To the Accreditation Council of the
Eurasian Centre for Accreditation and
Quality Assurance in Education and
Health Care
June 22, 2024

REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE EVALUATION OF THE BACHELOR'S DEGREE EDUCATIONAL PROGRAM "CONTINUOUS INTEGRATED MEDICAL EDUCATION 6B10126 "MEDICAL AND PREVENTIVE CARE" 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: 3.06. – 05.06.2024

Astana, 2024

CONTENT

LIST OF DESIGNATIONS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Education and Health Care
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	Research work of students
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 ECAQ No. 19 dated 21.05.2024, the External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation in the period from 03 to 05 June 2024 within the framework of the accreditation of the educational program 6B10126 "Medical and Preventive Care" 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 National 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, 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, Department of Public Health and Healthcare, NJSC "Kazakh National Medical University named after S.D. Asfendiyarov"
4	Expert-employer	Kulmaganbetov Serik Aueskhanovich	Director of the MSE "Polyclinics 4 of Karaganda" Healthcare Department of the Karaganda Region
5	Expert-student	Tauekelova Medina Korganbekovna	Intern in the specialty "General Medicine" of the 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 6B10126 "Medical and Preventive Care" for compliance with the Accreditation Standards for the educational program of basic medical education (bachelor's degree) of medical educational organizations and conclusions (hereinafter referred to as the Accreditation

Standards), recommendations of the EEC for further 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 6B10126 "Medical and Preventive Care" of the NJSC “Medical University Astana”

Name of the organization, legal form of ownership, BIN	Non-profit Joint Stock Company "Astana Medical University",
Management body	Ministry of Health of the Republic of Kazakhstan
Full name of the first director	Nadyrov Kamalzhan Talgatovich
Date of establishment	30.06.2023
Location and contact details	Republic of Kazakhstan, 010000, Astana, Beibitshilik St., 49A Phone: +7(7172)539424 E-mail: rektorat@amu.kz Official website: https://amu.edu.kz/
State license for educational activities in the bachelor's degree (date, number)	31.01.2009 No. 0064050, series AB
Year of commencement of the accredited educational program (EP)	2023
Duration of study	5
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	Bachelor's degree students - 1st year - 33 Interns - no
Employment	No graduations
Full-time teachers/ Part-time workers involved in the implementation of the EP, incl. % of sedateness	Total teachers 640, including 585 full-time, 55 part-time. Sedateness - 42.3%.
Website Instagram Facebook with active pages	https://amu.edu.kz/ https://www.instagram.com/amu_mua_official/?igsh=MWR4NTNuY2NqdTg1Zg%3D%3D https://www.facebook.com/photo.php?fbid=362692869190861&set=a.362692829190865&type=3

2.2 Information on previous accreditation

Until now, the educational program "6B10126 Medical and Preventive Care" of continuous integrated medical education has not been accredited.

2.3 Brief characteristics of the self-assessment report of the educational program 6B10126 "Medical and Preventive Care" and conclusions on its completion

The self-assessment report of the educational program "Medical and Preventive Care" (hereinafter referred to as the report) is presented on 198 pages of the main text, annxes on 36 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 - Baimagambetova Aigerim Askharovna, Dean of the School of Public Health and Management. Academic degree, academic title: PhD.

Self-assessment of the educational program 6B10126 "Medical and Preventive Care" was carried out on the basis of the order of the head No. 394-n / k dated 04.24.2024 "On the self-assessment of the educational program of continuous integrated medical education 6B10129 “Medical and Preventive Care".

All sections of the report provide the real practice of NJSC “Astana Medical University” in training bachelors in the specialty 6B10126 "Medical and Preventive Care", 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 its completed form, with data adjustments according to the above recommendations, written in competent language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, tables and figures 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 assessment. 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 educational 6B10126 "Medical and Preventive Care" 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 NJSC "AMU" Koikov V.V. Dates 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 (hereinafter referred to as the 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 members of the EEC used the following methods and their results:

- interviews with management and administrative staff - a total of 19 people;
- interviews with students - a total of 95 people, of which students of the educational program "6B10126 Medical and Preventive Care" - 17 people, there were no foreign students during the interview;
- study of the website https://amu.edu.kz/
- interviews - 80 employees, including 61 teachers, including 14 people from the School of Public Health and Management;
- surveys of 200 teachers and 200 students;
- observation of student learning: there were no students studying at the time of the visit;
- review of resources in the context of fulfilling accreditation standards: 2 practical training bases were visited, including the RSI "Department of Sanitary and Epidemiological Control of Astana City of the Committee for Sanitary and Epidemiological Control of the Ministry of Health of the Republic of Kazakhstan", "Department of Sanitary and Epidemiological Control of Yesil District of Astana", where training is conducted under 2 educational programs with the participation of 10 full-time teachers / part-time workers;
- study of 60 educational and methodological documents 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, and conversations with members of the EEC** (full list in Annex 4)

№	Full name	Position
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.	Turgambaeva Asiya Kairbaevna	Chairman of the Quality Assurance Committee of the EP "Public Health and Management"
7.	Musina Ayman Ayashevna	Deputy Chairman of the QAC for Quality Assurance of the EP "Public Health and Management"
8.	Baimagambetova Aigerim Askarovna	Dean of the School of Public Health and Management
9.	Dosanova Asem Kalelovna	Head of the Centre for Planning and Development of Academic Activities
10.	Zhilkibaeva Karlygash Tulegenovna	Head of the Admissions Committee
11.	Makhanbaeva Nurgul Nurlanovna	Executive Director
12.	Bekova Maral Zhanatovna	Head of the HR Department
13.	Mukhamedyarova Aigerim Bauyrzhanovna	Head of the Centre for Transfer of Educational Technologies
14.	Saurbaeva Gaukhar Kayratovna	Head of the Simulation Center
15.	Tleshova Nurgul Serikovna	Head of the Office Registrar

16.	Yesirkepova Gulmira Zharylkapkyzy	Director of the Library
17.	Khusainova Sholpan Kabykenovna	Head of the Museum
18.	Smagulova Aliya Kurmanbekovna	Head of the Department of Internal Medicine with a Course in Geriatrics
19.	Kikimbaeva Aisulu Atykenovna	Head of the Department of Histology and Cytology
20.	Saidangazin Dias Dauletbekovich	Vice-Rector for Social and Educational Work
21.	Karshalova Zarina Baurzhanovna	Student and Staff Service Center
22.	Shaimerdenova Zauresh Nakypovna	Dormitory Employee
23.	Nazhimov Shakhrukh Makhammadovich	Acting Head of the Educational Process Quality Audit Group
24.	Mukashev Aslan Dauletkhanovich	Head of the IT Infrastructure and Information Systems Administration Department
25.	Zhenis Asygat Amankeldiuly	Acting Head of the Information and Analytical Centre
26.	Asylaeva Kadisha Kuspekovna	Employee of the Quality Assurance Centre
27.	Kasenova Saltanat Sapargeldievna	Employee of the International Cooperation Center
28.	Students of the EP "Medical and Preventive Care"	7
29.	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 6B10126 "Medical and Preventive Care" 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, N.S. Bozhbanbaeva, held a final open vote on the recommendations for the ECAQA Accreditation Council for the accreditation period of 5 years.

Comfortable conditions were created for the work of the EEC; 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 external evaluation of the educational program 6B10126 "Medical and Preventive Care" of the NJSC "Astana Medical University"

Standard 1: MISSION AND OUTCOMES

1.1 Mission statement

During the implementation of the activities of the visit program, based on the results of interviews with members of the Board of the 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, took part in formulating the mission. At the same time, the mission was communicated to potential students through the website, social networks, and information letters 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 the translation of new knowledge and innovations into healthcare practice and 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 the start of classes, teachers inform them about the mission of the educational program (EP), work plans of the NJSC “AMU”, and tell them where to get the necessary information about the educational program, teachers, and 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, demonstrates 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 abilities of training is one of the important strategic directions of the university development.

