской науки, Национальный научный центр развития здравоохранения имени Салидат Каирбековой
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103.	Бейсенова Сархат Сагинтаевна	Руководитель, РГУ "Департамент санитарно-эпидемиологического контроля города астаны Комитета санитарно-эпидемиологического контроля МЗ РК"
104.	Уразалина Жанар Амангельдыевна	Руководитель, РГУ «Департамента санитарно-эпидемиологического контроля на транспорте Комитета санитарно-эпидемиологического контроля МЗ РК»