NJSC “AMU” has departments that are directly related to the educational program "6B10126 Medical and Preventive Care", which can be noted as the best practice in education, namely, the School of Public Health and Management, the Committee for Quality Assurance of the Educational Program, the Centre for Transfer of Educational Technologies. This conclusion was made, since these departments demonstrated the conditions for the start of the implementation of the EP in achieving the final outcomes.

The results of the documentation study allowed us to conclude that the mission of NJSC “AMU” and the mission of the educational program reflect the university's activities aimed at training sought-after and professionally trained specialists in the field of paediatrics, including the scientific aspect of training, and the educational process is built in accordance with the State Educational Standard and current Laws and Statutory Instruments (LSI) in healthcare. At the same time, during meetings with students, teachers (Faculty), experts identified a number of problems, including the current situation related to the implementation of continuous integrated medical education (CIME) programs and the lack of clarity in understanding the program's mission in terms of the scientific component.

At the same time, during meetings with students and the faculty, experts identified a number of problems, including the current situation related to the implementation of CIME programs and the lack of clarity in understanding the program's mission in terms of the scientific component. The experts determined the need for the faculty of the departments participating in the implementation of the EP to compile a list of relevant areas for providing students with topics for master's projects.

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 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 paediatrician. During a meeting with the Dean of the School of Public Health and Management, the Vice-Rector for Academic Affairs, and employees of the Centre

for the Development of Academic Activities, information was received about joint participation in defining the mission of the EP "6B10126 Medical and Preventive Care".

At the same time, when talking with students and employers, experts did not receive a clear answer 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 will 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 studying the program in 2023, its mission and goals were discussed by us, practicing doctors.”

1.3 Institutional autonomy and academic freedom

During the external evaluation, the autonomy of the choice of the mission of the EP “6B10126 Medical and Preventive Care” 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 paediatric specialists 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 departments of public health and hygiene, agreed with the Centre for Practice and Clinical Affairs 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 Public Health and Management, 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 the EP "6B10126 Medical and Preventive Care" meet the needs of practical health care in the regional aspect. During the answers, confirmation was received that the NJSC “AMU” has created the necessary conditions for the implementation of the EP.

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 answer this question yet and 10% would like to believe it.

The 200 teachers surveyed (21 questions of the questionnaire) also answered that 60.5% are satisfied with the organization of work and the workplace in this educational organization, and 29% partially agree with this statement. Experts determined that the organization has a healthy microclimate, since the director 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%, 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, with 21.5% having up to 5 years of teaching experience, 17.5% having up to 10 years, and 61% having over 10 years of teaching experience.

EEC findings by criteria. Out of the 8 standards, 7 comply fully, 0 partially, and 0 do not comply.

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 "6B10126 Medical and Preventive Care" (1.1.2)

Standard 2: EDUCATIONAL PROGRAMME

2.1 Final learning outcomes of the educational program

The implemented educational program 6B10126 "Medical and Preventive Care" provides high-quality training of specialists capable of meeting the needs of society in the field of sanitary and epidemiological well-being of the population in order to strengthen the health of the population.

The learning outcomes are covered in the educational program of the MPC (https://drive.google.com/drive/folders/1LnvGtycqc8MzlkypKJhUasEGEJh_9RZa), approved by the Academic Council of NJSC "AMU" on June 30, 2023, protocol No. 7. There are 7 learning outcomes in the educational program. The graduate's competencies and final learning outcomes are presented in the educational program and syllabuses of disciplines / modules.

The learning outcomes meet the requirements for the level of student training, namely the learning outcomes characterizing the abilities of students, regulated by paragraph 35 of the State Compulsory Standard of Higher Education, approved by the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 No. 2. Also, the approved final outcomes of the educational program are aimed at compliance with the job responsibilities of healthcare workers.

During the visit to the Department of Public Health and Hygiene, the experts studied the syllabi of the disciplines, which presented the final learning outcomes of the discipline. When interviewing students, they announced that they were familiar with the final learning outcomes, which are reflected in the educational program posted on the website of the NJSC "AMU" in the "Educational programs" section, and the learning outcomes for the disciplines are defined in the syllabi. The syllabi 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.

The experts established a clear continuity between the final learning 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.

While interviewing the Academic staff and the student community, we received answers to the questions: who evaluates how a specific teaching method allows achieving the expected learning outcome? did you discuss the learning outcomes of the educational program with stakeholders?, did you personally participate in the discussion of the learning outcomes?

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

58% of teacher respondents 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.

The surveyed students answered that 66.5% are completely satisfied with the content of the educational program in the chosen specialty, and 25.5% are partially satisfied.

2.2 Organization and structure of the educational program

In accordance with the State Compulsory Educational Standard defined by the Ministry of Health of the Republic of Kazakhstan, the program "Medical and Preventive Care" is structured: a passport of the educational program defining the graduate's competencies and expected learning outcomes, as well as a curriculum, assessment of academic achievements and resources necessary for

its implementation. Academic staff, end-of-course assessment, research and scientific achievements, continuous improvement, revision, amendment, storage, reviews from employers, developers of the educational program and an approval sheet - all these elements make up the organizational structure of the program. The EP consists of a cycle of general education disciplines is 56 academic credits, a basic cycle including academic disciplines, professional practice and is assessed by 79 academic credits, a cycle of specialized disciplines includes academic disciplines, professional practice and is assessed by 153 academic credits.

The educational program “Medical and Preventive Care" provides for the integration of taught disciplines, both horizontally and vertically.

To implement the educational program in the specialty "Medical and Preventive Care", syllabuses are developed for all disciplines, which are considered at department meetings, discussed and approved at the QAC.

The organization's documents contain EMCD, which 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 EP 6B10126 "Medical and Preventive Care". The organization ensures compliance with ethical aspects in the implementation of the educational program, since the experts have studied the code of ethics (https://amu.edu.kz/upload/iblock/b9c/b9c14cd669eaa3edefb000d8a6c09d4a.pdf) and during the interview; students responded that they were informed about the content of this document. Ethical Code of Students of NJSC "MUA", approved by the decision of the University Board dated 26.12.2019, protocol No. 28, the Code of Academic Integrity, approved on 08.10.2020 and during the interview; students responded that they were informed about the content of this document.

Analysis of educational activities showed that the scientific basis and all scientific achievements in the relevant disciplines are taken into account, additions have been made to the bibliography of the EMCD 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" (08/22/2023).

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 programs: development and updating (SU-AMU-15-22. dated 08/31/23). To ensure the development of knowledge, skills and thinking of various roles of the graduate and the compliance of the content of the EP with the changing conditions and needs of society and the healthcare system, the university ensures updating and makes changes to the EP in accordance with the algorithm regulated in the standard SU-AMU-15-22.

The Centre for the Transfer of Educational Technologies is responsible for the selection and implementation of innovations in the educational process.

The structure of the educational program is developed taking into account the principles of spiral integration within the framework of the competency map, which ensures step-by-step deepening of knowledge and systematic development of skills in students.

Information on the structure, duration (hours/weeks, semesters/academic year), content of the educational program, indicating mandatory elements, optional components and their duration is contained in the WCs for each academic year.

In the process of training, the University pays attention to the development and improvement of practical skills of students. Acquisition of practical knowledge and skills is carried out at the department, where there is equipment and devices, further consolidation is carried out at the practical

bases of the University under the guidance of experienced mentors. The University also has a research institute.

The content of the work programs and the catalogue of elective disciplines reflect the needs of the health care system, modern achievements of scientific and technological developments are reflected in the annually updated catalogue of elective disciplines and didactic materials, including those on the sanitary and epidemiological well-being of the population, as well as the specifics of R&D and scientific achievements of teachers. For the successful implementation of the educational program in the specialty 6B10126 "Medical and Preventive Care", the organization has resources to organize the assessment of students' practical skills, the Department of Public Health and Hygiene has the necessary laboratory instruments. However, there are difficulties in planning, developing and approving educational programs, including organizing additional provision of the simulation centre with the necessary equipment for medical and preventive care (section of communal hygiene and hygiene of children and adolescents).

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 agreements 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, and 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.

EP 6B10126 "Medical and Preventive Care" is a program of continuous integrated medical education, which integrates a bachelor's degree, internship and specialized master's degree. 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 6B10126 "Medical and Preventive Care" was approved by the Academic Council of NJSC "AMU" (minutes No. 7 dated 30.06.2023). Disciplines and modules are interdisciplinary in nature. 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 an optional component.

The MD cycle includes academic disciplines (university component and optional component) and professional practice. MD is aimed at developing professional competencies.

To update the EP, the rector's order was issued on the creation of 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. A catalogue has been formed for the 2024-2025 academic year elective disciplines, new disciplines have emerged that are oriented towards market needs, are professionally attractive and meet employers' requirements.

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

However, during interviews with students and in the schedule, it was established that not all basic disciplines have lectures. According to students, they need lectures to better master the learning outcomes.

While interviewing the faculty, to the question "Do student representatives participate in the development of educational programs?", the experts received the following answer: students are members of the QAC, the Academic Council.

2.4 Basic Biomedical Sciences

In accordance with the EP MPC, the following basic disciplines are included: genetics and molecular biology, fundamentals of anatomy, fundamentals of physiology, biochemistry, pharmacology, microbiology and virology, biostatistics, general hygiene, introduction to evidence-based medicine, bioethics, which are taught from the first to the third years. The content and expected learning outcomes of the disciplines are determined according to the educational program, curriculum, syllabuses on the content and volume of hours of classroom and extracurricular classes, taking into account the university component.

Basic disciplines develop in students the ability to abstract thinking, analysis, synthesis, readiness to solve standard problems of professional activity using information resources, medical and biological terminology, information and communication technologies and taking into account the basic requirements of information security, readiness to use basic physical and chemical, bio statistical, readiness to collect laboratory data, as well as other natural science concepts and methods when solving professional problems.

The educational program is designed so that theoretical disciplines are integrated with biomedical disciplines vertically and horizontally starting from the first year, which is reflected in the work programs by specifying prerequisites and post requisites. Thus, students, starting from the junior years, master practical skills.

2.5 Clinical Sciences

The main principle of the university is the desire to improve its activities in such areas as training highly qualified specialists, developing medical science and providing the population with sanitary and epidemiological well-being at the highest level. At the specialized departments, the educational process is organized taking into account scientific achievements and practical developments.

At the practical bases located in the city clinics of Astana, territorial bodies of the SES, NCE, students acquire sufficient knowledge and practical skills under the supervision of specialists, where they are taught to independently carry out work on monitoring, analysing and evaluating statistical data, data on the quality of the living environment, vaccination, organizing epidemiological surveillance, and performance indicators of healthcare organizations.

The university has a sanitary and hygienic laboratory, the Research Institute named after Academician E.D. Dalenov and the Research Institute of Radiation Medicine, where students practice professional competencies in a safe and reliable educational environment.

The principle of a level-based approach lies in the independent acquisition of skills. In the junior courses, students can only see, know the description and course of the examination algorithm, and from the 2nd-3rd years, when mastering disciplines, students learn to perform measurements, for example, registering environmental factors (microclimate, noise, vibration, dust, illumination, etc.). Skills are preliminarily practiced in the conditions of the sanitary and hygienic laboratory, the Simulation Centre, in compliance with all requirements and rules.

2.6 Scientific method

From the 1st year of study, the basics of scientific methodology are instilled in the study of basic disciplines such as biostatistics, epidemiology, information and communication technologies, revised from the standpoint of evidence-based medicine. In the 4th year, students complete the Module - Organization of Scientific Research (research management, academic writing, and fundamentals of

evidence-based medicine) and also complete a master's project. The university has developed the Regulation on Research Ethics in NJSC "AMU" PL-AMU-161-23 (https://amu.edu.kz/upload/iblock/dfb/dfb30a5e7f2cbfaeb89445abfb8cba43.pdf) to support and stimulate scientific research activities.

During the course of their studies, teachers of the departments introduce students to different areas of research supervised by the departments, involve students in scientific events of the department, study the requirements for the preparation of scientific reports and writing theses, at meetings of the student scientific circle, students practice the application of theoretical research methods, selection of literature using modern search technologies. The teachers of the departments develop algorithms and standards for working with hygienic devices, which allow unifying the actions when taking measurements and using them constantly when completing projects and theses.

Research competence is formed mainly within the framework of educational and research activities of students.

Research work is a mandatory component of training and is included in the plans for educational and scientific work of the university. The entire faculty of the university is involved in research activities, which is encouraged, including in material terms (https://amu.edu.kz/upload/iblock/560/56000fbb01e5e7b402411455541f62dc.pdf). One of the student's achievements is a portfolio, which also certifies scientific achievements and demonstrates these skills. The results of the achievement are presented in publications, author's certificates, scientific developments in the form of commercial start-up projects.

For example, the discipline "Management of scientific research" introduces students to the basic concepts, methodology, principles and mechanisms of organizing and conducting research, developing a strategy for scientific research, and applying the results in practice to ensure sanitary and epidemiological well-being. "Fundamentals of evidence-based medicine" is designed to study the scientific approach to decision-making in medicine, based on a systematic and critical analysis of scientific data obtained from various sources.

To develop the scientific component, master classes and seminars are held with the involvement of visiting professors. As part of the seminars, students, together with professors, have the opportunity to discuss current problems and topics in the field of health care, analyse different points of view and approaches, argue their position and critically evaluate the arguments of other participants.

Innovative methods used during training such as PBL, TPCBL, Research-tutored teaching, Case study, CBL, RBL contribute to the development of analytical thinking and scientifically oriented learning in students. Also, internships help to observe the work of practical healthcare, analyse real clinical cases and problems faced by patients and medical staff.

Thus, various components of the educational program contribute to the development of analytical and critical abilities, creative problem solving skills.

2.7 Behavioural and social sciences and medical ethics

This area includes the study of the influence of 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 also trained in the field of ethics, professional practice and intercultural interaction. The educational program 6B10126 "MPC" includes the following behavioural sciences: History, Cultural Studies, Foreign Language, Sociology, Philosophy, Psychology, Information and Communication Technologies, etc., social sciences that provide knowledge, concepts, methods, skills and attitudes necessary for understanding the socio-economic, demographic and cultural determinacy of the causes, distribution and consequences of health problems, knowledge of the national health care system and patient rights, students' mastery of modern information and communication technologies in various areas of professional activity.

The School of Public Health and Management has included in the educational program the achievements of: behavioural sciences, social sciences, medical ethics and medical jurisprudence.

Behavioural and social sciences are adapted to scientific developments in the field of medicine, changing demographic and cultural conditions, as well as the needs of society and the health care

system.

While studying behavioural and social sciences, students are instilled with not only knowledge, but also human qualities, such as communication skills and the ability to work as part of a team of professionals, which are prescribed in the educational program, curricula and syllabi.

2.8 Educational technologies, teaching methods and practical training

In order for students to achieve the expected learning outcomes in the EP MPC, the School uses modern educational technologies, teaching methods and practical training, including: rating assessment system, case method, standardized patient, work in a simulation centre, presentations, discussions, completed project, critical analysis of articles, portfolio, business game, combined lecture, self-assessment and assessment of classmates during work in small groups and conducting RBL, TBL, RBL. The university conducts centralized training in new innovative teaching methods with the issuance of implementation certificates.

When implementing EP 6B10126 “MPC”, the school applies teaching and learning methods, including virtual learning methods (distance, electronic), which stimulate, prepare and support students, and ensure that students develop responsibility for their learning process. Elements of distance learning are preserved in the form of independent study of video lectures, viewing presentations in electronic form.

The IWS for the disciplines of the GED cycle are conducted online for 1 academic stream ("Time standards for calculating the volume of educational work performed by the Academic staff for the 2023-2024 academic year" approved by the decision of the Board of the NJSC "Astana Medical University" dated September 21, 2023) (https://amu.edu.kz/upload/iblock/140/1401b151597d633b7ef918868f8318d4.pdf).

One of the forms of developing students' responsibility for the learning process and lifelong learning is the organization of independent student work, which involves the introduction of an informal approach to the organization of IWSs, a variety of IWS types, their objective assessment and the share of the IWS assessment in the admission rating and the final assessment of the discipline.

Innovative methods allow students to develop a creative approach to learning. The guarantor of students' achievement of the expected learning outcomes is industrial practice directly at practical bases. The structural unit with the authority to plan and implement innovations in the educational program is the Centre for the Transfer of Educational and Distance Technologies.

2.9 Educational Program Management

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 quality assurance committee (QAC) and a conversation with the manager and employees. At the same time, the verification of **Standard 2** showed that the QAC has the authority to plan and implement the educational program, determine the expected learning outcomes.

The development, updating and approval of the educational program "Medical and Preventive Care" is carried out in accordance with the University standard SU-AMU-15-22 "Educational programs: development, evaluation and updating", approved by the decision of the Board of NJSC "AMU" No. 14 dated 08.06.2022.

The educational program is developed by the staff of the leading department, agreed upon with experts in this field, taking into account the comments and suggestions of experts and other interested parties, discussed at the department, then at a school meeting and after a positive decision is made, sent for consideration by the EP QAC, the next stage with the EP draft with an extract from the EP QAC is sent for approval to the Academic Council Committee for Academic Affairs. After approval by the Academic Council Committee for Academic Affairs, the EP is approved by the Academic Council, then for inclusion in the register of EPs of the MES RK, the school submits to the centre for planning and development of academic activities a paper and electronic version of the EP with an extract from the Academic Council meeting.

The experts got acquainted with the work of the departments, including the vice-rectors, the chairman of the Quality Assurance Committee of the EP, the head of the Admissions Committee, the

office registrar, the dean of the school of public health and management, the department of public health and hygiene, employers, teaching staff and students, a total of 5 meetings were held and during the cross-interview it was established that it is necessary to develop integrated cases within the modules, form a bank of topics for master's projects, create a collegial advisory body for the development and implementation of the educational program with the participation of all stakeholders, employers proposed to strengthen the practical training of students.

However, we believe that a collegial advisory body should be organized for the development and implementation of the EP "MPC" with the participation of all stakeholders.

2.10 Relationship with medical practice and the health care system

The training of students in the specialty 6B10126 "Medical and Preventive Care" is aimed at meeting the needs of practical health care. The University provides an operational link between the educational program and subsequent stages of professional training (Master's degree in scientific and pedagogical sciences), the practice of which the graduate begins after completing his studies. The formation of partnership cooperation between the system of higher education and practical health care helps to improve the educational process, taking into account the requirements of the labour market for specialists, and the degree of successful employment of graduates. The University has advisers who help to choose the right educational trajectory; there is an option of elective disciplines and on-site industrial practice. The list and content of educational programs in disciplines that are components of choice take into account the latest changes in the labour market, reflect the interests of the employer and are aimed at preparing graduates for professional activities.

NJSC “AMU” constantly interacts with practical healthcare at all levels of training of young specialists: mandatory training and industrial practice in the Territorial Departments of Astana and the Northern Region (target segment) of the Republic of Kazakhstan, participation of employers in collegial bodies (Council of Faculties and Institutes, University QAC, NKS, Academic Council, participation of employers in the commissions of the final state certification of graduates, holding meetings within the framework of round tables, receiving reviews and feedback from employers (https://amu.edu.kz/infocenter/news/12506/).

Elective disciplines are constantly updated, expanding the practical bases for the practice of students, which are reviewed and approved at a meeting of the QAC of the School of Public Health and Management.

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

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

EEC findings by criteria. Out of 36 standards, 33 are fully compliant, 3 are partially compliant, and 0 are not compliant.

Recommendations for improvement:

1) 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 stakeholders (2.2 6).
2) The head of the educational program should begin work on the formation of a bank of topics for master's projects (2.6);
3) The Vice-Rector for Academic Affairs, the Head of the Educational Program should ensure the development of integrated cases within the modules and documentary support in the discipline syllabi (2.8.2).

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 assessment are updated annually.

Assessment is carried out for all key learning outcomes through midterm, interim and end-of-course assessment in relation to areas / modules of the curriculum of the educational program.

The study of control and measuring tools (test questions, presentation tasks, and situational tasks) showed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of students' academic achievements. During the interview, 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. An improvement point is ensuring the validity of tests.

During a visit to the Department of Public Health and Hygiene, documents and methods for assessing students were checked. The department prepared test assignments for 2nd year students of the educational program - 6B10126 "Medical and Preventive Care" for the module "Environment and Health" for the discipline "Fundamentals of Hygiene - 3 credits" in the amount of 90 questions, of which: questions of the 1st level - 40 pcs (50%), 2nd level - 38 pcs (40%), 3rd level - 12 pcs (10%), which are compiled in accordance with the requirements.

During a visit to the Department of Public Health and Hygiene and an interview with the Dean of the School of Public Health and Management Baimagambetova A.A. and the faculty of the departments, the Chairman of the QAC EP "6B10126 MPD" Turgambaeva A.K., the Deputy Chairman of the QAC Musina A.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, syllabuses, journals), assessment tools (checklists, statements), certificates, certificates, 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, 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 final certification of students" and other regulatory documents, as well as syllabuses, and there is information on the schedule of classes and exams, which is updated regularly. 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.

During interviews with the teaching staff 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. The survey results are analysed by the quality audit group of the educational process and submitted 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 enters grades of the student's midterm and final assessments in the electronic journal in accordance with the working instructions "On maintaining an electronic journal of academic

performance" RI-MUA-59-22, approved by the Vice-Rector for Academic Work 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 "Academic Performance Journal" module, which is controlled by the office registrar (hereinafter referred to as OR). When visiting the office registrar and during a conversation with the head of the Office Registrar Tleshova N.S. and the staff received information that the general policy for assessing students, 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 OR is engaged in 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, technical specifications, 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 examination, are reviewed and approved at department meetings.

Every year, the Academic staff, trained in the basics of testology and writing test assignments, develops new test assignments for the disciplines studied. The bank of test assignments for each discipline is annually reviewed and updated. When visiting the Department of Public Health and Hygiene, we were convinced that the testologists are trained teachers Musina A.A., Suleimenova R.K.

The assessment process is open and accessible for examination by external experts, since leading specialists in practical health care, 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, 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 certification commission and examiners.

In addition to the university's faculty, chief physicians of medical organizations, their deputies for medical care, and heads of departments actively participate in organizing practices and 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.

While interviewing 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 EP “MPC” 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. As for the current control, the students also noted that the university does not have a single format for current control.

During the visit to the organization, the management was asked: "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 are provided. The exam is taken at the Simulation Centre of NJSC “AMU” using robot mannequins, mannequins, models, dummies, simulators, automated virtual models, etc.

According to the Rector's order on conducting the exam with video recording No. 684-n/k dated November 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 outcomes of the EP "6B10126 MPC" are aimed at ensuring that the training of graduates corresponds to 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 in graduates as practical skills, communication skills, and knowledge are the ones they would like to see the strongest.

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

3.3 Assessment that facilitates decision-making (summative assessment)

Summative assessment is an exam in an academic discipline, where the ratio of the theoretical and practical parts, the format is discussed at the QAC EP 6B10126 "Medical and Preventive Care" 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 Process Quality Audit Group regularly conducts surveys 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 Evaluating Educational Programs", approved by the decision of the Board of Directors dated 12.01.2024.

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

EEC findings by criteria correspond out of 13 standards: fully - 12, partially - 1, do not correspond - 0.

Recommendations for improvement:

1) In order to implement student-centred learning, the university management should introduce a unified format of ongoing control and describe it in internal regulatory documents (3.4.2).

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 "Astana Medical University", approved by the decision of the Board of Directors 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 the approaches to student admission are based on the requirements of the country and internal regulations: "Charter of 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 dated 07/05/23, protocol No. 17.

In the period 2022-2023 33 students were admitted to the educational program in the specialty EP 6B10126 "MPC", 19 on a state grant and 17 on a fee-paying basis. The information on the university website was studied, in the "Applicants" tab. 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, conditions for enrolment in the university. 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 selecting and accepting 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 Public Health and Management. 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 better navigate the structure of the educational institution and studying in it 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 Public Health and Management Committee; however, 1st-year students of the EP “MPC” are not included in the Committee.

4.2 Student Counselling and Support

Academic counselling of students is carried out at the level of departments participating in the implementation of EP 6B10126 “MPC”, 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 Work of the 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 in an individual format (psychological consultations). These trainings were held both within the walls of the university (in a co-working space) and in the dormitory reading room. 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 questions that arise. All phone numbers are on the website. At the same time, confidentiality is ensured; 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 providing them with the necessary assistance.

In order to educate students about the possibility of receiving psychological help and support from a university psychologist, a website "Psychological Support Services" was created, where the psychologist's phone number is indicated, there is a section "Ask a psychologist a question".

EEC findings by criteria. Out of 15 standards, 15 are fully compliant.

Standard 5: ACADEMIC STAFF

5.1 Policy for the formation of academic staff

Search, selection, recruitment, hiring and adaptation of employees at NJSC "Astana Medical University" is carried out in accordance with the university's personnel policy for the selection of faculty, approved by the Board's decision No. 21 dated 08.08.2023 https://amu.edu.kz/upload/iblock/980/980e7a056096531d0d29bbfed5b69ce7.pdf. 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 unit and in the university as a whole.

Recruitment of teachers for the implementation of EP 6B10126 “MPC” 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

The 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 of Public Health and Management annually plans academic mobility of the Academic staff to countries of the near and far abroad at its own expense (regulations on academic mobility of students, teachers and employees of the NJSC “AMU”).

The university has introduced and is improving a system of rating assessment of the activities of teaching staff of departments, which is the Regulation PL-AMU-63-19 on the rating of educational, scientific and clinical activities of the teaching staff, approved by the decision of the Board of the

NJSC “AMU” No. 26 dated November 22, 2019, and the Regulation on awards approved by the decision of the Board of the 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 Academic staff by differentiating their work.

Recognition of the worthy academic activity of the Academic staff is carried out at the university, including through material remuneration. The university has sufficient economic conditions for encouraging employees in accordance with the Regulation on the remuneration of employees. Incentive allowances are established for employees taking into account the 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 amount.

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 the 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 interview 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 AT planned for the specialty, what is the policy for hiring employees, the mechanism for stimulating and rewarding wages, how often is the university's personnel policy reviewed and updated, whether an introductory briefing is conducted when hiring teaching staff" and allowed the experts to learn about approaches to attracting employees of clinical sites for teaching, about the strategy and tactics of recruiting students, information support of the educational program, and also to identify problems in the management and development of human resources.

While questioning teachers, it was found that the majority (60.5%) are completely satisfied with the organization of work and the workplace in this educational organization, but 29% are partially satisfied. In this educational organization, teachers have the opportunity to engage in scientific work and publish the results of research - 58.5% completely agree, 31% partially. Salary is satisfactory - 26% completely agree, 20% partially.

5.2 Academic activity and professional ethics of teachers

The current personnel policy 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 their lives 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, dissertations are checked for the degree of 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 health workers”, where 616 Academic staff (547 Academic staff of clinical departments and 69 Academic staff 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", a plan for advanced training of employees of NJSC "AMU" for each calendar year, an 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 management, communication skills, and information and communication technologies. In 2023, the Concept "Development of effective technologies and teaching methods at the NJSC "Astana Medical University" (protocol No. 2 dated 01/24/2023) 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 04/15/2024 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, Effective teacher - 31. Seminars were also organized with the invitation of a foreign specialist Fazıl Serdar Gürel - MD, a specialist in family medicine, an employee of the medical education centre of Bashkent University on the topic: "Implementation of a comprehensive program of continuous integrated medical education", "Teaching methods and assessment in integrated curricula".

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

In order to verify the Standard 5 data, during 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, and the inclusion of certificates of implementation of learning outcomes in the educational process in the criteria of key performance indicators.

The experts received answers about the advanced training program for teachers, which are 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 certificates of teachers on such topics as Effective 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 teacher of practice-oriented direction in physical education and sports, Good clinical practice (GCP), advanced course, Neuro-linguistic programming in successful communication, Advanced optical methods in biology and medicine.

Experts have found that teachers initiate research topics for students stimulate the need for additional training and independent work with literature, 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 from 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"

The organization has an opportunity for career growth and development of teacher competencies - 67% of the surveyed teachers answered, and 27% partially agree with this. 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 don't 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.

EEC findings by criteria. Compliant out of 8 standards: fully 8.

Standard 6: EDUCATIONAL RESOURCES

6.1 Material and technical base for teaching and learning

As part of a visit to the university's clinical sites and specialized departments, the EEC experts, during the work of the expert commission and analysis of the submitted documentation, state the availability of the necessary material and technical base for the implementation of EP 6B10126 "Medical and Preventive Care".

The University has a sufficient material and technical base to ensure the high-quality implementation of the declared EP 6B10126 "Medical and Preventive Care". It has 5 academic buildings with an area of 35,102.5 m2 with lecture halls and classrooms, 2 dormitories with a total area of 13,313.5 m2 for 1,477 beds. The university's academic buildings house 17 academic 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 m2. 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 city and regional healthcare institutions as the university's clinical bases.

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

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

The security system in the university is carried out in accordance with the Rules "Ensuring safety and labour protection" SU-AMU 13-12 (https://drive.google.com/drive/folders/1sCTV9Zoe_3OTheD7rdm6PjAatx4efgRr .

6.2 Resources for clinical training

While visiting departments at clinical sites, experts conducted a survey of the resources and identified compliance with the training program. The clinical base of EP 6B10126 "Medical and Preventive Care" has a developed material and technical base. The main bases are: Department of Sanitary and Epidemiological Control of Astana, Department of Sanitary and Epidemiological Control of the Yesil, Baikonur, Saryarka Districts of Astana, MSE on the REM "City Polyclinic No. 9", RSE "Centre for Sanitary and Epidemiological Expertise" of Astana, Multidisciplinary Children's Hospital, State Institution "Centre for the prevention and control of AIDS", RSE "Centre for Sanitary and Epidemiological Expertise" of the MC PAA RK, BINOM SCHOOL school-lyceum "Tanym" LLP

“BINOM EDUCATION”, RSE “Department of Sanitary and Epidemiological Control in Transport of the Committee for Sanitary and Epidemiological Control of the Ministry of Health of the Republic of Kazakhstan”. Students have the opportunity to obtain, master comprehensive skills in the field of public health and related disciplines with practical assimilation of the provision of medical services in the laboratory, clinic, at the stage of infection control.

All students have access to the necessary research methods; carry out visits to sites under the supervision of a mentor / responsible doctor.

During the visit to the Department of Sanitary and Epidemiological Control of Astana, the Department of Sanitary and Epidemiological Control of the Yesil, Baikonur, Saryarka districts of Astana, which is a practical base according to the agreement on joint activities, the experts also conducted a survey of resources for compliance with the training program, accessibility for teachers and students, meets the needs of students and practical health care.

Major disciplines, students take at the bases of the departments "Department of Public Health and Hygiene", "Department of Public Health and Epidemiology", "Research Institute of Radiobiology and Radiation Protection" and "Research Institute of Preventive Medicine named after Academician E.D. Dalenov" in the structure of which there are laboratories of sanitary and hygienic profile. For practical classes in profile disciplines in the laboratories of the University there are all the necessary measuring instruments and testing equipment, where students can take measurements, analyse and discuss the results. Organization of educational and industrial practices and industrial practices for the EP "MPC" is carried out in accordance with the requirements of the University Standard "Professional Practice" SU-AMU-28-15 https://drive.google.com/drive/folders/1OPxFq7mBDspRDoxGiKQmukfjEyIj9flD.

During a conversation with the head of the department, Suleimenova Roza Kaldybekkyzy, it was found out that before the start of the relevant discipline, the student receives a syllabus from the teacher and knows what skills he should acquire and develop during the training in the discipline.

Thus, a review of resources for the implementation of EP 6B10126 “MPC” showed that they correspond to the goals and objectives, and the staff of the School of Public Health and Management ensure collegial and ethical relationships with medical personnel and the management of the practical base to achieve the final outcomes 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 6A10126 “MPC”. The experts asked questions about satisfaction with the training, sufficient time to obtain practical skills, familiarity with medical documentation, satisfaction with teaching methods and 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, the students are satisfied with the training, assessment methods and purposefully entered this university, as they believe that the University has good resources, image and international connections. The students showed 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 6B10126 "Medical and Preventive Care", 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 Academic 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 specialized disciplines. According to the State Compulsory Educational Standard, students participate in the scientific research conducted by specialized departments within the framework of the SSC, and also, if desired, in other scientific clubs. At present, the departments are working 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 dental diseases, development of new methods for diagnosing and treating dental diseases in both adults and children. The management of scientific research activities is carried out by the faculty 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. For example, within the framework of the implementation of scientific projects, methodological recommendations were developed (Prevalence of somatic diseases of the population living near uranium deposits in Southern Kazakhstan, 2023, Ways and methods for reducing radiation risks and somatic morbidity of the population living in the zone of influence of man-made radiation factors, 2020, Organization of a unified system of medical support for radiation safety of workers at radiation-hazardous enterprises of the uranium mining, oil and gas and other mining industries in Kazakhstan, 2019) and copyright certificates (No. 37620 dated 06/29/2023 Kazymbet P.K., Bakhtin M.M., Dzhanabaev D.D., Kashkinbaev E.T., Saifulina Ye.A. Prevalence of somatic diseases of the population living near uranium deposits in Southern Kazakhstan), (Methodological recommendations, No. 37709 dated July 30, 2023 Ganina A. M., Bakhtin M. M., Kazymbet P. K., Kashkinbaev Ye. T. Development of a radiation monitoring system for the territory of potential impact of NPS at the zero stage in a transboundary context), the results of which were introduced into the educational process and practice

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 available to users, which provide literature and information materials for the educational process, research, scientific and pedagogical activities, providing access to their 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.comhttps://www.elsevier.com;
- Springerhttps://www.springer.com;
- EBSCOhostCinal-https://www.ebsco.com/products/ebscohost-research-platform;
- CochraneLibraryhttps://www.cochranelibrary.com/;
- Wiley Online library - 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.

The volume of the book fund for EP 6B10126 - "Medical and Preventive Care" is 48,6231, of which textbooks and educational literature - 36,3357 copies, scientific literature - 12,2874 copies, including in Kazakh - 132,652 copies, in Russian - 327,256 copies and in English - 26,323 copies. Received over the past 5 years are 379 names.

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 catalogue of the library (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 of educational and scientific processes at the university is carried out by providing computer equipment, by equipping classrooms with multimedia equipment, technical means of 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 at 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 (RI-AMU-68);
- Working Instructions for the Preparation of Educational and Methodological Literature (RI-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 QAC takes part in the examination in the field of medical education planning and improvement of teaching methods. The QAC includes highly experienced faculty, heads of departments, and representatives of professional associations, students, and employers. During the interview with deans and heads of departments and the QAC, it was established that the 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 an internal examination at the QAC at the School of Dentistry 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 compliance of the teaching methodology at the university during the implementation of the EP is and will be carried out systematically both at the 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 EP Quality Assurance Committee, 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 include monitoring, quality of education, etc. In general, there is identity and duplication, but at the same time there is no structure or group that develops the EP and implements it. There is an order for the university, where 3 people are appointed as heads of one EP - the dean and 2 heads of specialized departments.

In order to control and improve the quality of the EP, 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 audits. It is planned to regularly conduct assessments by receiving feedback from students, Academic staff and employers, as well as analysing the academic achievements of students. Questionnaires of students are used as feedback for conducting 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, questionnaire results, reports of departments, schools, the registrar's office, acts of external and internal audits, and FSC reports. 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 6A10126 "Medical and Preventive Care" 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 Work 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 international activities of the university is the Department of International Cooperation (DIC). DIC 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 Centre for International Cooperation Kasenova Saltanat Sapargeldievna.

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".

EEC findings by criteria. Compliance with 18 standards:
fully -17, partially - 1, do not comply – 0

Recommendations for improvement:

1) The University management, the head of the educational program 6B10126 "Medical and Preventive Care" should provide for the possibility of additional provision of the educational process with simulation equipment (municipal hygiene, hygiene of children and adolescents) (6.2.2).

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 assessed through the level of knowledge, skills and abilities that graduates possess. The quality of the processes is determined by the compliance of 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 within the framework of annual planning and implementation of processes for receiving feedback from students, faculty, control and monitoring committees, employers on the content of the EP, organization of the educational process, quality of training and assessment, support for students from the faculty 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 measures. 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, discussions of the EP in the Round Table format, etc. will be used as feedback tools. The feedback results will be heard at meetings of the control and monitoring committees, School Councils, and the Academic Council of the University, based on the results of which decisions will be made on corrective measures.

7.2 Program monitoring and evaluation mechanisms

Regulated procedures for monitoring the EP at the university ensure transparency of the processes of training students 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. The results obtained, according to internal documents, 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 6B10126 "Medical and Preventive Care" and the deans of schools, 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 teachers and students

According to the EP plan, the University will systematically collect, analyse and use the data received on the process of implementing the 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 elements of feedback 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

The 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, and forecasting further developments. Dean of the School of Public Health and Management Baimagambetova A.A. told what work is carried out to improve the quality of academic performance of students. The Dean of the School noted that the EP provides for the results (outcomes) 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 grade-letter grading system and assessment sheets); qualitative ones - in judgments of an evaluative type, which is 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. Work is carried out with them on an individual basis 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, assessments of professional practice, the results of the summer and winter examination sessions, the results of the final assessment, the number of students who did not receive a passing score, and a plan for corrective and preventive measures is drawn up.

The results of students' academic achievements are posted in the electronic academic journal and transcript. Students have access to monitor their academic achievements in the AIS Platonus. 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 a personal profile, curriculum, schedule, current assessment results, certification results and admission to final assessment, as well as messages sent by departments / deans' offices. Based on the information provided, the student can monitor his or her academic achievements and, if necessary, make the necessary decisions.

7.5 Stakeholder Involvement

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

An online interview with 4 employers majoring in "Medical and Preventive Care" included questions such as: knowledge of the university's mission, participation in developing 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, and graduate employment.

From their responses, the experts concluded that there is a close connection between the School of Public Health and Management and practical healthcare. Employers are members of the collegial bodies of the university and the school, participate in the State Attestation Commission, are clinical bases, participate in the Job Fair, and participate in motivational meetings with students. By participating in collegial bodies, they draw the attention of university staff to the weak points of knowledge and practical skills of students, suggest including popular issues in practice for in-depth study, etc. Thus, they proposed to develop elective disciplines for a better understanding and expansion of knowledge of epidemiology disciplines.

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 innovation 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 health care (employers and graduates) in discussing the content of the EP increases the level of professionally oriented training.

EEC findings 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 monitoring aimed at improving the quality of the educational process based on the results of feedback from stakeholders involved in the implementation of the educational program (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” https://amu.edu.kz/upload/images/struktura-012024.jpg.

The academic management structure is represented by structural divisions that ensure the effective implementation of educational programs in all EPs: Centre for Planning and Development of Academic Affairs (CPDAA), Centre for Monitoring and Accounting of Students (CMAS), Registrar's Office (OR), Centre for Transfer of Educational Technologies (CTOT), Library.

The Academic Council plays an important role in the management of educational and methodological activities. It develops the main directions 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, medical and diagnostic activities of the departments and implementing the training of students in the considered EP are 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 educational program.

Coordination of implementation, control and monitoring of the implementation of the EP in all licensed specialties is carried out by schools/dean's offices under the supervision of vice-rectors and the Rector. The issues are also discussed at monthly meetings of the QAC of the EP, the Academic Council (https://amu.edu.kz/ru/science/kollegialnye-organy/), commissions under the Academic Council (https://amu.edu.kz/ru/korporativnoe-upravlenie/senat/) 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 the issues under consideration and job descriptions https://amu.edu.kz/ru/korporativnoe-upravlenie /.

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

In response to the survey question "Do the organization's management listen to your opinion regarding issues related to the educational process, research, and clinical work?", 43% of teachers answered that they do so systematically, 24% answered "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 Academic Council, the Scientific Council, and the Committee for Quality Assurance of Educational Programs.

The University has 18 student associations where students express their individuality in various areas of activity, such as study, scientific and social work, for example: the University Student Council, the Dormitory Student Council, Student Self-Government (PL-AMU-118-24 dated 01/26/2024), and the student representative office (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 a dormitory, the availability of prices for food in canteens and buffets, etc.

One of the components of ensuring the quality of education is the involvement of students in the management of the School (Student Council, student representation at the QAC of the EP and other advisory bodies). All students actively participate in the procedure for internal quality assurance of education (https://amu.edu.kz/ru/departments/12388/).

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 Academic Council, the Scientific 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 funding 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 (https://amu.edu.kz/upload/iblock/d83/d8303a691742f0f3b444de21f02049da.pdf) 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 (https://amu.edu.kz/upload/iblock/d60/d604145f7e3b6a6f2a4d81bf5cbbb8a6.pdf).

The Planning and Economic Analysis Department monitors the movement of students, plans income from the provision of educational services, as well as expenses for the remuneration of Academic staff and the provision of 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 "Medical and Preventive Care" 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.

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

8.5 Interaction with the healthcare sector

The joint activities of the University and medical organizations are to ensure the training, education 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 perform 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 the Departments on the organization of epidemiological prevention (meetings, round tables, conferences, campaigns) (https://www.instagram.com/p/C0Q4GQktTMj/?igshid=NWQ5OTZhYTk5YQ==). Also, the university teachers took part in the priority areas of the Ministry of Health (review and examination of regulatory documents, methodological support of Roadmaps, review and examination of regulatory documents, reports, on behalf of the Ministry of Health https://drive.google.com/drive/folders/19cts1DKJ6ZdndlCrcujPbG8KFAPXfk_K).

The university teachers participated in examinations in agreement with non-medical organizations, including being part of the speakers of the CSEC of the Ministry of Health of the Republic of Kazakhstan to explain to the media and the population various issues on ensuring sanitary and epidemiological well-being (https://drive.google.com/drive/folders/19cts1DKJ6ZdndlCrcujPbG8KFAPXfk_K).

The teaching staff also took an active part in developing safety algorithms for city headquarters for COVID-19 (https://drive.google.com/drive/folders/19cts1DKJ6ZdndlCrcujPbG8KFAPXfk_K). As part of providing assistance in the fight against coronavirus infection, in 2020, 8 University teachers worked in the Territorial Departments of SES in Astana (https://drive.google.com/drive/folders/19cts1DKJ6ZdndlCrcujPbG8KFAPXfk_K). The University signed cooperation agreements with medical organizations in Astana (https://drive.google.com/drive/folders/13pcEXUQpvdFNk_CzCbcgLK_8jhJDzLaj).

EEC findings by criteria. Compliant 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 structural divisions in the internal quality assurance system (8.1.4);

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 (8.2.2).

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 and encouragement of teachers is 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 evaluates the achievement of the University's strategic and operational goals, based on the results of which remuneration is provided. Additionally, remuneration is provided 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 global scientific sources, the University library website contains a list of freely accessible databases; there are subscriptions to leading databases, including Scopus. Many departments implementing the educational programs of the CIME in the initial courses have scientific circles. Members of the R&D 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, the Centre for Transfer of Educational Technologies was created in 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 learning technologies and e-learning in the educational process.

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

Continuous analysis of the relationship between the needs and volumes of literature purchases associated with an increase in the contingent 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.

Improvement of all types of university activities is based on the constant 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 administration representatives 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 Doctor 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 renewal of the educational program 6B10126 "Medical and Preventive Care".

EEC findings by criteria. Compliant out of 3 standards: fully - 3.

Thus, during the external evaluation of the educational program**, 120** accreditation standards were found to be in compliance out of **129 accreditation standards**, including 98 basic standards and **22** improvement standards. **8** basic standards and **1** improvement standard were partially met. No non-compliance with standards was found.

5. Recommendations for improvement of the educational program 6B10126 "Medical and Preventive Care":

1) The head of the educational program should increase the level of awareness of teachers about the mission, goals and final outcomes of training in the program "6B10126 Medical and Preventive Care" (1.1.2)

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 stakeholders (2.2 6).

3) The head of the educational program should begin work on the formation of a bank of topics for master's projects (2.6);

4) The Vice-Rector for Academic Affairs, the Head of the educational program should ensure the development of integrated cases within the modules and documentary support in the syllabi of disciplines (2.8.2).

5) In order to implement student-centred learning, the university management should introduce a unified format of ongoing monitoring and describe it in internal regulatory documents (3.4.2).

6) The University management, the head of the educational program 6B10126 "Medical and Preventive Care" shall provide for the possibility of additional provision of the educational process with simulation equipment (communal hygiene, hygiene of children and adolescents) (6.2.2).

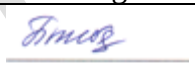
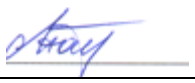
7) The head of the educational program shall ensure an analysis of monitoring aimed at improving the quality of the educational process based on the results of feedback from stakeholders involved in the implementation of the educational program (7.3.1).

8) The University management shall clearly define the functions and responsibilities of structural divisions in the internal quality assurance system (8.1.4);

9) 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 "Medical and Preventive Care" 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	Ramazanova Manshuk Anerovna	
Employer Expert	Kulmaganbetov Serik Aueskhanovich	
Student Expert	Tauekelova Medina Korganbekovna	

Приложение 1.

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

Standard	Критерии оценки	Количество стандартов	БС/СУ*	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	**МИССИЯ И ЦЕННОСТИ**	**8**	**8/ 0**	**7/0**	**1/0**	**0**
2.	**ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА**	**36**	**30/ 6**	**27/0**	**3/0**	**0**
3.	**ОЦЕНКА СТУДЕНТОВ**	**13**	**11/ 2**	**10/2**	**1/0**	**0**
4.	**СТУДЕНТЫ**	**15**	**11/ 4**	**11/4**	**0/0**	**0**
5.	**АКАДЕМИЧЕСКИЙ ШТАТ**	**8**	**7/ 1**	**7/1**	**0/0**	**0**
6.	**ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ**	**18**	**16/ 2**	**16/1**	**0/1**	**0**
7.	**ОБЕСПЕЧЕНИЕ КАЧЕСТВА**	**12**	**9/ 3**	**8/3**	**1/0**	**0**
8.	**УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ**	**16**	**14/ 2**	**12/2**	**2/0**	**0**
9.	**НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ**	**3**	**0/ 3**	**0/3**	**0/0**	**0**
	Итого:	**129**	**106 / 23**	**98/22**	**8/1**	**0**
	*БС- базовые стандарты, СУ- стандарты улучшения			**129**		

Приложение 2

Список документов, изученных членами ВЭК во время визита в организацию

№	Наименования документов	Количество	Дата утверждение
1.	Образовательная программа «Медико-профилактическое дело»	1	30.06.2023
2.	Академическая политика НАО «МУА»	1	08.12.2023
3.	Приказ о назначении руководителей ОП	1	04.05.2024
4.	Приказ о создании фокусных групп для актуализации ОП	2	11.01.2024 02.02.2024
5.	План развития ОП 6В10126 «Медико-профилактическое дело»	1	2024
6.	Положение Группы аудита качества образовательного процесса	1	24.12.2023
7.	Акты внедрения образовательных технологий	17	2019-2022
8.	Протокола апелляционной 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 «МПД»	1	02.03.2023
12.	Расписание Симуляционного центра	1	2024
13.	Рецензии на ОП «МПД»	2	2023
14.	Состав КОК ОП «МПД»	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 «Медико-профилактическое дело»		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 общественное здоровье и гигиена 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

Приложение 3

Список участников интервью

№ п/п	Ф.И.О.	Должность
26.	Койков Виталий Викторович	Проректор по научной работе
27.	Жунусова Айгуль Битимбаевна	Проректор по академическим вопросам
28.	Газалиева Меруерт Арыстановна	Проректор по клинической работе
29.	Мараджапов Бахтиер Иркинович	Финансовый директор
30.	Тиес Ардак Сиезбекович	Управляющий директор
31.	Тургамбаева Асия Кайрбаевна	Председатель Комитета по обеспечению качества ОП «Общественного здоровья и менеджмента»
32.	Мусина Айман Аяшевна	Зам. председателя КОК по обеспечению качества ОП «Общественного здоровья и менеджмента»
33.	Досанова Асем Калеловна	Руководитель Центра планирования и развития академической деятельности
34.	Баймагамбетова Айгерим Аскаровна	Декан Школы Общественного здоровья и менеджмента
35.	Жилкибаева Карлыгаш Тулегеновна	Руководитель приемной комиссии
36.	Маханбаева Нургуль Нурлановна	Исполнительный директор
37.	Бекова Марал Жанатовна	Руководитель Управления HR
38.	Зикенов Игорь Ирсаинович	Зам. руководителя Управления HR
39.	Мухамедьярова Айгерим Бауыржановна	Руководитель Центра трансферта образовательных технологий
40.	Саурбаева Гаухар Кайратовна	Руководитель Симуляционного центра
41.	Тлешова Нургуль Сериковна	Руководитель офис-регистратора
42.	Есиркепова Гульмира Жарылкапкызы	Директор Библиотеки
43.	Хусаинова Шолпан Кабыкеновна	Руководитель Музея
44.	Смагулова Алия Курманбековна	Зав.кафедрой внутренних болезней с курсом гериатрии
45.	Кикимбаева Айсулу Атыкеновна	Зав.кафедрой гистологии и цитологии
46.	Сайдангазин Диас Даулетбекович	Проректор по социальной и воспитательной работе
47.	Шаймерденова Зауреш Накыповна	Руководитель Центра по социальной и воспитательной работе
48.	Каршалова Зарина Бауржановна	Центр обслуживания обучающихся и сотрудников
49.	Шаймерденова Зауреш Накыповна	Сотрудник общежития
50.	Нажимов Шахрух Махаммадович	И.о. руководителя группы аудита качества образовательного процесса
51.	Мукашев Аслан Даулетханович	Руководитель Управления IT инфраструктуры и администрирования информационных систем
52.	Жеңіс Асығат Аманкелдіұлы	И.о. руководителя информационно-аналитического центра
53.	Асылаева Кадиша Куспековна	Сотрудник Центра обеспечения качества
54.	Касенова Салтанат Сапаргельдиевна	Сотрудник Центра Международного сотрудничества
55.	Ибраева Салима Сайфуллаевна	Профессор кафедры нормальной

		физиологии
56.	Рахимжанова Жанар Айбасовна	Профессор кафедры нормальной физиологии
57.	Жаналиева Марина Кубеновна	Профессор кафедры анатомии человека им. Аубакирова А.Б.
58.	Жалмурзина Айгуль Жанбараковна	Старший преподаватель кафедры социально-гуманитарных дисциплин
59.	Канжил Шакирт	Старший преподаватель кафедры социально-гуманитарных дисциплин
60.	Аталыкова Гаухар Толеубековна	Доцент кафедры детских болезней с курсом нефрологии и пульмонологии
61.	Туребекова Айгерим Ганиевна	Ассистент кафедры детских болезней с курсом нефрологии и пульмонологии
62.	Турдалина Баян Рысбековна	Доцент кафедры детских инфекционных болезней
63.	Сейдуллаева Алия Жолдыбаевна	Доцент кафедры детских инфекционных болезней
64.	Алтынбекова Алена Васильевна	Ассистент кафедры детских инфекционных болезней
65.	Гатауова Мадина Рафкатовна	Доцент кафедры детских болезней с курсом аллергологии, иммунологии, гематологии и эндокринологии
66.	Бугаева Нелли Дмитриевна	Ассистент кафедры детских болезней с курсом аллергологии, иммунологии, гематологии и эндокринологии
67.	Курмангали Асем Уахитовна	Ассистент кафедры детских болезней с курсом аллергологии, иммунологии, гематологии и эндокринологии
68.	Тулеубаева Алия Абикеновна	Доцент кафедры детских болезней с курсом кардиоревматологии и гастроэнтерологии
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71.	Рахимжанова Жанар Айбасовна	Профессор кафедры нормальной физиологии
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74.	Канжил Шакирт	Старший преподаватель, Социально-гуманитарных дисциплин
75.	Айтбаева Жайна Байдуллаевна	Профессор, Кафедра патологической физиологии им. В.Г. Корпачева
76.	Уызбаева Индира Кайырбековна	Старший преподаватель, Кафедра общей фармакологии
77.	Попова Марина Романовна	Ассистент, Кафедра патологической анатомии

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79.	Омиртаева Бахытгуль Абубакировна	Ассистент,Кафедра внутренних болезней с курсом гериатрии
80.	Божеева Индира Муратовна	Ассистент,НИИ радиологии им.академика Ж.Х. Хамзабаева
81.	Медетова Гаухар Латиповна	Ассистент,НИИ радиологии им.академика Ж.Х. Хамзабаева
82.	Баигалиев Аян Амангельдинович	Доцент кафедры основ медицины
83.	Бекбергенова Жанагуль Боранбаевна	Ассистент, Кафедра общей врачебной практики с курсом доказательной медицины
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93.	Исентаева Ельмира Акниязовна	Главный врач, ТОО Dental City, Главный внештатный стоматолог г. Астаны
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